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SUMY NATIONAL AGRARIAN UNIVERSITY
ECONOMICS AND MANAGEMENT FACULTY**

Public management and administration department

QUALIFICATION WORK

education degree - Master

**on: «Theory and practice of motivation of employees in the field of
administrative services in modern conditions»**

Completed: student of
073 “Management” speciality
EP “Administrative Management”
Xiao Chuan

Supervisor **Prof. Dr. Larysa Kalachevska**

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SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty
Department

Economics and Management
Public management and administration

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073 “Management” EP “Administrative Management”

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TASK

on thesis for student

Xiao Chuan

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Thesis: administrative services in modern conditions

Supervisor Prof. Dr. Larysa Kalachevska

approved by the university from

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2. Base of practical research:

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4. Background to the project (work):

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Higher Education Law of the People's Republic of China

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-Research on incentive issues and analysis methods for grassroots administrative personnel in universities

Research on the Construction and Implementation Strategies of Incentive Mechanisms for Administrative Management Personnel at Yantai Nanshan University

Constructing an Incentive Mechanism Model for Grassroots Administrative Management Personnel of Yantai Nanshan University

6. Date of assignment:

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№	Title the stages of the degree project (work)	Date of performance project stages	Note
1	Definition and approval of the thesis, preparation of the plan - schedule of work	August, 2023	done
2	Selection and analysis of literary sources, the preparation of the first theoretical chapter	September-October 2023-May2024	done
3	Preparation and presentation of draft of the first chapter of the thesis	January 2024	done
4	Collection and processing of factual material, synthesis analysis of application issues in the enterprise	February -March2024	done
5	Making the theoretical part of the thesis, summarizing the analytical part	September-October 2024	done
6	Design options improve the research problem	April-June 2024	done
7	Completion of the project part of the thesis, design chapters	December2023- May2024	done
8	Previous work and its defense review	July, 2024	done
9	Checking the authenticity of the thesis	August, 28, 2024	done
10	Deadline for student completed the thesis	September, 2024	done
11	Defense of the thesis	September, 2024	done

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Checking the authenticity conducted.

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АНОТАЦІЯ

Xiao Chuan. Теорія і практика мотивації працівників у полі адміністративної служби під сучасними умовами (базується на одиниці "Калігей Янти Нансан", Су Мей). Професійна робота з сертифікацією кваліфікації 073 « Керування » ЕП « Адміністративне керування ». SNAU, Sumy- 2024- рукопис.

У цій роботі сертифікації кваліфікації ця стаття підсумує припущення людської природи, які застосовуються до мотивації людського персоналу адміністративного керування в університетах, і теорії мотивації, сформульованої на цій. За допомогою статті досліджується персонал адміністративного керування в університетах і аналізується поточна ситуація та існуючі проблеми мотивації для персоналу адміністративного керування в університетах за допомогою теоретичного аналізу, досліджень питання та методів інтер. На основі цього стаття пропонує склад і специфічні стратегії реалізації стимуляційних механізмів для основного персоналу адміністративного керування університетами.

У першому розділі „Перегляд ключових теорій охорони, застосованих до адміністративних служб“, головні теорії охорони, застосованих до адміністративних служб, включають теорію охорони, засновану на змісті, теорію охорони поведінки, теорію охорони процесу та емоційний метод охорони,

У розділі 2 "Імперичне дослідження і аналіз стимулу статусу адміністративного керування травовими коренями в університеті Янта Наншана" було включено чотири підрозділи для дослідження перегляду університету Янта Наншана, дослідження стимулу статусу персоналу керування травовими коренями, проблем у оцінці виконання адміністративного персоналу і аналізу. За допомогою аналізу поточної ситуації механізму стимулу для персоналу адміністративного керування в коледжі Янти Нансан виявилось, що існують основні проблеми, зокрема невідповідність між метами доступу та стратегічними метами школи, нестандартні процеси стимулу механізму, неповністю наукових і розумних систем індикаторів меха

У розділі 3 "Стратегії будівництва та реалізації охоронних механізмів для персоналу адміністративного керування товариними коренями у коледжах та університетах" існують три підрозділи: Принципи будівництва охоронних механізмів для персоналу адміністративного керування товариними коренями у коледжах і університетах, Моделі будівництва охоронних механізмів для персоналу адміністративного керування товариними Пропоновані засоби для покращення стимуляційного механізму для персоналу адміністративного керування в коледжі Янта Нансан: спочатку, встановлювати стратегічні мети, які будуть сумісні з стратегічними метами школи; По-друге, встановити наукову та розумну систему індикатора механізму стимулу для персоналу адміністративного керування; По-третє, покращити механізм стимулювання та механізм гарантії для персоналу адміністративного керування; Четвертий - повністю використовувати стимуляційний механізм для персоналу адміністративного керування; П'ята - ще більше підвищити свідомість про керування результатами серед адміністративних персоналів.

Тому, вивчаючи проблеми та протиметри у стимуляційному механізмі для персоналу адміністративного керування приватними студентськими університетами, ця стаття може збагатити внутрішню теорію керування стимуляційним механізмом для персоналу адміністративного керування приватними студентськими університетами, далі підвищувати керуючу цінність та значення

Ключові слова: приватні студентські університети; персонал адміністративного керування; Політика стимулювання; механізм захоплення

Abstract

Xiao Chuan. Theory and Practice of Employee Motivation in the Administrative Service Field under Modern Conditions (Based on the Unit "Yantai Nanshan College", Su Mei). Professional 073 "Management" EP "Administrative Management" qualification certification work. SNAU, Sumei-2024- Manuscript.

In this qualification certification work, this article summarizes the human nature assumptions applicable to the motivation of grassroots administrative management personnel in universities and the motivation theory formed on this basis. The article takes grassroots administrative management personnel in universities as the research object, and analyzes the current situation and existing problems of motivation for grassroots administrative management personnel in universities through theoretical analysis, questionnaire surveys, and interview methods. Based on this, the article proposes the composition and specific implementation strategies of incentive mechanisms for grassroots administrative management personnel in universities.

In Chapter 1 "Overview of Key Incentive Theories Applicable to Administrative Services", the main incentive theories applicable to administrative services include content-based incentive theory, behavior correction incentive theory, process incentive theory, and emotional incentive method, providing theoretical support and practical guidance for administrative service management.

In Chapter 2 "Empirical Investigation and Analysis of the Incentive Status of Grassroots Administrative Management Personnel at Yantai Nanshan University", four sub chapters were included to study the overview of Yantai Nanshan University, the investigation of incentive status of grassroots management personnel, the problems in performance evaluation of administrative personnel, and the analysis of the reasons for the problems in performance evaluation. Through the analysis of the current situation of the incentive mechanism for administrative management personnel at Yantai Nanshan College, it was found that there are main problems such as the mismatch between performance goals and the school's strategic goals, non-standard incentive mechanism processes, incomplete scientific and reasonable incentive mechanism indicator systems, and untimely feedback on incentive mechanism results.

In Chapter 3, "Construction and Implementation Strategies of Incentive Mechanisms for Grassroots Administrative Management Personnel in Colleges and Universities," there are three sub chapters: Principles for Constructing Incentive Mechanisms for Grassroots Administrative Management Personnel in Colleges and Universities, Models for Constructing Incentive Mechanisms for Grassroots Administrative Management Personnel in Colleges and Universities, and Strategies for Motivating Grassroots Management Personnel in Colleges and Universities. Proposed measures to improve the incentive mechanism for administrative management personnel at Yantai Nanshan College: firstly, establish strategic goals that are compatible with the school's strategic objectives; Secondly, establish a scientific and reasonable incentive mechanism indicator system for administrative management personnel; Thirdly, improve the incentive mechanism and guarantee mechanism for administrative management personnel; The fourth is to fully utilize the incentive mechanism for administrative management personnel; The fifth is to further enhance the awareness of performance management among administrative personnel.

Therefore, by studying the problems and countermeasures in the incentive mechanism for administrative management personnel in private undergraduate universities, this article can enrich the internal management theory of the incentive mechanism for administrative management personnel in private undergraduate universities, further enhance the guiding value and significance of the incentive mechanism theory, and provide good reference and guidance value for other similar private undergraduate universities in other places.

Keywords: Private undergraduate universities; Administrative management personnel; Incentive policies; excitation mechanism

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INTRODUCTION

The incentive of administrative staff in colleges and universities is a common topic, because the level of incentive of administrative staff in colleges and universities directly affects the level of service. Their work is closely related to the interests of college staff and college students, and is also directly related to the quality and efficiency of running a university. It plays an irreplaceable role in the normal operation of various work in colleges and universities. The quality of higher education is closely related to the professional level of professional teachers in colleges and universities, and it is also closely related to the silent work of university administrators. Statistics show that there are many researches on the incentive of college teachers, but there are relatively few researches on the administrative staff of colleges and universities. Therefore, it has become a new research topic to improve the quality of higher education by encouraging the administrative staff of colleges and universities. Therefore, it is of great importance to carry out special incentive research on university administrators. Scientific management is the most critical factor for the sustainable development of private undergraduate colleges and universities. The work efficiency and management ability of its administrative staff reflect the management level of the school to a certain extent. The administrative staff of private undergraduate colleges and universities plays an important role in the development of the school. It has a profound impact on promoting the development and improving the competitiveness of private undergraduate colleges and universities to carry out scientific and effective incentive mechanism for these groups and explore a reasonable incentive mechanism index system.

Most of the domestic research on the incentive of college teachers focuses on the need for self-realization as the incentive method. Du Xudong (2019) believes that in the development process of private colleges and universities, colleges and universities do not focus on the cultivation and incentive of administrative personnel, and there is no good performance traction effect, which leads to the administrative personnel team becoming the short board of reform and innovation, which restricts the improvement of the overall education level of private colleges and universities. jieqiang (2020)

pointed out that the current performance salary assessment method in colleges and universities can not fully reflect the work effect and work progress of administrative personnel. Therefore, it is necessary to introduce advanced scientific methods to improve a reasonable and effective performance appraisal system. At the same time, as an important part of colleges and universities, administrative personnel are the basis for the operation of colleges and universities. Carrying out a reasonable performance appraisal system for this part of the group can maximize the human resources and school resources of colleges and universities. At present, there are many researches on the comprehensive incentive and overall incentive of university administrative personnel, and there are few researches on the specific incentive of university grassroots administrative personnel.

The purpose of this paper is to analyse in detail the state of motivation of grassroots administrative staff in universities and to develop a roadmap based on best practices for the implementation of innovative mechanisms for motivating administrative staff in universities.

The main objectives of the study, which ensure the achievement of this goal, are as follows:

Firstly, to enrich the practice of internal management with modern mechanisms of incentives for university managers.

Secondly, to deepen the analysis of the problems of current evaluation of administrative and managerial staff.

Thirdly, to develop strategies for designing and implementing incentive mechanisms for university administrative and managerial staff at the grassroots level.

Finally, to provide strong theoretical and methodological support for the development of private higher education.

The object of research in this paper is the incentive mechanisms for grassroots administrative and managerial staff in the university.

The subject of the study is a set of theoretical and methodological provisions related to staff motivation in the field of administrative services of private colleges and universities.

The research base is Yantai Nanshan College, a private university in China.

The main results of the work are as follows:

By analyzing the needs of university administrators and the factors that lead to their lack of incentives, combined with Maslow 's hierarchy of needs theory and two-factor theory, a practical incentive strategy for university administrators is constructed from both internal and external incentives. In order to motivate the enthusiasm and efficiency of the administrative staff of colleges and universities, understand their own characteristics, improve their work enthusiasm, in order to achieve efficient combination of post setting and personnel allocation. Improve the overall management level of private universities.

The following **main methods** were used to solve the research problems:

The literature research method is mainly to sort out the relevant research on the incentive of university managers in the past, so as to lay a foundation for avoiding the repeatability and blindness of the follow-up research.

Questionnaire survey method, in this study, we will mainly select the management personnel of the main colleges and universities in Yantai as the random questionnaire survey object, and use the more advanced questionnaire statistics and analysis methods such as spss to obtain more objective research data.

Interview method, in this study, will adopt unstructured and multiple in-depth interviews, focusing on the selection of a few individuals in the research object for in-depth interviews to draw conclusions.

The work is done by the student independently and consists of an introduction, three sections, conclusions, a list of references from 45sources and appendices. The total length of the work is __91_ pages, including the length of the main text is __83_ pages. Number of tables is 27, figures 6.

The information database of this study includes analytical research and scientific development results from Chinese and world scientists, data from the National Bureau of Statistics of China, and current regulations of Yantai Nanshan University^[31].

The practical significance of the results is that this study focuses on the use of internal incentives to analyze the incentives of university administrators while paying attention to the concerns of external incentives, so that this study can further explore

the establishment of a continuous incentive mechanism for private university administrators.

CHAPTER 1

OVERVIEW OF KEY MOTIVATIONAL THEORIES APPLICABLE TO ADMINISTRATIVE SERVICES

Since the 20th century, organizational behaviorists, managers, psychologists, sociologists, and others have defined motivation from different disciplinary perspectives. Robbins defines it from the perspective of organizational behavior as "motivation is the process of inspiring, guiding, maintaining, and planning the behavior of organizational members to strive for organizational goals, and the efforts of organizational members are premised on meeting certain individual needs. Li Baoyuan summarized from the perspective of enterprise management that motivation is to strengthen individual behavior that is in line with organizational goals. In other words, it is to guide members to maximize the development and utilization of their human resources to achieve organizational goals. In terms of literal interpretation, the author believes that motivation is the behavioral process of using various internal and external motivational methods to stimulate people's motivation and encourage their work enthusiasm in order to achieve organizational goals[1,P 622-638].

Incentive mechanism refers to the sum of the structure, methods, relationships, and evolutionary laws in which the incentive subject system uses various incentive methods and standardizes and relatively fixes them, interacting and constraining with the incentive object in the organizational system. In universities, incentive mechanisms refer to a series of methods, measures, and procedures adopted by educational managers to stimulate the internal potential of management personnel in order to achieve established work goals, so that they can truly feel empowered, talented, rewarded, and consciously strive towards expected goals. It is a dynamic organizational system that fully mobilizes the enthusiasm and creativity of management personnel. It can create conditions that meet the various needs of managers, thereby stimulating their motivation and generating specific behaviors to achieve organizational goals. Zhang Xin believes that incentive mechanism refers to a whole composed of interrelated and interacting incentive elements, which reflects the interaction between incentive

subjects and incentive objects through a rational system. It should include research on inducing factors, behavioral guidance systems, magnitude, time and space, and planning systems. It mainly has the characteristics of dynamics, dissipation, separability, and nonlinearity. In short, incentive mechanism refers to the dynamic organizational system and system in which the incentive subject uses various incentive methods to motivate the incentive object to move towards management goals based on the different needs of the incentive object in the organization[2].

At present, there is no unified view on the definition of university management personnel. Wang Min from Central South University for Nationalities defined it in his article as "we believe that university administrative management personnel refer to full-time personnel or personnel mainly engaged in administrative management work within higher education institutions, based on organizational goals and requirements, relying on certain organizational resources. Chen Furong defines the level of university management personnel as "university management personnel including school leaders, middle-level management cadres, and general management personnel". The functional departments of the academic affairs office, finance office, and various colleges in universities are responsible for student management. The author believes that administrative management personnel in universities refer to professional management personnel who ensure the normal operation of various work in universities, provide services and logistical support for professional teachers and students, and their job nature and personnel group should be distinguished from professional and technical teachers, government management personnel, and enterprise management personnel in universities[3,P 11-16]. From the perspective of organizational structure, we can divide university administrative management personnel into grassroots administrative management personnel, middle-level administrative management personnel, and high-level administrative management personnel. Among them, senior administrative management personnel mainly refer to the leaders at the school level; middle-level administrative management personnel include the heads of various colleges and functional departments; while grassroots administrative management personnel mainly refer to the staff at the department level and below in various colleges and functional departments.

The research subject of this article is grassroots administrative management personnel in universities[4,P 55-73]. It should be noted that in the article, university faculty and staff are divided into professional and technical teacher teams and other administrative management personnel teams. Among them, the school functional departments (logistics, academic affairs, library, office, etc.) and staff at or below the departmental level in colleges are defined as grassroots administrative management personnel in universities.

1 Introduction

Administrative services, as the core link for the government or organizations to provide public goods and services to the public, their efficiency and quality are directly related to the public's satisfaction and trust in the government. The enthusiasm, creativity, and work efficiency of administrative service personnel are the key factors determining the quality of administrative services. Therefore, how to effectively motivate administrative service personnel, improve their work enthusiasm and efficiency, has become an important issue in administrative service management. This article will provide a detailed overview of the main incentive theories applicable to administrative services, including content-based incentive theory, behavior correction incentive theory, process incentive theory, and emotional incentive law, in order to provide theoretical support and practical guidance for administrative service management.

2 Content based motivation theory

The content based motivation theory mainly focuses on the factors that stimulate employee motivation, namely the needs of employees. In administrative services, the application of content based incentive theory is mainly reflected in the following aspects:

(1) Maslow's hierarchy of needs

American behavioral scientist Abraham Maslow summarized Henry Murray's analysis of human needs into twenty types and proposed the Hierarchy of Needs theory, which defines human needs in descending order as physiological needs, safety needs, emotional needs, social respect needs, and self actualization needs. In fact, we can clearly know that humans have both instinctual and psychological needs. In Maslow's

hierarchy of needs theory, physiological and safety needs can reflect a natural instinct of animals, which occupy a considerable advantage in consciousness, while emotional needs, social respect needs, and self actualization needs reflect more of a psychological pursuit. These five basic needs are interrelated and ranked according to the level of advantage awareness. Simply put, the most dominant target monopolizes all consciousness and gradually decreases towards the highest level, and this theory follows this pattern in overall population classification. The motivational significance of the hierarchy theory lies in its overall explanation and demonstration of the prerequisites that must be met for motivation.

However, the hierarchy of needs theory based on overall laws cannot fully explain reality, especially the issue of reversing the order of needs mentioned earlier. Therefore, classifying and analyzing incentives has gradually become a new trend. Douglas McGregor published "Management of People in Enterprises" in the November 1957 issue of Management Review magazine in the United States, proposing the famous "X Theory Y Theory" and further improving it through subsequent works. McGregor divides human nature into two categories: on the one hand, ordinary people are born lazy, lacking ambition, having no opinions and willingness to be led, and always willing to avoid responsibility. The incentive measures based on this assumption of human nature will be severe or strong, and the theory based on this assumption is called the "X theory"; On the other hand, because the formation of individual interests involves both internal driving forces and the influence of postnatal life practices, people are not inherently lazy, but rather have the motivation, development potential, and ability to take responsibility that make them who they are in organizations. People are willing to choose challenging jobs, and the theory based on this assumption of human nature is called the "Y theory". From a holistic perspective, individuals within an organization are not isolated individuals, but rather composite individuals[7,P 180-181].

Maslow divided human needs into five levels: physiological needs, safety needs, social needs, esteem needs, and self actualization needs. In administrative services, managers can stimulate employees' work enthusiasm by meeting these needs. For example, providing reasonable compensation and benefits to meet the physiological

needs of employees; Provide a stable work environment and career development opportunities to meet the safety needs of employees; Strengthen team building and communication to meet the social needs of employees; Providing employees with sufficient respect and recognition can meet their needs for respect[6]; Provide challenging work tasks and promotion opportunities to meet the self actualization needs of employees. In Table 1-1:

Table1-1 Comparison between Maslow's Hierarchy of Needs and McGregor's X-Y Theory

Maslow's Hierarchy of Needs	Description	X-Theory Implications	Y-Theory Implications
Physiological Needs	Basic survival needs such as food, water, sleep, etc.	- Employees are motivated primarily by physiological needs.	- Satisfying these needs is a prerequisite but not a sufficient motivator.
Safety Needs	Security, stability, protection from harm, etc.	- Employees seek job security and stability.	- Providing a safe work environment enhances job satisfaction.
Love and Belonging Needs	Relationships, affection, belongingness, etc.	- Social isolation leads to dissatisfaction.	- Encouraging social interaction and teamwork promotes motivation.
Esteem Needs	Self-esteem, recognition, respect from others, etc.	- Employees seek recognition and status within the org.	- Recognition and praise are key motivators.
Self-Actualization Needs	Realizing one's full potential, achieving personal goals, etc.	- Few employees strive for self-actualization.	- Encouraging creativity and personal growth is essential.

(2) Herzberg's Two Factor Theory

Frederick Herzberg, along with Mosner and Schneiderman, jointly published "The Motivating Factors of Work" and proposed the famous "Motivation Hygiene Factor Theory" (hereinafter referred to as the "Two Factor Theory"), which creatively divides and refines motivational behavior in work. Herzberg mainly distinguishes between internal and external needs[11], and deeply analyzes the different roles they play in motivating people's work enthusiasm. Based on this, the Two Factor Theory is proposed. Most motivational factors come from the job itself, such as the sense of achievement in the job, recognition of the job, the challenge and interest of the job itself, responsibility, and job prospects. And 'health factors' consider more about meeting external needs, including working conditions, salary, job security, and external supervision. The motivation for those who pursue health factors mainly comes from the work environment, while those who pursue motivational factors are very sensitive to the challenges, prospects, and personal development prospects of their work.

The best proof of the significance of classifying and studying human motivational factors is that management scholar Robbins has clearly stated that Herzberg's two factor theory has strong influence and practical significance due to its unique analytical framework.

The two factor theory emphasizes the classification and analysis of organizational employees based on classification incentives. For those who are sensitive to health factors, their health needs must be met, and their incentive factors must be guided[5,P 33-34+39]. For those who value incentive factors, their incentive needs must be met, while maximizing their motivation and doing a good job in health care.

Herzberg divided the factors that affect employee job satisfaction into two categories: health factors and motivational factors. Health factors include working conditions, salary, interpersonal relationships, etc. The improvement of these factors can reduce employee dissatisfaction, but cannot stimulate their work enthusiasm. The motivational factors include job achievement, recognition, and the job itself, and the satisfaction of these factors can stimulate employees' work enthusiasm and creativity. In administrative services, managers should attach importance to the use of motivational factors, and stimulate employees' work enthusiasm by providing

challenging work tasks, giving them full recognition and rewards, and so on. In Table 1-2:

Table 1-2 Herzberg's Two-Factor Theory

Factor Type	Description	Examples
Hygiene Factors	Factors that prevent dissatisfaction but do not motivate	Company policies, supervision, work conditions, relationships, salary, benefits
Motivators	Factors that lead to satisfaction and motivate employees	Achievement, recognition, challenging work, increased responsibility, growth and development opportunities

3 Behavioral Correction Motivation Theory

The behavior modification motivation theory mainly focuses on how to achieve organizational goals by changing employee behavior. In administrative services, the application of behavior modification incentive theory is mainly reflected in the following aspects:

(1) Reinforcement theory

The reinforcement theory holds that human behavior is determined by both environmental stimuli and individual intrinsic motivation. When a certain behavior receives positive reinforcement (such as rewards), the frequency of its occurrence will increase; When a certain behavior receives negative reinforcement (such as punishment), the frequency of its occurrence will decrease [8, P 34-36]. In administrative services, managers can strengthen employee behavior by establishing a reward and punishment system. For example, rewarding and commending outstanding employees to motivate them to continue maintaining a good working state; Punish and correct underperforming employees appropriately to encourage them to improve their behavior.

(2) attribution theory

Attribution theory suggests that people will conduct attribution analysis on their behavioral outcomes, that is, analyzing the reasons behind the behavioral outcomes. In administrative services, managers can stimulate employees' work enthusiasm by guiding them to attribute correctly. For example, when employees complete a task, managers can guide them to recognize that their efforts and contributions are key factors for success, thereby enhancing their confidence and sense of achievement; When employees encounter difficulties, managers can guide them to find their own reasons and seek improvement methods to enhance their problem-solving abilities.

4 Process based motivation theory

The process based motivation theory mainly focuses on the psychological process from people generating motivation to taking action. In administrative services, the application of process based incentive theory is mainly reflected in the following aspects:

(1) Expectancy theory

The expectancy theory holds that an individual's behavioral motivation is the product of expected value and valence. In administrative services, managers can stimulate employee motivation by setting reasonable goals and expectations. For example, managers can work together with employees to set work goals and clarify reward measures, so that employees have a clear direction for their efforts and the potential rewards they may receive; At the same time, managers also need to ensure the feasibility and rationality of goals to avoid employees losing motivation due to goals being too high or too low.

(2) equity theory

The fairness theory suggests that people will compare their investment and returns with others to determine whether they have received fair treatment. In administrative services, managers should ensure that the investment and return between employees are relatively fair to maintain their enthusiasm and work enthusiasm. For example, managers can ensure a relatively balanced investment and return among employees by establishing fair compensation and evaluation systems; At the same time, managers should also pay attention to the psychological feelings among employees and adjust

and optimize relevant policies and measures in a timely manner to avoid negative emotions and behaviors caused by unfairness among employees.

5 Emotional motivation method

The emotional incentive method plays an indispensable role in modern administrative services. This method emphasizes enhancing the work enthusiasm and creativity of administrative personnel by paying attention to their emotional needs and psychological state[9,P 166-182]. In administrative management practice, emotional motivation can stimulate the internal motivation of administrative personnel, promote the improvement of team cohesion, and thereby improve work efficiency and service quality. The application of emotional incentives in administrative services is mainly reflected in the following aspects:

(1) Respect and recognition

Managers should respect the individuality and values of employees and give them full recognition and support. For example, managers can give employees full autonomy in their work, allowing them to complete tasks in their own way; At the same time, managers should also pay attention to the emotional changes of employees and provide them with timely care and support to enhance their sense of belonging and loyalty.

(2) Trust and encouragement

Managers should trust employees' abilities and provide them with sufficient encouragement and support. For example, managers can empower employees with more responsibilities and tasks to bear more work pressure and challenges; At the same time, managers should also pay attention to the emotional changes of employees and provide them with positive feedback and encouragement in a timely manner to enhance their confidence and motivation.

(3) Team building and communication

Managers should strengthen team building and communication to create a positive working atmosphere. For example, managers can organize various team activities to enhance communication and cooperation among employees; At the same time, managers should also establish smooth communication channels to timely understand

the thoughts and opinions of employees in order to better meet their needs[10,P. 87-88+98].

The emotional incentive method has important application value in administrative services. By paying attention to the emotional needs and psychological state of administrative personnel, creating good interpersonal relationships and team atmosphere, and providing timely emotional support and guidance, universities can stimulate the intrinsic motivation and work enthusiasm of administrative personnel, improve work efficiency and service quality. At the same time, universities should also pay attention to the sustainability of emotional incentives, continuously improve and optimize emotional incentive measures and mechanisms, and provide continuous emotional support and incentives for administrative personnel.

6 Work Task Incentive Method

The work task incentive method includes providing administrative personnel with more challenging work tasks, more authorization, and other methods. Managers can change the traditional mechanical way of doing things by giving administrative personnel more power and opportunities to accept more challenging work that corresponds to their abilities. This helps administrative personnel feel the trust from their leaders and colleagues, enabling them to truly exert their initiative and satisfy their sense of career ambition and achievement[11,.P 122-123].

In summary, the main incentive theories applicable to modern administrative services include content based incentive theory, process based incentive theory, behavior modification based incentive theory, emotional incentive law, and work task incentive law. These theories provide various tools and strategies for administrative services in universities to stimulate the work enthusiasm and creativity of administrative personnel, and improve the efficiency and quality of administrative services.

CHAPTER 2

EMPIRICAL INVESTIGATION AND ANALYSIS OF THE INCENTIVE STATUS OF GRASSROOTS ADMINISTRATIVE MANAGEMENT PERSONNEL IN NANSHAN UNIVERSITY, YANTAI

2.1 Overview of Yantai NanShan University

Yantai NanShan university is a full-time undergraduate institution established with the approval of the Ministry of Education and invested by a certain enterprise. The school was founded in 1988 and was approved by the Ministry of Education as a full-time undergraduate university in 2005. It is an applied undergraduate university with engineering as the main body, economics and management, humanities and art as the two wings, and seven disciplines of engineering, science, management, economics, art, literature, and medicine. There are 12 secondary colleges, including 69 departments (departments, centers), with over 30000 students on campus. The school is located along the coast and has two campuses. The school covers an area of 3028 acres and has a building area of 823800 square meters. The school has a collection of over 2.1 million paper books and over 1.8 million e-books. There are 17 cross integration experimental and training centers for new materials, high-end energy and chemical engineering, including 225 experimental (training) rooms. We have one provincial engineering research center, one provincial collaborative innovation center for higher education institutions, one provincial collaborative innovation center for applied technology in higher vocational colleges, one provincial collaborative innovation center for functional textiles, two provincial engineering research centers for higher education institutions, two provincial "Youth Innovation Team Development Plans" for higher education institutions, two provincial "13th Five Year Plan" scientific research and innovation platforms for higher education institutions, two provincial social science popularization education bases, two Y city engineering laboratories, and one provincial industrial college[12,P 48-49].

There are more than 1300 full-time teachers in the school, with 79.2% of them holding master's and doctoral degrees; 32.5% of teachers hold senior professional titles; 51% of dual qualified teachers have work or practical experience in enterprises. We have 12 high-level talents, including national model teachers, outstanding teachers in the entire army, provincial outstanding teachers, and recipients of the National Science and Technology Progress Award; Formerly served as 4 members of the Higher Education Teaching Guidance Committee of the Ministry of Education; The school currently has 7 research institutes, 15 application-oriented research teams, 1 provincial university advantage discipline talent team, 4 Y city "Double Hundred Plan" talents (teams), 53 teaching teams jointly formed by majors and enterprises, and 9 double teacher training bases built with multiple enterprises.

The school currently has 55 undergraduate majors, forming 15 professional groups, all of which are applied majors jointly built by the school and enterprises; There are 7 provincial characteristic majors, 6 first-class undergraduate majors, and 17 university level first-class majors. 7 courses have been recognized as first-class undergraduate courses in Shandong Province; More than 30 demonstration courses on ideological and political education have been cultivated, with 6 projects approved at or above the provincial level and 7 awards in ideological and political education competitions for courses at or above the provincial level; 5 National level Society Excellent Textbook Awards.

The school undertakes 56 provincial-level and above scientific research projects, including the Key R&D Program of the Ministry of Science and Technology, the National Natural Science Foundation, the National Social Science Foundation, the Humanities and Social Science Research and Planning Fund of the Ministry of Education, the Provincial Key R&D Program, and the Provincial Social Science Planning and Research Project. Undertake 188 high-level applied basic research and applied technology research projects; 88 national invention patents have been authorized, and the transfer and transformation rate of scientific and technological achievements has reached 36.78%. Among them, the invention patents jointly applied by schools and enterprises have won the first prize of the 4th Provincial Patent Award;

Published 44 academic monographs and 130 textbooks; 43 scientific research awards at or above the department level[13,P 16-18].

The school actively encourages and supports students to participate in various science and technology competitions, and has organized 115 national and provincial-level competitions. In 2022, it received a total of 1112 awards at or above the provincial level. Among them, there are 25 national first prizes, 66 national second prizes, 97 national third prizes, and 41 national excellent awards; 11 provincial-level special awards, 126 provincial-level first prizes, 253 provincial-level second prizes, 432 provincial-level third prizes, and 61 provincial-level excellent awards.

2.2 Investigation on the incentive status of grassroots administrative personnel in Yantai NanShan university

2.2.1 Basic Steps of Investigation and Analysis of Investigation Object Situation

1 Basic steps of questionnaire survey

This survey mainly adopts questionnaire survey and non-invasive observation. In order to ensure the scientific validity of the survey, a large sample (over 30 samples) and a random survey method are used, which are divided into three stages. The first stage is questionnaire design. Based on the research purpose and content of this article, after extensive reading of relevant domestic and foreign survey research, combined with the views of other relevant scholars on this issue, especially the understanding of incentives by grassroots administrative management personnel in universities, an initial questionnaire is designed. The approximate time is from September 2023 to October 2023.

Phase 2: Pre survey and questionnaire modification. After designing the questionnaire, distribute it separately to teachers and grassroots administrative personnel. Through the professional review of professional teachers and feedback from pre survey personnel, the questionnaire has been improved and revised. The approximate time is from November 2023 to December 2023.

Phase 3: Formal investigation. According to the research needs and to ensure the scientific validity of the questionnaire, a total of 300 questionnaires were printed. Out

of the 300 questionnaires distributed, a total of 264 were collected, with a response rate of 88%. Except for a few questionnaires that did not affect the scientific validity of the survey, all questionnaires were valid. This stage is roughly from January 2024 to February 2024.

The questionnaire design follows the logical arrangement of "selection, employment, and retention" that can motivate grassroots administrative management employees in human resource management, and consciously highlights the logical structure contained in the "dual factor theory". Please refer to Appendix 1 for specific questionnaires[14,P 64-65].

2 Basic situation analysis of survey samples

Gender and age situation. Through a questionnaire survey, we can discover the distribution of gender and age characteristics among grassroots administrative personnel in universities.

Table2-1 Gender

	Frequency	Percentage	Effective percentage
0	4	1.5	1.5
male	114	43.2	43.2
female	146	55.3	55.3
total	264	100.0	100.0

From the gender ratios reflected in Table 2-1, it can be seen that the proportion of women among grassroots administrative personnel in universities is relatively high, accounting for 55.3%, while the proportion of men is lower than that of women at 43% 2%. This is basically consistent with the 57.3% and 42.7% obtained from research on grassroots administrative personnel in universities in another region, indicating that the gender ratio of grassroots administrative personnel in universities is basically similar. There are two main reasons for this, which are that women are more careful and patient in their physiological characteristics, and are more suitable for engaging in tedious and complex work in grassroots administrative management of universities compared to men. Secondly, many universities, when introducing high-quality talents, will provide

work for their spouses, which to some extent increases the proportion of women in grassroots administrative management personnel, especially in government offices.

Table 2-2 Age

	Frequency	Percentage	Effective percentage
Under 30 years old	94	35.6	35.6
31 to 40 years old	102	38.6	38.6
41 to 50 years old	46	17.6	17.6
51 years old and above	22	8.3	8.3
total	264	100.0	100.0

From the sample age situation reflected in Table 2-2, it can be seen that the age structure of grassroots administrative personnel in universities is basically reasonable, with the age groups of 30 years and below and 31-40 years old accounting for 35.6% and 38.6%, respectively. Due to the limitation of research conducted by grassroots administrative personnel to "department level and below", the age range of 31 to 40 years old is as high as 38.6% of the survey respondents are still in this range, while 17.4% of the survey respondents are between the ages of 41 and 50.

Table 2-3 Final degree

	Frequency	Percentage
0	2	0.8
nothing	36	13.6
bachelor	86	32.6
master	122	46.2
doctor	18	6.8
total	264	100.0

It is not difficult to see from Table 2-3 that the degree and educational composition of grassroots administrative personnel in universities are basically the same [15, P 28-38]. Although up to 56.8% of personnel are graduate students in terms of education, by

comparing degrees, it can be found that most of them have master's degrees, and only 6.8% of grassroots administrative personnel have doctoral degrees.

Working hours and sources of enrollment. Due to the fact that the length of work experience not only determines the amount of work experience, but also reflects the mobility and growth of this position, the questionnaire also involves the specific work experience of grassroots administrative personnel in universities. The identity and channels before entering universities determine the tendency of universities to recruit grassroots administrative personnel, which is an important part of human resource management and closely related to the principles of fairness and transparency in incentives. Therefore, it is necessary to conduct a survey on this issue in the questionnaire.

Table 2-4 Years of experience in administrative management in universities

	Frequency	Percentage
5 years and below	128	48.5
6-10 years	80	30.3
11-20 years	44	16.7
21 years and above	12	4.5
total	264	100.0

In Table 2-4, the years of administrative work for university administrators are mainly concentrated in the two intervals of "5 years and below" and "6-10" years, accounting for 48.5% and 30.3%, respectively. This is basically consistent with the 74.2% proportion of grassroots administrative personnel under the age of 40 in universities, which clearly indicates that the updating and replacement of grassroots administrative personnel in universities is still relatively smooth[16,P 94-96].

Table 2-5 reflects the diversification of the source channels for grassroots administrative personnel in universities, with 53.0% of open job applications indicating that this method has become the mainstream for recruiting grassroots administrative personnel in major universities. And the proportion of students staying on campus in our school is 24.2%, which also reflects that these students are highly favored because

they have a better understanding of the situation in their respective universities. The administrative management work in universities has also attracted a large number of personnel from public institutions to transfer due to its relatively stable work and two holidays. It should be said that the above table objectively reflects the sources of grassroots administrative personnel in universities at present.

Table 2-5 The channels for entering this school

	Frequency	Percentage
deletion	60	22.7
Off campus open application for entry	160	60.6
Staying on campus at our school	64	24.2
Transferred in as a family member	14	5.3
Enterprise transfer	6	2.3
Transfer from public institutions	34	12.9
total	264	100.0

The main reasons for choosing administrative management work in universities and the positioning of one's own role. These two questions can to some extent describe the work willingness of grassroots administrative personnel in universities and determine the main direction of incentive measures.

Table 2-6 The main reason for engaging in administrative management work in universities

	Frequency	Percentage
deletion	8	3.0
College work pressure is not high	26	9.8
There are two long holidays	84	31.8
Personal hobbies	78	29.5
Forced by work	34	12.9
family factors	34	12.9
total	264	100.0

In the university environment, self-identity is a complex and multidimensional concept that involves how individuals consistently explain themselves, their environment, and various factors in life cognitively, emotionally, and behaviorally.

Tables 2-6 and 2-7 mainly reflect the views of grassroots administrative management personnel in universities on their work. Tables 3-6 reflect that the reasons for the survey respondents to choose grassroots administrative management work in universities are diverse, and there is not much difference between them. This determines that when incentivizing them, they cannot rely solely on one incentive method, but must adopt comprehensive incentive measures. However, the survey respondents have a relatively concentrated positioning of their roles in universities, with up to 62.9% of respondents believing that they are full-time administrative managers[17,P 80-85]. This indicates that grassroots administrative management personnel in universities cannot be incentivized with the same measures as full-time teachers. Unfortunately, many universities have adopted the same incentive measures for grassroots administrative management personnel as full-time teachers.

Table 2-7 Self perceived identity in universities

	Frequency	Percentage
deletion	4	1.5
full-time teacher	20	7.6
Full time administrative manager	166	62.9
leadership	24	9.1
other	50	18.9
total	264	100.0

In summary, whether it is the age and gender of the survey subjects, their educational background and degree distribution, or their reasons for choosing a job, it can be seen that the survey subjects meet the research requirements and scientific norms. At the same time, from the simple description of the above survey questions, it can be preliminarily summarized that there may be problems with grassroots administrative management personnel in universities, such as: women are more willing to engage in grassroots administrative management work in universities compared to

men, the career promotion channels for grassroots administrative management personnel in universities are relatively narrow, and the professional quality of professionalization still needs to be improved.

2.2. Investigation on the incentive status of grassroots administrative personnel in Yantai NanShan university

1 Research on Incentives for University Teachers and Administrative Personnel Abroad

In 1918, American sociologist Wilburen published an article titled "Higher Education in America", advocating for the development of university teachers and universities together. Influenced by the Humboldt school of academic freedom, he began advocating for interpersonal motivation and advocated that teacher motivation should be independent, free, and ensure income, working conditions, and harmonious interpersonal relationships. Later, David Johnson and Roger Johnson advocated that incentives for university teachers should be based on cooperation and individual shared aspirations for the organization for sustained motivation.

In recent years, scholars from various countries have successively expanded the scope of university teachers and gradually included university administrators in their research scope. At the same time, the theory and practice of motivating university management personnel have also begun to draw on the achievements of motivating management personnel in other organizations. In addition, the choice of motivation theory has gradually evolved from focusing on external incentives to internal incentives.

Research achievements on motivation theory. Jennifer Rowley from the UK, after comparing the rational economic man incentive model, social needs incentive model, comprehensive incentive model, and self-determination based incentive model in the development of incentive theory, believes that among diverse employee roles, self motivation is the best fit with organizational culture. And a correlation analysis was conducted between university employees (teachers and managers) and job performance. Cardyn Stringer, Jeni Di dham, and Paul Thei vananthampillai from New

Zealand compared intrinsic motivation with extrinsic motivation, and found that intrinsic motivation has a positive promoting effect on employee compensation and job satisfaction, while extrinsic motivation has a negative blocking effect. Matt Bloom and AmyE from the United States Colbert's research suggests that intrinsic motivation is a novel motivation theory that manifests in a progressive three-level approach: individual positive emotions, rational self attribution, and emotional meta experiences.

Research on the role of internal and external motivation in the work and practice of organizational members. American scholar L After conducting a survey of 196 female employees, J Mullins portsmouth polytechnic found that employees are satisfied with their improved work performance, which is determined by intrinsic motivation and also affects their work performance. Through the investigation on the causes of the burnout of professional emotions of front-line bank managers by Türkiye scholars Osman M. Karatepe and Mehmet Tekingus, they found that internal motivation has a significant effect on maintaining high performance of employees, while external motivation has a significant effect on short-term motivation of employees. Mikelet and Ghada elkot conducted a study on work stress and satisfaction in motivating Egyptian managers and concluded that managers from non Western countries not only require external motivation, but also internal motivation. Canadian scholar VictorY HainesIII TaniaSaba and Evelyne Choquette, through their research on the assignment of cross-border work, believe that the efficiency of their work is based on the smooth communication of cross-border languages and the intrinsic motivation of voluntary career. At the same time, they also prove that external motivation has little effect, which is a study on the role of intrinsic motivation in cross-border work and career[18,P 136-138]. In addition, American scholars Gergana Markova and Cameron Ford have found that intrinsic motivation has an undeniable effect on both individuals and groups in the continuous motivation process of careers.

A study on the role of internal and external motivation in the goals, emotions, and self tapping of organizational members. Australian scholars Kerry Barnett and John McCormick from New South Wales have analyzed the personal goals and intentions of knowledge-based employees (school teachers) and found that goals that align with their internal desires are more likely to motivate them to do their best to achieve

them[24]. The research by Narda R. Quigley and Walter G. Tymon Jr from the United States and Anders Dysvik and Bard Kuvaas from the School of Leadership and Management at the University of Oslo in the United States, from the perspective of goal management, proves that the success of goal management not only depends on the high maturity of organizational members, but also on the enormous utility of internal motivation built on self realization. American scholars Paul W. Richardson and Helen M. G. Watt and Israeli scholars Ori Eyal and Guy Roth analyzed the reasons for job stability of university teachers and managers in the early stages of career selection and the first two decades of employment. They believed that altruistic and intrinsic incentives such as emotional management by managers and the pursuit of values for students and the education industry itself (public respect, media attention, influence on political concepts and structures, etc.) were the main reasons.

An empirical study on the application of motivation theory among some management personnel in universities. Jennifer Rowley, a British scholar, conducted a study on the motivation of university library management personnel, as well as American Ellen Bolman Pullins, Curtis P. Haugtvedt, Peter R. Dickson, Leslie M Fine and Roy J. Lewicki. Through a negotiation game between a salesperson and their customers, Lewicki found that intrinsic motivation is a key factor for managers to make decisions[19, P 85-88]. However, among highly knowledgeable employees, intrinsic motivation is more evident in achieving sustained and effective motivation and maintaining high work enthusiasm.

2 Research on Incentives for University Management Personnel in China

After searching China National Knowledge Infrastructure (CNKI), it was found that there has been a significant improvement in domestic research on the motivation of university teachers in recent years, and research on the motivation of university administrators has gradually become a focus of scholars in recent years. The academic community generally believes that both university administrators and university teachers belong to knowledge-based professions, which have similarities in motivation based on self actualization needs[20, P 7-9]. Therefore, the study of motivation strategies for university teachers is worth learning from in the study of motivation

strategies for university administrators. After reviewing and summarizing the relevant research results on the motivation of university administrators in China, it can be concluded that:

A study on the content and factors of motivation for university administrators. Wang Yu conducted a study on the motivational factors for university science and technology management personnel, and proposed that in terms of incentive content, emphasis should be placed on the professional title, salary, and personal development of university science and technology management personnel. Jiang Yiwei from Huazhong University of Science and Technology believes that senior management personnel in higher education institutions should pay attention to performance evaluation and standardize their work behavior. After analyzing the current situation of university management teams, Huang Huaiping believes that insufficient training is the main cause of occupational burnout in university management teams. Tian Xulong conducted an empirical investigation on the insufficient motivation of administrative personnel in universities in the northwest region, and concluded that research on the motivation of university administrators should focus on the organic combination of salary and career paths[21,P 24-25]. Xu Wenhua believes that incentives should be provided to university management personnel from various aspects such as material, spiritual, achievement, assessment, and employment. Song Detao proposed a suggestion to strengthen performance evaluation and supervision based on the complexity and multi-level needs of university management personnel. Wang Jun and Zhu Hong believe that based on the content of incentives, reforms can be made to the professional status, income level, and employment mechanism of university administrators in order to achieve the goal of improving incentive effects. In the new era, the reform of the higher education system is constantly deepening, but the performance evaluation system for administrative personnel in universities is not yet perfect, and continuous practice and improvement are still needed. Du Xudong believes that in the development process of private universities, various universities have not focused on cultivating and motivating administrative personnel, and there is no good performance traction effect, which has led to the administrative personnel team becoming a weakness in reform and innovation, and has constrained the overall

education level improvement of private universities[22,P 64-70]. Jie Qiang pointed out that the current performance-based salary assessment methods in universities cannot fully reflect the work effectiveness and progress of administrative management personnel^[16]. Therefore, it is necessary to introduce advanced scientific methods to improve a reasonable and effective performance assessment system; At the same time, as an important component of universities, administrative personnel are the foundation of university operation. Implementing a reasonable performance evaluation system for this group can maximize the utilization of human and educational resources in universities. Yue Yuan believes that the current situation of performance evaluation for administrative personnel in universities is that performance evaluation is prevalent in form and lacks scientific performance standards; The construction of performance systems often exists at the theoretical level and lacks specificity; Therefore, universities must establish a sound performance evaluation system, improve the quality of education, achieve performance incentives, and ensure fairness. "Wang Yanni believes that implementing performance evaluation for university administrative personnel is an inevitable requirement for talent team construction and a necessary choice to mobilize the work enthusiasm of university administrative management personnel." Wang Xu pointed out that there are many problems with performance evaluation for university administrative management personnel: first, the performance evaluation method is single; second, the positioning of performance evaluation is not clear enough; third, the responsibilities of different positions are not clear enough; fourth, there are defects in the performance evaluation management mechanism. Chen Luming believes that a scientific performance evaluation system and reasonable performance evaluation methods to evaluate the performance of administrative management personnel can stimulate their work enthusiasm, improve work efficiency, and help departments achieve management goals and work plans. "Gao Zhengping It is believed that a fair and reasonable performance evaluation system for university managers should be established to fully mobilize their enthusiasm and initiative, and improve management efficiency[23,P 594-601].

A study on the innovation of incentive systems for university administrators. In addition to studying the content and factors of incentives, some scholars have also

explored the innovation of incentive systems. Qin Peiren and Chen Fengping advocate using the value of service to motivate the service level of university administrators. After studying the management personnel of university logistics groups, Li Jun proposed viewpoints such as "incentive outsourcing". Mi Xin, from the economic perspective of agency theory, proposed the establishment of incentive compatibility systems for university administrative management teams. Zheng Xiaoqin, from the perspective of management, proposed the establishment of negative reinforcement incentive systems for control and supervision. Chen Farong, after studying the incentive issues of university administrative personnel from a psychological perspective, proposed suggestions for group incentives. Wang Min proposed the construction of a comprehensive incentive system based on the characteristics of single incentive content and monotonous work of university administrative personnel[24,P 303-312].

Research on the Motivation of Professional Characteristics of College Management Personnel. Scholars and researchers have also gradually shifted their focus from studying traditional motivational factors and systems such as salary and work environment to analyzing the motivational issues of university administrators based on their career and job characteristics. Huang Jianqing emphasized that motivation for university administrators should focus on guiding them to discover the charm of their work and the social status of university work. Han Ming was inspired by the evaluation and appointment of professional and technical titles for university teachers, and proposed that relevant professional and technical job evaluation paths should be provided for university administrators to improve their career ladder. Xie Wanjie has paid attention to the causes of occupational burnout among university administrators and proposed suggestions to alleviate it through career promotion. Xu Libo conducted research on the management of work performance and career planning for university administrators. Zhang Xiaodong and Ge Xiaoqin proposed the professionalization of university management personnel, which aims to improve work performance from the perspective of professional management and achieve self motivation.

Exploratory research on the motivation theory of university administrators. After comparing internal motivation with external motivation, Liu Junyong believes that internal motivation is more stable and lasting because it is built on communication, training, and non imposed willingness. Yang Ying, Zhao Jiajia, and Yang Zhaoren have demonstrated through economic data that external incentives have a crowding out effect on internal incentives, advocating for strengthening the use of internal incentives in management practice. Zhang Xiaoyan and Li Yuanxu emphasize the subtle role of intrinsic motivation in the transfer process of implicit knowledge in both virtual and implicit environments. Lv Li et al. pointed out that internal motivation is based on the assumption of self actualization of human nature. Therefore, it is necessary to analyze the characteristics of the motivation object and appropriately use internal and external motivation. Sun Jianjun and Lu Qing respectively studied the intrinsic motivation of college counselors and library administrators, analyzed the factors that affect their intrinsic motivation, and believed that it is necessary to construct intrinsic motivation strategies in the determination of incentive content, good trust relationships, accurate career positioning, and enriched work tasks. In his master's thesis, Li Xiang constructed and improved a performance management mechanism for administrative personnel in continuing education colleges in universities using the Porter Lawler comprehensive incentive model and questionnaire survey method; And clarify the applicability of the administrative management personnel mechanism in the Continuing Education College of a certain university. Yuan Haibin and Mu Liangqun used the balanced scorecard method, combined with the overall performance evaluation indicators of a certain university, and focused on leaders and employees as research objects. Through different research methods, they summarized and designed performance evaluation indicators with strong practicality, providing experience and reference for the performance evaluation of administrative personnel in schools and other universities[36]. Wang Lujie defined the connotation of the "benefit output management" model, pointed out that the "benefit output management" model is a high-level goal of university management reform, and proposed the level and content of high-tech talent benefit evaluation. He emphasized that the evaluation of university work performance should be based on the combination of "process quality

management" and "benefit output management", and proposed the specific content and basic principles of university work performance evaluation. In his master's thesis, Yan Xu improved the performance evaluation index system from three aspects: design principles, scientific setting of performance management indicators, and scientific formulation of performance management procedures, established a scientific performance management mechanism, and stimulated the management role of administrative personnel.

3 Review of research on motivation for university administrators both domestically and internationally

After reviewing the research results of motivation theory and management motivation both domestically and internationally, foreign research focuses more on the combination of motivation practice and cutting-edge motivation theory. Specifically, it can be summarized as the following significant characteristics: Firstly, in terms of motivation theory research, foreign motivation theories, especially those that explore the intrinsic motivation of organizational employees, are relatively mature, while domestic research on intrinsic motivation theories, especially those that are relatively systematic or not systematic, is scattered in various small studies[39]. Especially, the theoretical consciousness of putting motivation research into the overall perspective of management for research is still insufficient. Secondly, there is a wealth of research on the motivation of administrative personnel in universities in China, starting from normative and deductive research. However, empirical research is relatively weak in analyzing the factors that affect the insufficient motivation of administrative personnel in universities, in order to construct practical and feasible incentive mechanisms that meet the needs of university management. Thirdly, there is relatively more research on the comprehensive and overall incentives for administrative personnel in universities, while there is relatively little research on specific targeted incentives for grassroots administrative personnel in universities. However, grassroots administrative personnel play a significant role in the specific implementation of national education policies and university decision-making. Fourthly, there is more research on the management personnel of a certain functional department or individual university in relevant studies,

and there is still less research on sampling surveys of multiple departments and universities, which to a considerable extent limits its promotion significance.

The ultimate goal of motivation is still to focus on how to stimulate employees to work better and maximize human potential. The main difference between people is not in intelligence, but in willpower and the drive to achieve goals. The motivation here is a need, so research on incentive strategies for grassroots administrative personnel in universities must first start from their motivation and needs. As mentioned earlier, Herzberg's two factor theory draws on Maslow's hierarchy of needs theory in terms of types of needs, and McGregor's "XY theory" in terms of analytical framework and human nature assumptions[25,P 33-38]. Therefore, the investigation of the survival status of grassroots administrative personnel in universities will be mainly based on "health factors" and "incentive factors".

To understand the level of importance that university administrative personnel place on incentive factors, the questionnaire lists 20 relevant incentive factors for survey respondents to choose from. This involves the occupational interests of the survey subjects, the reputation of the university they work for, the characteristics of the job itself, the soft and hard environment in the work, and the benefits that work brings to the family. Statistical data shows that the vast majority of survey respondents chose "relatively important" and "very important" options, with limited space. Here are a few sets of data to prove this. In the response to "higher salary allowances," 55.3% of survey respondents chose to place great importance on it, while 37.9% chose "relatively important."; In the response to "a fair competitive environment," 44 7% of the survey respondents chose to value it very much, while 47% chose to value it more 0%, the sum of the two yields a high of 91 7% of survey respondents believe that a fair competitive environment is important, indicating the importance of fairness in organizational incentives; When answering the question of "leader's affirmation and appreciation of oneself," 42 4% of the survey respondents chose to value it more, with 39.4% choosing to value it very much. The importance of recognition and respect from leaders towards subordinates is evident; When answering questions about "obtaining honor and a sense of achievement from work" and "a complete career advancement ladder," 84 1% of the survey respondents chose to prioritize and highly value it; When

answering the importance level of "the challenge of job content", 63.7% of the survey respondents chose to value it more or very much. It is worth noting that the proportion of choosing "average" also reached 28.8%. The possible reason is that the complexity of grassroots administrative management work in universities masks the challenge: in the answer to "the job is in line with their interests and hobbies", 55.3% of the survey respondents chose to value it very much, and 21.2% of the survey respondents chose to prioritize it. The above data indicates that grassroots administrative management personnel in universities attach great importance to both external incentives (health factors) and internal incentives (incentive factors). This is due to the unmet health needs of grassroots administrative management personnel in universities, the characteristics of grassroots administrative management work in universities, and the pursuit of self value realization by grassroots administrative management personnel.

On the basis of the above survey, the questionnaire conducted a survey and statistics on the progress of grassroots administrative management personnel in universities from work environment conditions to work itself.

Organizational environment and support status.

The organizational environment should mainly include two aspects: soft environment and hard environment. The soft environment covers interpersonal relationships and work atmosphere within the organization; The hard environment includes working conditions and the availability of office equipment.

Table 2-8 Cooperation between other full-time teachers and students in their work

	Frequency	Percentage
Very cooperative	46	17.4
More compatible	166	62.9
commonly	52	19.7
Not cooperating	2	0.8
total	264	100.0

According to the statistical data in Table 2-8, the survey respondents felt that 17.4% of the full-time teachers and students from the service object were very

cooperative, 62.9% thought they were more cooperative, and the proportion of those who thought they were average was higher than those who thought they were very cooperative, reaching 18.9%. At first glance, this data seems to indicate that the work cooperation of grassroots administrative personnel in universities is quite good. However, considering the personality traits of Chinese people who report good news but not bad news, at least a slight discount should be given to being more cooperative.

Table 2-9 The main reason for dissatisfaction with the job itself

	Frequency	Percentage
deletion	20	7.6
Work is tedious	130	49.2
Work is dull and boring	30	11.4
Poor environment, inadequate working conditions, etc	28	10.6
Not suitable for this job	4	1.5
The frustration caused by the lack of understanding of work service recipients	52	19.7
total	264	100.0

Based on the statistical data in Tables 2-9, we can indirectly confirm the above inference. The reason why 19.7% of the survey respondents are dissatisfied with their work in the data is due to the frustration caused by the lack of understanding of the work service recipients, ranking second.

Table 2-10 Setting exclusive professional ratings for university administrative personnel

	Frequency	Percentage
deletion	2	0.8
It's not necessary at all	6	2.3
No need	20	7.6
It doesn't matter	32	12.1
It is necessary	136	51.5
be quite necessary	68	25.8
total	264	100.0

According to the data in Tables 2-10, it is not possible to set exclusive professional ratings for administrative personnel in universities, indicating that organizational policies and systems need to be improved, as the survey sample data reflects this necessity. Among them, only 2.3% of the survey respondents chose that it was not necessary to set an exclusive professional rating for university administrative personnel, while 51.5% and 25.8% of the survey respondents chose that it was necessary and necessary, reflecting the strong desire of grassroots administrative personnel in universities to have their own professional titles.

Salary and benefits status.

Salary and benefits are the most basic conditions for the work and life of organizational employees, as well as the most basic health needs of grassroots administrative personnel in universities[26,P 140-142].

Table 2-11The main reason for dissatisfaction with the current salary

	Frequency	Percentage
deletion	4	1.5
Low salary level	142	53.8
Salary not linked to performance	84	31.8
Wages do not reflect fairness	26	9.8
Income distribution is opaque	8	3.0
total	264	100.0

According to the data in Tables 2-11, only 3.0% of respondents chose opaque income distribution, indicating that the salary reform in universities has achieved initial results in recent years. However, nearly 10% of respondents still chose wages that do not reflect fairness, and 31.8% of respondents chose wages that are not linked to performance. This reflects the dissatisfaction of grassroots administrative management personnel in universities with their own contributions not being fairly measured. Among the respondents, 53.8% chose low salary levels as the main reason for their dissatisfaction with current salaries, indicating that salary levels are an aspect that grassroots administrative management personnel in universities attach great importance to.

Tables 2-12 and 2-13 are surveys on the housing benefits of grassroots administrative personnel in universities, as a good living environment is closely related to their work efficiency.

Table 2-12 The current housing area is: (square meters)

	Frequency	Percentage
deletion	8	3.0
Collective dormitories and transitional rooms	60	22.7
Below 50	46	17.4
50-100	86	32.6
100-150	48	18.2
Above 150	16	6.1
total	264	100.0

From Table 2-12, it can be found that the overall distribution of housing area among the surveyed subjects is relatively uniform, with 32.6% of them being 50-100 square meters and 18.2% being 100-150 square meters. These two parts should have worked in universities for more than 6-20 years (accounting for 47%).

Table 2-13 Regarding one's own housing

	Frequency	Percentage
deletion	8	3.0
Very satisfied	60	22.7
Relatively satisfied	46	17.4
commonly	86	32.6
Not satisfied	48	18.2
Very dissatisfied	16	6.1
total	264	100.0

In Table 2-13, this group chose to be relatively satisfied and very satisfied, accounting for a total of 25.8%. This also indicates that even if the proportion of housing between 50-150 square meters is as high as 50% 8%, but a considerable portion of the housing area should be around 100 square meters, so the satisfaction is still not high. The proportion of dissatisfied and very dissatisfied individuals is 20.5% and

13.6%, respectively. Among them, those who choose to be very dissatisfied should live in collective dormitories and transitional housing. Most of these people are young people who have just started working in universities, and the gap between their expectations and reality of the working environment in universities directly affects their satisfaction. However, the sample data shows a normal distribution, which can reflect the basic facts of the relationship between the age and years of work of grassroots administrative personnel in universities and their housing benefits.

Table 2-14 Satisfaction with other benefits provided by the organization

	Frequency	Percentage
Very satisfied	10	3.8
Relatively satisfied	76	28.8
commonly	72	27.3
Not satisfied	80	30.3
Very dissatisfied	26	9.8
total	264	100.0

In Tables 2-14, the satisfaction level of the survey subjects with other benefits in universities, including social security, medical care, etc., is reflected. Only 3.8% of the respondents choose to be very satisfied, while it should be noted that the proportion of respondents who choose to be very dissatisfied reaches 9.8%, if adding satisfactory 28% separately 8% and dissatisfied 30% 3%, more than 40% are satisfied, while only 30% are relatively satisfied. Overall, the welfare measures for grassroots administrative personnel in universities are slightly lower than their expected level.

Table 2-15 Do you have any ideas about switching jobs

	Frequency	Percentage
YES	108	40.9
NO	152	57.6
total	264	100.0

Social status and job stability and security. External evaluations from various aspects of society will directly affect the self-existence of grassroots administrative

management personnel in universities. The recognition of their work by the organizational department will make them feel secure, thus investing all their energy and wisdom into their work [27,P.156-158].

The social status of university administrative personnel is a relatively complex and multidimensional concept, which is influenced by various factors including professional cognition, social recognition, economic status, and personal development and achievement.

It is not difficult to see from Table 2-16 that the survey respondents have a negative perception of their social status. 50.8% of the respondents choose not to be respected, and 9.8% choose not to be respected. This indicates that society, schools, professional teachers, and college students do not attach much importance to or have some misunderstandings about the social needs of high-level administrative personnel. Meanwhile, from Table 2-15, it can be observed that as high as 40 9% of survey respondents have the idea of switching jobs.

Table 2-16 Believing in the social status of university administrative personnel

	Frequency	Percentage
Respected by others	104	39.4
Not very respected	134	50.8
Lackof respect	26	9.8
total	264	100.0

According to the answers to the hypothetical questions in Table 2-17, up to 34.8% of the respondents would choose to leave their job due to low salary and benefits, while the proportion of those who choose to leave due to the large gap between reality and ideal jobs also reached 15.2%, reflecting that salary incentives are still an important evaluation point for grassroots administrative managers in universities to choose jobs.

The state of work itself and sense of achievement. Table 2-17 reflects that up to 30.3% of survey respondents will leave their current job positions if they have a better job, while in Table 36, up to 29 5% choose grassroots administrative management work in universities due to personal hobbies, in other words, their love for the job itself,

indicating a certain gap between the expectations of grassroots administrative management personnel in universities for the job itself and the actual work situation.

Table 2-17 The main reason for choosing to leave would be

	Frequency	Percentage
deletion	4	1.5
Salary and benefits are too low	92	34.8
The gap between real and ideal jobs	40	15.2
Work is not challenging	10	3.8
Poor working and office conditions	6	2.3
Interest shift	20	7.6
Persuasion from family members	12	4.5
Having better jobs	80	30.3
total	264	100.0

In Table 2-18 above, respondents are optimistic about their job identity. Among them, the majority of those who strongly agree with it are 70.5%, followed by those who strongly agree with it 9% occupies the second place. The key to motivating work is how to transform these job identities into a powerful driving force.

Table 2-18 A sense of identification with one's own work

	Frequency	Percentage
Strongly agree	34	12.9
Strongly agree	186	70.5
It doesn't matter	22	8.3
I don't quite agree with it	18	6.8
Very disagree	4	1.5
total	264	100.0

The focus of Table 2-19 is to understand the characteristics of grassroots administrative personnel in universities regarding their work. The survey results are basically consistent with the characteristics of grassroots administrative management work in universities mentioned earlier. The trivial and basic nature of work content

accounts for 50.0% and 38.6% respectively, indicating that grassroots administrative management personnel have a relatively high level of understanding of their own work. This error in understanding the work itself further exacerbates the decrease in the self motivation level of grassroots administrative management personnel in universities.

Table 2-19 Understanding the characteristics of the job being performed

	Frequency	Percentage
deletion	2	0.8
elementary	102	38.6
triviality	132	50.0
Arbitrariness	4	1.5
Stereotype	2	0.8
flexibility	22	8.3
total	264	100.0

The dissatisfaction of the survey subjects with the work itself and the difficulty in motivating themselves are reflected in Table 2-9, with 49.2% holding the view that the work content is complicated, which is consistent with the 50% view in Table 3-19 0% of survey respondents believe that the trivialities of job characteristics are basically consistent; In Table 3-9, in addition to reflecting that the frustration caused by the lack of understanding of the work service object affects job satisfaction by nearly 20%; The level of job dissatisfaction caused by low level repetitive work and working conditions and environment is also around 10%. The reasons for job dissatisfaction among grassroots administrative personnel in universities are multifaceted, with the most obvious being the characteristics of the job itself and the level of understanding of the job.

Table 2-20 investigates the main reasons for the work pressure of the grass-roots administrative staff in colleges and universities. The alternatives list work, life, personal interests, personal abilities, etc. The data shows that 68.9% of the respondents believe that overwork is the main reason for the work pressure.

Table 2-20 The main cause of work pressure

	Frequency	Percentage
deletion	16	6.1
No interest in work	12	4.5
Excessive workload	182	68.9
Insufficient ability level	24	9.1
Poor working environment	16	6.1
Due to family reasons	14	5.3
total	264	100.0

Training and growth status. On the one hand, training can enhance the competence of grassroots administrative management personnel in universities, and more importantly, it can enhance their desire to learn, maintain their high level of curiosity, and provide good capital for their improvement. This is particularly important for stimulating the growth needs of grassroots administrative management personnel. Therefore, training incentives are one of the important means to stimulate internal motivation in organizations.

Table 2-21 Number of school organized study and examination trips

	Frequency	Percentage
deletion	2	0.8
absence	98	37.1
Within 3 times	120	45.5
3-5 times	32	12.1
More than 5 times	12	4.5
total	264	100.0

Table 2-21 above mainly shows the average number of times the survey subjects participate in external training and learning. Among them, the proportion of those who participate more than three times is only 16.6%, while those who participate less than three times account for 82.6%. The proportion of those who do not participate in external training is as high as 37.1%. This intuitively demonstrates that there is still a

lot of room for improvement in using training methods to motivate administrative management personnel to work enthusiastically.

Further investigation was conducted on the composition of training methods received by grassroots administrative personnel in universities who have received training. Among them, conference training accounted for 58.3% of the total, indicating that the main training methods for university administrative personnel still remain in traditional conference training; Expert lectures accounted for 12.1%; However, the author believes that the most effective and effective way to improve the comprehensive abilities and job rotation training of grassroots administrative personnel in universities only accounts for 6.9%. Rotational training can help trainees master different job skills, effectively improve their overall work thinking ability and comprehensive quality. Moreover, regular job transfers can alleviate occupational burnout caused by long-term work. Therefore, rotational training should be an important means to improve the endogenous growth needs of grassroots administrative management personnel in universities[28].

Table 2-22 Promotion opportunities provided by the school

	Frequency	Percentage
	2	0.8
deletion	6	2.3
Very satisfied	84	31.8
Relatively satisfied	120	45.5
commonly	40	15.2
Not satisfied	12	4.5
total	264	100.0

The statistical data in Table 2-22 above shows that 45.5% of the survey respondents were satisfied with the promotion opportunities provided by universities, and chose average, reflecting a psychological state of indifference and indifference; The very dissatisfied rate of 4.4% is slightly higher than the very satisfied rate of 2.3%, which also indicates the vague concern among grassroots administrative personnel in universities about narrow promotion channels.

In summary, through statistical analysis of data from a sampling survey of 264 grassroots administrative personnel in universities, the current incentive situation of grassroots administrative personnel in universities has been preliminarily described, and the work characteristics, personnel quality, salary and benefits, and organizational support of grassroots administrative personnel in universities have been basically clarified, laying a solid empirical foundation for further research.

2.3 Problems in the current performance evaluation of administrative personnel in Yantai NanShan university

Performance goals do not align with the school's strategic goals

In 2005, after being successfully transferred and established by the Ministry of Education, Yantai NanShan university continued to adhere to the national policy of "Coordinated Promotion of World Health"

The overall plan for the construction of world-class universities and disciplines is in line with the spirit of the document, and the vision of "creating a first-class university and building a century old prestigious university" is set, with the aim of building a high-level innovative, applied, and international metropolitan university. At the same time, the development goals of "three, five, and ten" have been set. One is the three-year goal (2021-2023): to pass the "Double Plan" with high quality, strive to become the construction unit for awarding master's degrees in Shandong Province, and enter the forefront of private universities in the province in terms of comprehensive education level[29]; The second is the five-year goal (2021-2025): to pass the undergraduate review and evaluation of the Ministry of Education at a high level, build a high-level innovative, application-oriented, and international metropolitan university, and enter the first-class level of comprehensive education in private universities in the province; The third is the ten-year goal (2021-2030): to become a professional master's degree granting unit, build a nationally renowned applied university, and enter the first-class level of comprehensive education in private universities nationwide.

According to the theory of goal management, one of the prerequisites for the success of goal management is the participation of grassroots personnel, namely

Attracting managers and employees at all levels of the organization to participate in setting goals and taking responsibility for achieving them,

This can motivate organizational members and effectively improve interpersonal relationships within the organization. However, after the successful transformation of Yantai NanShan university, it still adopts the original performance evaluation system and lacks a performance oriented culture, which cannot regulate the internal management conflicts of the school. In order to achieve the development goals of the school, the school will continuously take measures and invest a large amount of manpower, material resources, and financial resources. During the implementation process, it means that the workload and work pressure of the administrative staff at Yantai NanShan university continue to increase. With the increasing workload and work pressure, administrative managers are eager for new performance improvements in schools, otherwise it will cause their dissatisfaction and gradually lead to work fatigue, which is detrimental to school management.

From the perspective of organizational behaviorists, the relationship between employee work pressure and performance is inverted,

Within the range of stress, the performance level of employees is positively correlated with stress, which means that the performance level will vary with

The increase in pressure leads to an increase. Implementing new performance goals for administrative management personnel will significantly impact their performance

Being valued by the school and acknowledging one's daily work, it forms a stress transmission mechanism,

Promote the formation and development of school performance culture. Obviously, currently, the performance goals of Yantai NanShan university are not in line with the school's strategic goals, which hinders the formation of a top-down performance oriented culture and is not conducive to achieving the school's development strategic goals.

The performance evaluation process is not standardized

The performance evaluation process of administrative personnel in Yantai NanShan university is characterized by the fact that during the implementation of performance evaluation, the evaluators do not

Organize a formal performance evaluation meeting. Through interviews, it was found that some administrative departments of Yantai NanShan university have this situation: after receiving an assessment notice issued by the Human Resources Department, the manager directly evaluates a comrade for this academic year without organizing a meeting of the department's administrative personnel to discuss, because he needs to be evaluated for a professional title or it is his turn this year. Taking A as an example.

The office director (department level) of the Comprehensive Center of the Logistics and Security Department, Mr. A, 58 years old, was selected by the headquarters of Yantai NanShan university

For those who work at Yantai NanShan university, their performance-based compensation still follows the national salary system for public institutions, as well as various allowances, subsidies, and bonuses provided by the province, city, and local unit. In daily work, A believes that he is old and approaching retirement, so he arrives late and leaves early every day, or just shows his face in the office and goes to other departments to chat and have tea. The job responsibilities of the Director of the Comprehensive Center Office of the Logistics and Security Department include campus safety, health and epidemic prevention, property management, environmental greening, campus hygiene and cleaning, medical services, and other aspects of logistics support work, which is very complex. However, A often uses physical discomfort and poor eyesight as an excuse to shift his own job responsibilities to his subordinates. Due to A's identity, subordinates only dare to be angry and dare not speak up. According to the "Performance Evaluation Index System and Scoring Standards for Administrative Management Personnel in Yantai NanShan university", the "attendance situation" (accounting for 20%) in the second level indicator indicates that one point will be deducted each time there is no imagination of being late, leaving early, or absent from work, and one point will be deducted for being late or leaving early; "Job responsibilities" (accounting for 10%) indicate that job responsibilities are clear,

completed well, and there are no obvious errors. Please give a score accordingly. According to the appeal criteria, in the performance evaluation of administrative personnel at Yantai NanShan university in June 2023, A's overall score was relatively low and did not meet the criteria for excellence. However, after learning about his assessment results, A privately confided in the director of the logistics and security department about his hard work, such as sending various notices every night and returning to work overtime on weekends, before submitting the results to the school's performance evaluation office. A made a lot of contributions to the unit and hoped that the leader would consider his upcoming retirement and give him an excellent assessment. So, without any public announcement, the Logistics and Security Department reported A's annual assessment result as excellent to the school[30,.P 89-95]. When other personnel found out that he was rated excellent, they were surprised and privately discussed how the assessment results came about. From this, it can be seen that the entire assessment process of some management departments in Yantai NanShan university is not standardized and lacks fairness.

The scientific and reasonable performance evaluation index system is not sound

It can be seen from the "Performance Evaluation Index System for Administrative Management Personnel of Yantai NanShan university " that the administrative management personnel of Yantai NanShan university

The performance evaluation revolves around three aspects: basic indicators, performance indicators, and democratic evaluation. Specific

See Table 7. The "basic indicators" include "political quality", "work ability", and "attendance situation",

This is a qualitative assessment method with vague assessment criteria; The "democratic evaluation" section has a strong subjective color

Thick evaluation results often have a correlation with personal personality or interpersonal communication, but are not strongly related to their actual work,

Unable to truly measure one's own work level. From this, it can be seen that the performance evaluation index system for administrative personnel in Yantai NanShan university is not sound.

Table 2-23 Performance evaluation index system for administrative personnel in universities

Primary indicators	Secondary indicators	Scoring criteria
Basic indicators	Political quality	Adhere to discipline and laws, be honest and self disciplined, implement the Party's line, principles, and policies, have high political awareness, align with the overall development direction of the college, transmit positive energy, and score according to the situation
	working ability	Strictly abide by the rules and regulations of the college, adhere to procedures, fulfill job responsibilities, be competent in their job, and score according to the situation: strive to learn business knowledge related to their job, update job knowledge quickly, and improve business skills to a certain extent, score according to the situation
	Attendance situation	On time to and from work, on duty, without being late, leaving early, or absent from work. 1 point will be deducted each time for being late or leaving early, and 0.5 points will be deducted each day for personal leave. 1 point will be deducted each time for absent from college or department activities without reason
Performance indicators	Job responsibilities	Clear job responsibilities, good completion of job responsibilities, no obvious mistakes, scored according to the situation
	Work effectiveness	Innovative work methods and methods have improved work efficiency, saved manpower and material resources by taking on multiple positions, made outstanding contributions, recognized by the department, satisfied by teachers and students, and scored according to the situation.
	Expansion and improvement	1. The first author submits research reports and research reports related to their job, which have significant reference value. Each article is worth 2 points, 2. Engaging in research projects and publishing papers related to one's job, in accordance with the relevant regulations of the college's teaching, research and research management, points will be awarded (1 point can be calculated for every 10 points accumulated); 3.

		Obtaining professional or industry qualification certificates related to one's job will result in an additional 5 points
Democratic evaluation	Work attitude and professional ethics performance	Loyalty to duty, appropriate words and actions, good professional ethics, good service attitude, strong spirit of dedication and service awareness, improved service quality, and scored according to the situation

The soundness of a scientific and reasonable performance evaluation index system determines the success or failure of performance management. When designing performance evaluation indicators for administrative personnel at Yantai NanShan university , there was a lack of analysis of the positions of administrative personnel. The different responsibilities of each administrative personnel position resulted in incomplete evaluation content and did not reflect the real work situation of administrative personnel. This type of assessment indicator is not conducive to a healthy competition trend, unfair to outstanding personnel, and can easily lead to the loss of management talents [31,P 4-18]. From the actual survey questionnaire, it can be seen that the current performance evaluation index system for administrative management personnel is sound: 12.67% of people think it is very sound; 26.67% of people believe it is relatively sound; 38.67% of people believe that it is not sound; 22% of people think they don't feel it. As shown in the figure1.

The soundness of a scientific performance evaluation index system determines the success or failure of performance management. When designing performance evaluation indicators for administrative personnel at Yantai NanShan university , there is a lack of analysis of the positions of administrative personnel, and the different responsibilities of each administrative personnel position result in incomplete evaluation content.

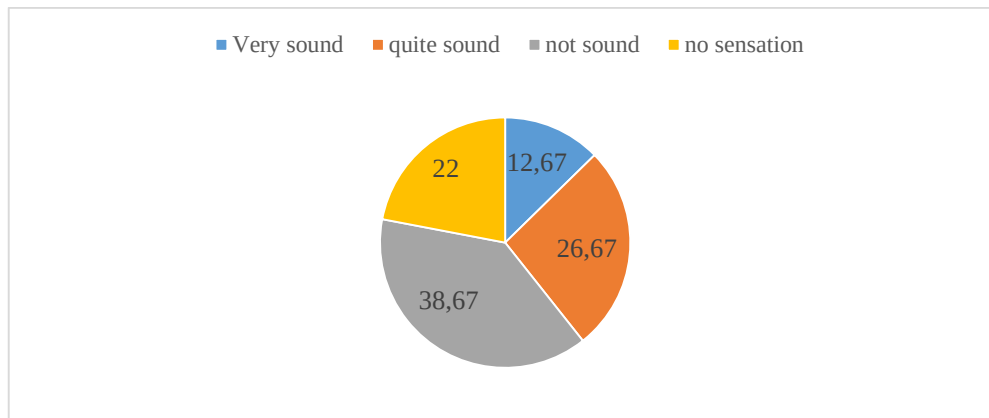


Figure 1: Whether the performance evaluation indicators for administrative management personnel are sound or not

2.3.4 Delayed feedback on performance evaluation results

According to motivation theory, improving the feedback mechanism of performance management can help motivate organizational members to better complete their tasks

Weaving tasks. Performance evaluation result feedback refers to the performance feedback of the evaluated person during the evaluation cycle, which is achieved through examination

The communication between the auditor and the assessed should not only affirm the results, but also identify and improve the shortcomings in the work,

This is the final step in performance management. Through the analysis of the survey questionnaire, it can be seen that the respondents have doubts about whether they know about the Party Committee

The performance evaluation results of the research association are as follows: 38 people are clear, accounting for 25.33%; There are 34 people who are relatively clear, accounting for 22.67%; 78 people, accounting for 52%, are unclear.

From this, it can be seen that most of the respondents were unaware of the final assessment results studied by the Party Committee.

Apart from publicizing the outstanding performance evaluations of administrative personnel in Yantai NanShan university, there are very few cases where administrative department leaders specifically communicate and provide feedback to subordinates based on individual evaluations. Administrative personnel are unaware of their

leadership's assessment of their work performance. The lack of timely feedback on the performance evaluation results of administrative management personnel in Yantai NanShan university has led to their inability to truly understand their work performance, resulting in a psychological phenomenon of "assessment and non assessment being the same, with more work done and less work done".

2.4 Analysis of the Reasons for the Problems in the Current Performance Assessment of Administrative Management Personnel in Yantai NanShan university

The triviality and complexity of the work of grassroots administrative personnel in universities, the interweaving of different interest groups in universities, the uncertainty of subjective and objective factors in the implementation process of incentives, and environmental factors determine the complexity and specificity of incentives for grassroots administrative personnel in universities. Good motivation is a dynamic system that involves multiple factors, aspects, and levels, presenting a form of multiple characteristics, levels, and changes. The logic and trajectory of its development and movement are not unique linear or multiple iterations, but exhibit significant variability and randomness. Based on the dual factor theory mentioned earlier, through descriptive statistics on the incentive status of grassroots administrative personnel in universities, some possible problems in the incentive of grassroots administrative personnel in universities can be preliminarily summarized.

Firstly, the level of organizational support is low and cannot form effective external incentives. According to the motivation theory model that combines internal and external factors, only by combining individual characteristics and through one's own efforts and certain organizational support can the tasks and responsibilities arranged by the organization be completed. Organizational support should include aspects such as organizational environment, organizational culture, work systems, and working conditions[32,P 151-155+161]. The work environment includes two aspects: hard environment and soft environment. 10.6% of the survey respondents hold the view

that the poor work environment and inadequate working conditions are the reasons; 91.8% of the survey respondents hold a relatively cooperative and average attitude towards work cooperation, indicating that the working environment conditions of grassroots administrative personnel in universities still need to be improved, which is the minimum requirement to ensure that they do their basic work well. The culture of scientific research and teaching has always been the absolute theme in the organizational culture of universities, and a large amount of research has also focused on motivating university teachers. However, grassroots administrative management in universities is an indisputable vulnerable group.

Secondly, salary levels cannot reflect incentivization, and incentive mechanisms are equivalent to nothing. The traditional view holds that salary is a health factor, but the author believes that the basic salary in salary is a health factor, while allowances, job subsidies, and welfare benefits are more reflected as motivational factors. According to the investigation. 53.8% of grassroots administrative personnel in universities believe that the salary level is low, that is, the salary cannot play a role in health care. What is the incentive effect to talk about? More than 40% of the survey respondents are dissatisfied or very dissatisfied with the welfare benefits. At the same time, the assessment system for grassroots administrative personnel in universities is not perfect, and rewards and punishments are difficult to reflect their substantive role. Due to the fact that grassroots administrative personnel in universities are engaged in tedious and highly transactional work all day long, incentive mechanisms are difficult to quantify, and it is even more difficult to measure the quality of their work through results assessment; At the same time, the types of work for grassroots administrative personnel in universities vary greatly, and different departments have work of the same nature, making it difficult to establish effective standards for quantification. For example, when working on grassroots student management, the author found in interviews that the salary levels of different colleges are not the same; The singularity of the assessment subject, in order to reflect the fairness of the assessment, some universities often adopt the method of cross evaluation between administrative personnel and full-time teachers. As a result, the lack of understanding of the nature

and content of the other party's work actually affects the effectiveness of the incentive mechanism.

Thirdly, the job recognition is low and cannot form professional motivation. Compared with professional teachers engaged in scientific research and teaching, grassroots administrative personnel in universities are not highly respected by society. More than 60% of survey respondents believe that their work is highly respected by society, which leads to a sense of job deprivation among grassroots administrative personnel in universities, thereby weakening their work enthusiasm.

Fourthly, there is insufficient motivation for growth training and narrow promotion channels. Both Maslow's hierarchy of needs theory and Herzberg's two factor theory consider the growth needs of employees to be important content. The survey shows that the frequency of training for grassroots administrative personnel in universities is relatively low, with an average of no more than 3 times per year, accounting for 82.6%. Among them, 37.1% have not participated in outdoor training. Due to the lack of a professional title rating chain specifically for administrative management personnel, grassroots administrative management personnel in universities can only achieve higher social respect and treatment through promotion to administrative management positions. As is well known, the number of positions in middle and senior administrative management positions in universities is fixed, with fewer positions being held as they advance. In addition, grassroots administrative management personnel will also face competition from full-time teachers in the process of promotion. On the one hand, the number of positions is already limited, and on the other hand, professional teachers often have a greater chance of winning in the actual competition process because they have professional titles[33,P 14-17].

Fifth, the job content is low in challenge and difficult to stimulate a sense of work achievement. According to the survey, the educational level of grassroots administrative personnel in universities is relatively high, with over 90% having university and graduate degrees, and they are all young and capable individuals (84.2% are under the age of 40). However, surveys show that up to 50% of respondents believe that their work is trivial, with 38.6% holding a fundamental view, which creates a huge gap between their pursuit of high sense of achievement and low sense of achievement

in work. The two factor theory suggests that what can truly motivate employees is their high level of investment in the work itself and their conscious commitment to tasks and responsibilities. Universities are engaged in the production of knowledge-based products, and grassroots administrative managers in universities are an important part of this. Therefore, they naturally believe that they should and can take on more responsibilities

Sixth, the incentive subject is single, and the incentive form does not change much. As a group with a high level of knowledge and a strong sense of self achievement, grassroots administrative personnel in universities are in great need of incentives from various aspects of society. Grassroots administrative personnel in universities also hope to gain recognition from university teachers and society, which proves that incentive subjects can be diverse. When it comes to the content and form of incentives, the traditional view naturally believes that they are nothing more than spiritual and material incentives, rewards and punishments, etc. Grassroots administrative personnel in universities also attach great importance to emotional incentives, so the content and methods of incentives should be diversified.

2.3.5 Seventh Lack of innovation in performance evaluation system

The main reason why the performance evaluation goals of administrative personnel in Yantai NanShan university are not in line with the school's strategic goals is that

The school lacks innovative performance evaluation systems. As mentioned earlier, Yantai NanShan university is a private ordinary higher education institution (independent college) at the undergraduate level approved by the Ministry of Education, organized by a limited company. It was re established with the approval of the Ministry of Education in May 2021. At this time, Yantai NanShan university is still in the transitional period after transformation, and the management system of the parent university that continues to be used has not yet been completely detached from the influence of the parent university. After the transformation, the focus of Yantai NanShan university 's work has been on strengthening the construction of the teaching staff and building a distinctive professional brand, neglecting the innovation of the school's performance evaluation system, which has affected the innovation of the

performance evaluation system for administrative personnel[34,P 98-105]. As a result, the performance evaluation goals of Yantai NanShan university 's administrative personnel are not in line with the school's strategic goals, and there is a lack of performance oriented culture. This approach cannot regulate the internal management contradictions of the school.

In the early stages of construction, Yantai NanShan university relied on the cooperation between its parent school and social organizations, and has become a leading institution since its establishment

Undergraduate colleges and universities, and have received recognition from the parent school in terms of professional settings, enrollment, teaching, and student employment

Help with force. It is precisely due to the support of the parent school that Yantai NanShan university rapidly developed and successfully transformed in a short period of time.

Eighth Lack of a strong performance evaluation process supervision mechanism

The performance appraisal supervision mechanism is aimed at urging management personnel at all levels to conscientiously fulfill their job responsibilities in performance appraisal,

Effectively promote performance evaluation. If analyzed from the perspective of the self-interest of administrative personnel in Yantai NanShan university , performance management is easily regarded as just supervision and assessment of their daily work, and is a management method based on dissatisfaction with their work status[35,P.31-34]. This leads to a natural resistance to performance management among administrative personnel in private undergraduate universities, and a lack of motivation for self-improvement. The evaluation process is to ensure fairness and impartiality in performance management. In terms of performance evaluation, a reasonable supervision system can determine whether the performance evaluation management mechanism is legal and reasonable; Being able to identify the gap between assessment methods and performance evaluation objectives, and find new methods to improve them; Being able to identify performance evaluation issues caused by poor execution, lack of information, and incomplete plans. The lack of supervision

system in the performance evaluation process is an important reason for the non-standard performance evaluation process of administrative personnel in Yantai NanShan university .

The lack of performance evaluation and supervision mechanism has led to the performance evaluation of administrative personnel in Yantai NanShan university becoming mere formality. G

Due to the special nature of their professions, the mobility of administrative personnel in universities is unstable. Therefore

In the long-term development process, a complex internal interpersonal network has been formed, making it highly politicized and hindering

The organization and implementation of performance evaluation. For example, the relationship with a leader becomes the key to performance evaluation results, and

One's own work performance, ability and effectiveness have become surface factors, seriously affecting the performance of administrative management personnel

The fairness and impartiality of the results.

Ninth Lack of scientific and reasonable guidance for setting performance evaluation indicators

In terms of setting performance evaluation indicators, it is mainly based on different positions, dividing them into management positions

There are several categories, including technical positions and work attendance positions. On the basis of setting general indicators, according to morality, ability, diligence, and performance, and then

The process of conducting assessments and setting up is very complex. When setting performance evaluation indicators for administrative personnel in Yantai NanShan university College, the developers lack guidance on scientific and reasonable methods for setting performance evaluation indicators, and cannot fully grasp the workflow of each administrative department and position. Therefore, when setting assessments, the indicators within the scope of responsibilities of the administrative department and position are used as additional evaluation indicators, which cannot completely refine the setting of evaluation indicators and cause a shift in the focus of performance evaluation.

Tenth Lack of effective feedback channels for performance evaluation

The key point of performance evaluation is to continuously and effectively provide feedback on the evaluation results to the assessed, and how to conclude the evaluation.

Feedback to the assessed will play a crucial role in the later application of the assessment results. The key to the success or failure of performance management

One is to effectively combine the assessment results with the motivation and personal development of administrative personnel. In each assessment

During the cycle, administrative personnel inevitably encounter various problems and also have many opportunities to face challenges

Timely improvement of existing problems. Performance feedback is also a communication process between assessors and assessees, and assessment

The individual should provide feedback on the performance evaluation results to the evaluated individual.

Through interviews, most respondents pointed out that there is a lack of feedback channels for the performance evaluation of administrative personnel in Yantai NanShan university ,

Neglecting the importance and practical significance of this link. On the one hand, in the specific implementation process of the assessment, there was insufficient communication between G University and the assessed, and there was no detailed analysis of the objective role of the assessment results. On the other hand, due to various factors that may cause interference, the school is unable to truly establish a comprehensive performance-based salary system and personnel appointment and removal system, which can be combined with performance evaluation to form a complete administrative management system for private undergraduate colleges. Moreover, due to the fact that performance evaluation is a separate comparison with existing appointment and dismissal systems and salary systems, it is actually applied in nuclear power plants

There are only a few results, and the lack of application results makes performance evaluation unable to achieve the original incentive and supervision effects.

Therefore, every grassroots administrative manager can always understand their performance, identify and fill in gaps, and fully utilize their abilities

The role of performance evaluation.

CHAPTER 3

CONSTRUCTION AND IMPLEMENTATION STRATEGIES OF INCENTIVE MECHANISMS FOR GRASSROOTS ADMINISTRATIVE MANAGEMENT PERSONNEL IN UNIVERSITIES

3.1 Principles for constructing incentive mechanisms for grassroots administrative personnel in universities

To scientifically evaluate the ethics, abilities, diligence, and achievements of administrative management personnel, motivate them to actively engage in higher education, promote the rapid and good development of the college, and focus on building a performance evaluation mechanism for administrative management personnel that conforms to the laws of education and teaching, has clear guidance, is scientifically reasonable, and has a complete system. Adhere to the principles of objectivity, fairness, democracy, openness, and emphasis on performance evaluation, with a focus on improving the competitive incentive mechanism and fully recognizing the importance of administrative management positions. We should not only focus on the development of the college's career, but also reflect humanistic care, adhere to management systems, and respect scientific laws.

With the rapid development of higher education, grassroots administrative personnel in universities, as an important supporting force for the operation and development of the college, their work enthusiasm and efficiency directly affect the overall efficiency of the college[36]. Therefore, building a performance evaluation mechanism for administrative management personnel that conforms to the laws of education and teaching, has clear guidance, is scientifically reasonable, and has a complete system is of great significance for motivating them to actively engage in higher education and promoting the rapid and good development of the college. When constructing this mechanism, the following principles should be followed:

- 1 The principle of objectivity and fairness

Objective fairness is the foundation for constructing incentive mechanisms. When evaluating the performance of administrative personnel, objective facts must be followed, based on actual work performance and results, and subjective assumptions and biases must be avoided. At the same time, it is necessary to ensure that the assessment standards and procedures are open and transparent, so that every administrative manager can understand and agree with the assessment methods and content, thereby ensuring the fairness and credibility of the assessment results.

2 The principle of democratic openness

Democratic openness is an important guarantee for the construction of incentive mechanisms. In the assessment process, the democratic rights of administrative management personnel should be fully respected, and they should be encouraged to actively participate in the assessment process and provide their own opinions and suggestions. At the same time, the assessment results should be made public in a timely manner, allowing administrative personnel to understand their work performance and existing problems, so as to make targeted improvements and improvements.

3 Emphasis on performance principle

Actual performance is the core of constructing incentive mechanisms. When assessing, the focus should be on the work achievements and actual contributions of administrative management personnel, rather than just valuing their work attitude or attendance. By assessing work performance, the work ability and value of administrative management personnel can be more accurately evaluated, providing strong basis for subsequent incentive measures.

4 Principles of establishing a sound competitive incentive mechanism

Competition is an important means of constructing incentive mechanisms. By establishing an effective competition mechanism, it can stimulate the initiative and innovative spirit of administrative management personnel, and promote them to continuously improve their work ability and level. Meanwhile, the competition mechanism also helps to optimize the structure of the administrative management team and select more outstanding talents to contribute to the development of the college.

5 Balancing career development and humanistic care principles

When constructing incentive mechanisms, we should not only focus on the development of the college's career, but also reflect humanistic care. The development of the college career is the ultimate goal of administrative personnel, while humanistic care is the care and respect for their work process and personal growth. By focusing on the career development of administrative personnel, providing necessary training and support, and paying attention to their work life balance, we can enhance their sense of belonging and loyalty, and stimulate their enthusiasm and creativity for the development of the college's career.

6 Adhere to the principles of management system and respect for scientific laws

The construction of incentive mechanisms should comply with the requirements of management systems and respect scientific laws. The management system provides a basic framework and norms for incentive mechanisms, ensuring the legality and effectiveness of incentive measures. At the same time, respecting scientific laws means that in the design and implementation of incentive measures, the psychological needs and behavioral characteristics of administrative personnel should be fully considered, and objective laws of education and teaching should be followed to ensure the scientificity and rationality of incentive measures.

In summary, the construction of incentive mechanisms for grassroots administrative personnel in universities is a systematic project that needs to follow the principles of objectivity, fairness, democracy, transparency, emphasis on performance, sound competition incentive mechanisms, balance career development with humanistic care, and adhere to management systems and respect for scientific laws. By constructing such a scientifically effective incentive mechanism, it can stimulate the enthusiasm and innovative spirit of administrative management personnel, improve their work efficiency and service quality, and provide strong support for the development of the college[37]. Meanwhile, this is also one of the important measures to promote the sustainable and healthy development of higher education.

In the specific implementation process, universities should formulate specific incentive measures and assessment methods based on the actual situation, to ensure the pertinence and operability of incentive mechanisms. At the same time, regular evaluation and adjustment of incentive mechanisms should be carried out to adapt to

the needs of the college's development and the growth and changes of administrative management personnel. By continuously improving and optimizing incentive mechanisms, the overall quality and ability level of grassroots administrative management personnel in universities can be continuously improved, making greater contributions to the prosperity and development of higher education.

3.1.1 Adhere to the principle of people-oriented on the object

Any organization is in a certain cultural environment, and universities are no exception. School organizational culture, as a new type of management theory, was proposed because it can play a special role in school management, especially in some special aspects of school management - the soft environment, through cultural means. Therefore, the motivation of grassroots administrative management personnel in universities should also follow China's humanistic cultural tradition. The motivation of grassroots administrative management personnel in universities should follow the principle of people-oriented, especially school leaders should set an example and respect grassroots administrative managers. In the self-defense and counterattack against Vietnam, it was found that a considerable number of "backward soldiers" were rewarded for their contributions, which attracted the attention of many people. After conducting surveys on them, it was found that 100% of soldiers hoped to receive respect and understanding, with up to 72.8% of soldiers ranking respect and understanding as their second priority. Further investigation shows that because the "backward soldiers" did not receive the same social recognition as other soldiers in the platoon, there is an urgent need to prove themselves through combat and win social respect. Of course, this is a counterexample, but it can indeed prove the importance of the human centered principle in incentive management.

3.1.2 Adhere to the principle of transparency in the process

The process of motivation should be transparent and open, which reflects two aspects: the formulation of incentive policies and the ability of incentive results to withstand the questioning of organizational employees. A while ago, a university in Chongqing caused significant dissatisfaction during the reform of its performance-based salary plan. Motivation should not be excessively promoted to provoke others to

dislike, but it should also not be sneaky, making others feel sneaky and suspicious of any shady activities. As is well known, public praise at conferences and public places can have thousands or hundreds of times better motivational effects than private praise.

3.1.3 Adhere to the principle of multiple subjects on the subject

The subject of motivation for grassroots administrative management personnel in universities should meet the principle of multiple subject incentives, that is, the combination of one incentive subject and multiple other sub subjects that can play an incentive role. In enterprises, employee motivation often comes from superiors, while grassroots administrative personnel in universities are not only motivated by university leaders. Due to the knowledge-based and social nature of university work, grassroots administrative personnel in universities attach great importance to the affirmation of their work by service management objects. Therefore, in the motivation of grassroots administrative personnel in universities, we can naturally distinguish the following incentive subjects: evaluation from university leaders, professional teachers, college students and their parents, and social organizations.

3.1.4 Adhere to the principle of timeliness in terms of time

The principle of timely motivation refers to the organization's ability to respond positively or negatively in real-time to the phased and temporary results achieved by employees. The ancient war saying in our country, "Keep up the momentum, then decline, and finally exhaust", means that when motivating employees, it is important to seize the right opportunity. According to a psychological study, the motivational effect of immediate motivation is 80%, while the motivational effect of delayed motivation is only a pitiful 7%. Timely feedback should be provided on the work of grassroots administrative personnel in universities, which is an effective means to ensure that motivated personnel maintain their work enthusiasm continuously and effectively.

3.1.5 Adhere to the principle of competitiveness in results

Reasonable competition can promote the healthy development of organizations. The interaction between individuals is a good incentive method. The benefits of competition are nothing more than the "abalone effect". Norwegians like to eat sardine,

especially live sardine. The price in the market is very high. However, sardine are naturally quiet. Most fishermen will die because sardine get together and lack oxygen when they return to the port. A smart fisherman put a number of active abalone in the cabin. As a result, the whole sardine group is motivated to move. When they return to the port, sardine are alive and kicking, and this fisher naturally gains Quite abundant. Similarly, among grassroots administrative personnel in universities, the first step is to break the stable and "iron rice bowl" mentality, encourage everyone to compete, and then motivate individuals to reflect the principles of "more work, less work, less gain, and no work," mobilize everyone's continuous learning, and improve work enthusiasm.

3.2 Construction of incentive mechanism model for grassroots administrative management personnel in universities

With the continuous deepening of higher education reform and the continuous expansion of university scale, grassroots administrative personnel, as an important component of university management, their work efficiency, enthusiasm, and innovation ability directly affect the overall operation and development of universities. Therefore, constructing a scientific, reasonable, and efficient incentive mechanism model is of great significance for stimulating the work enthusiasm of grassroots administrative management personnel, improving their work efficiency, and promoting the steady development of universities.

3.2.1 Theoretical basis of model construction

The construction of incentive mechanism models needs to be based on certain theoretical foundations, including hierarchy of needs theory, two factor theory, expectation theory, etc. These theories provide guidance for the design of incentive mechanisms, helping us understand the inherent needs and motivations of administrative personnel, and thus develop incentive measures that meet their characteristics and needs.

3.2.2 Core elements of model construction

Material incentives: including material incentives such as salary and benefits. By establishing a reasonable salary system and providing diversified welfare benefits, we

can meet the material needs of administrative personnel and stimulate their work enthusiasm.

Spiritual motivation: Emphasis on spiritual satisfaction and recognition. By recognizing, rewarding, and promoting administrative personnel, their work achievements and contributions are recognized, enhancing their sense of professional honor and belonging.

Development motivation: Pay attention to the career development and growth of administrative management personnel. By providing training, learning, promotion opportunities, etc., help them improve their professional skills and management abilities, and realize personal value.

Environmental motivation: creating a positive working atmosphere and a good working environment. By improving office conditions, optimizing management processes, and strengthening team building, we aim to enhance the job satisfaction and happiness of administrative personnel.

3.2.3 Specific measures for model construction

Establish a scientific salary system: Based on the job responsibilities and performance of administrative management personnel, establish reasonable salary standards to ensure that salaries match contributions. At the same time, incentive compensation such as performance bonuses and year-end bonuses should be established to stimulate their work motivation.

Improve welfare system: Provide diversified welfare benefits, such as medical insurance, housing subsidies, paid leave, etc., to meet the basic living needs of administrative personnel, enhance their sense of belonging and loyalty to universities.

Establish a commendation and reward mechanism: Regularly commend and reward administrative management personnel for their work, establish models and role models, and stimulate their work enthusiasm and enterprising spirit. At the same time, honorary titles such as excellent employees and exemplary individual are set up to enhance the professional sense of honor of administrative personnel.

Strengthen vocational training and development: Develop career development plans for administrative personnel, provide systematic training and learning opportunities, and help them improve their professional skills and management

abilities. At the same time, establishing a promotion mechanism provides broad space for the career development of administrative personnel.

Optimize work environment and atmosphere: improve office conditions and provide a comfortable working environment; Strengthen team building and create a positive and upward working atmosphere; Establish a sound communication mechanism to promote coordination and cooperation between departments.

3.2.4 Evaluation and adjustment of model construction

The construction of incentive mechanism models is not achieved overnight and requires continuous evaluation and adjustment in actual operation. Universities should regularly evaluate the effectiveness of incentive mechanisms, collect feedback from administrative personnel, understand their needs and expectations, and make necessary adjustments and optimizations to incentive mechanisms based on the evaluation results. At the same time, with the development of universities and changes in the external environment, incentive mechanism models should also be adjusted and improved to adapt to new situations and requirements.

In summary, building an incentive mechanism model for grassroots administrative personnel in universities is a systematic project that requires comprehensive consideration of their internal needs and external environment, and the development of incentive measures that meet their characteristics and needs. The construction and implementation of a scientific, reasonable, and efficient incentive mechanism model can stimulate the enthusiasm and innovative spirit of administrative management personnel, improve their work efficiency and service quality, and provide strong support for the steady development of universities. Here's the English version of the implementation model for incentives for university administrative staff in table format:

Table Explanation

- **Needs Analysis:** Initially gather insights into the actual needs of the staff, providing a foundation for the design of the incentive plan.
- **Incentive Plan Design:** Develop a comprehensive incentive plan based on the needs analysis, covering multiple dimensions such as salary, career development, work environment, and psychological incentives.

Table 3-1 Strategies for Motivating Grassroots Administrative Management Personnel in Higher Education Institutions

Step	Objective	Key Components	Output
1. Needs Analysis	Understand the incentive needs of administrative staff	- Collect needs through surveys, interviews, and focus group discussions	Needs Analysis Report
2. Incentive Plan Design	Design incentive measures that meet staff needs	- Salary and benefits adjustment	Detailed Incentive Plan Document
		- Career development planning	
		- Work environment improvement	
		- Psychological and social incentives	
3. Implementation & Promotion	Put the incentive plan into practice and promote it	- Communicate the plan and provide training	Implementation Report
		- Pilot implementation in selected departments	
		- Full-scale rollout	
4. Effect Evaluation	Assess the effectiveness of the incentive plan	- Evaluate using data analysis and employee feedback	Effect Evaluation Report
		- Key indicators include employee satisfaction, performance, and turnover rate	
5. Continuous Improvement	Adjust the incentive mechanism based on evaluation results	- Gather feedback	Optimized Incentive Plan & Reassessment Report
		- Optimize incentive measures	
		- Reassess and adjust accordingly	

- **Implementation & Promotion:** Ensure the incentive plan is understood and implemented across the university through communication, training, and pilot testing.
- **Effect Evaluation:** Regularly assess the effectiveness of the incentive measures by analyzing data and gathering feedback to gauge their impact on staff.

Continuous Improvement: Continuously optimize the incentive mechanism based on the evaluation results to ensure it remains relevant and effective in meeting the needs of the staff and the organization.

Through the description and analysis of the current situation of incentives for grassroots administrative personnel in universities, it can be concluded that incentives for grassroots administrative personnel in universities should exist within a complete system mechanism[38,P 73-114]. The incentive mechanism is the sum of all relevant factors that can play a motivating role, mutually constraining and interacting with each other, and jointly maintaining and promoting the realization of incentive goals. Therefore, incentive mechanisms must have the following three characteristics: first, systematicity. "It is not simply about designing the construction of objects, nor is it simply about involving the work and operation of objects, but rather combining these two aspects to study the mutual influence between structure and motion, as well as the laws reflected from them." Therefore, incentive mechanisms analyze the connection methods and laws between various factors, relationships, etc; The second is complexity. The systematic construction of incentive strategies is not simply the superposition of its components, but rather the mutual supplementation and constraint of mechanism participants at different levels, categories, and relationships, achieving the collective function of "1+1>2". The third is vitality. Once the incentive mechanism has formed, it will be a self-organized and adaptive whole, just like a normal organism, the system can automatically respond to the outside world, automatically adjust measures and strategies. Therefore, based on the logic of the two factor theory, the incentive mechanism for grassroots administrative management personnel in universities can be preliminarily constructed into four parts: a driving system (inclined towards incentive factors); an environmental system, a maintenance system, and a control system (inclined towards health factors).as shown in Figure 3-1

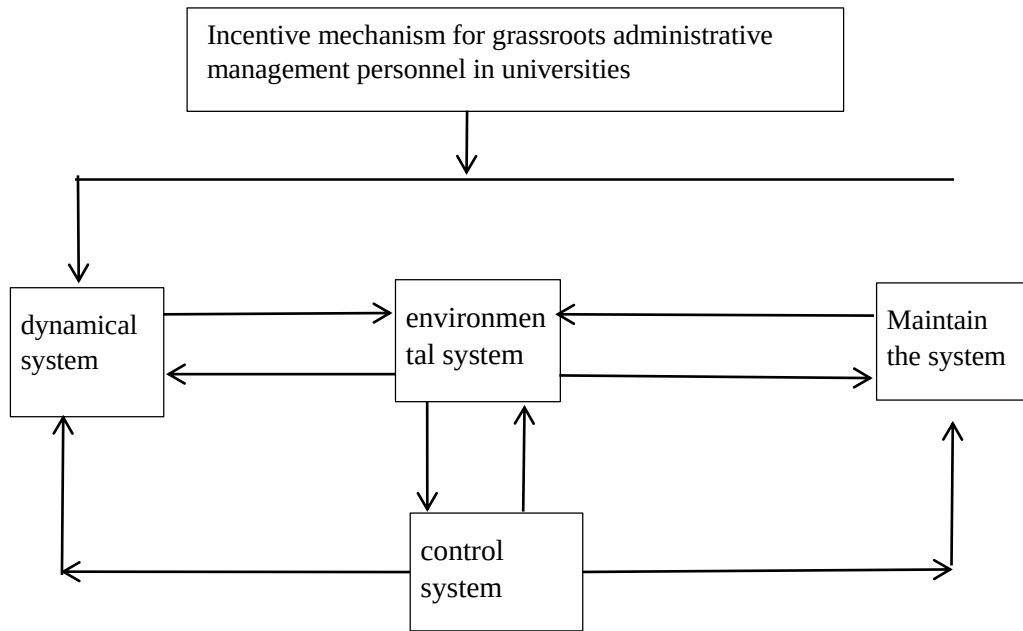


Figure 3-1 Incentive mechanism model for grassroots administrative management personnel in universities

In the incentive mechanism for grassroots administrative management personnel in universities, the power system, maintenance system, and control system all operate within a certain environmental system, being influenced by the environmental system, and in turn improving the role of the environmental system through its own actions: the control system provides behavioral direction and purpose guarantees for the power system, environmental system, and maintenance system; The maintenance system plays a role in regulating and ensuring high levels of individual motivation; The power system is the fundamental basis for the functioning of incentive mechanisms, providing individual and organizational motivation. The above four systems are interrelated and interact with each other, making each system of the incentive mechanism a complete closed-loop space and an organic whole.

1 Power system

The so-called driving force is the force that drives the development and change of things. The power system refers to the collaborative set of driving forces formed by the combination of various factors that can drive the development and change of things according to certain laws. Generally speaking, the motivational system involves personal motivation and organizational motivation, as shown in Figure 3-2.

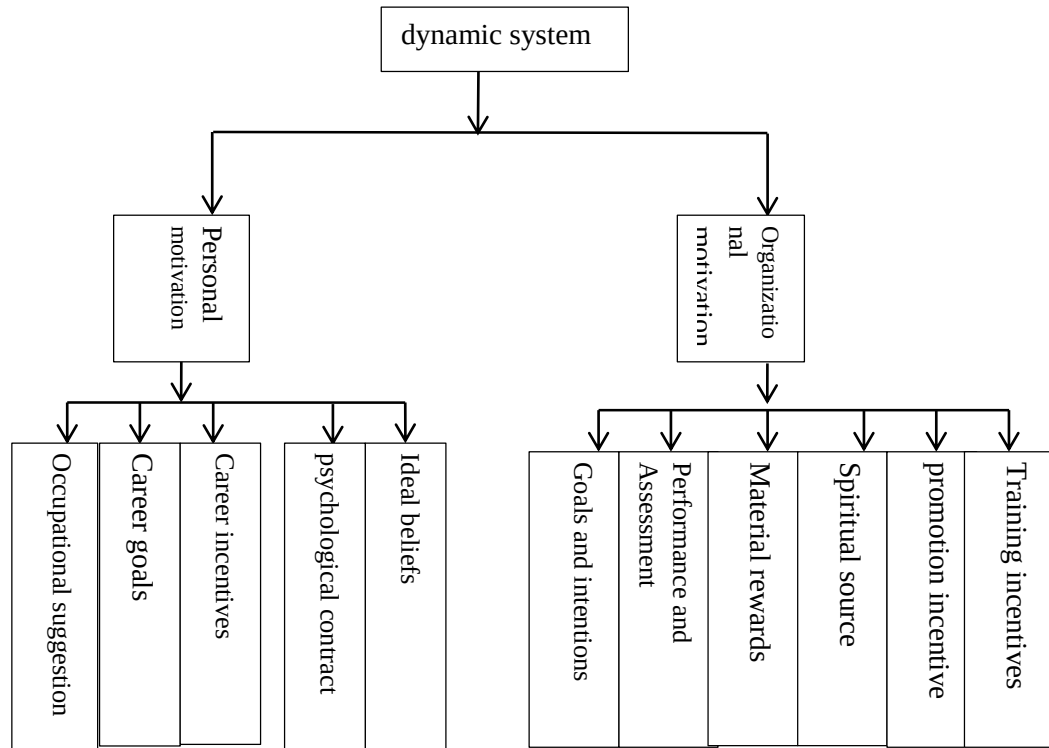


Figure 3-2 Power System Diagram

Need to communicate with individual motivation. Need is the foundation of motivation, and motivation is inherently related to behavior and goals, that is, "need+motivation → behavior → goal". From this, it can be known that the motivation source of grassroots administrative personnel in universities is their individual needs. Based on the two factor theory, grassroots administrative personnel in universities have two aspects: health needs and motivation needs. As a special group with increasing academic qualifications, grassroots administrative personnel in universities need to have motivational orientation, and their self orientation and growth needs account for a considerable proportion. Although grassroots administrative personnel in universities have group consistency, individual differences brought about by their growth environment, hobbies, interests, psychological conditions, etc. should also be considered[39,P 97-100].

2 Environmental Systems

Any organization exists in a certain environment and operates under the joint influence of internal and external environments. The environment is the starting point

and support of incentive mechanisms. All aspects of the development of universities are constrained by the environment, which in turn has a negative impact on the environment. The environment is a special classroom that operates silently and constantly, and is a comprehensive educational force that influences and shapes people, as shown in Figure 3-3.

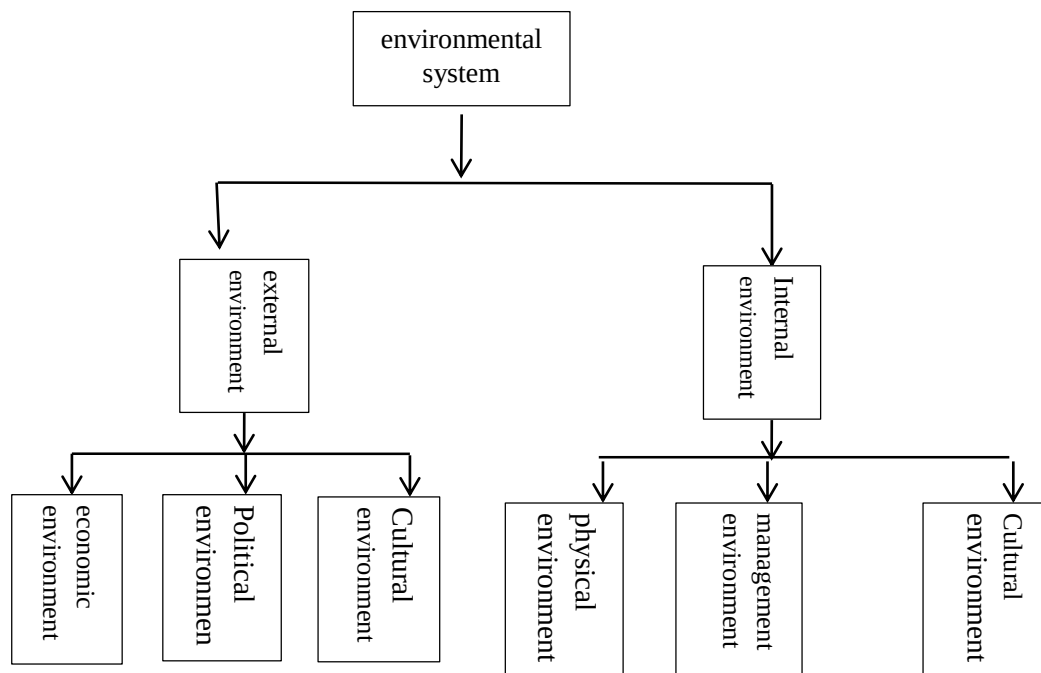


Figure 3-3 Environmental System Diagram

The internal environment in the environmental system refers to a system composed of physical, management, and cultural environments closely related to the motivation of grassroots administrative personnel in universities, which has hidden, lasting, and comprehensive incentive effectiveness characteristics. The external environment in which universities are located, namely the social environment, has a constraining and influencing effect on the individual incentive orientation in the organization in terms of economy, politics, culture, etc. With a high level of economic development and relatively rich material resources, individuals tend to pursue high achievements. Social and political stability and order, individuals tend to have developmental needs; The strong cultural atmosphere has a significant impact on individual self realization and personality pursuit. In the mutual influence between behavior and environment, although environmental conditions, as the object or reality

of behavior, determine the direction and intensity of behavior, behavior can also dynamically change the environment to meet individual needs.

3 Maintenance System

A maintenance system is a collection of factors that maintain the level of motivation in an individual's specific behavioral process. It generally includes three major parts: guarantee maintenance, goal maintenance, and interest maintenance, as shown in Figure 3-4.

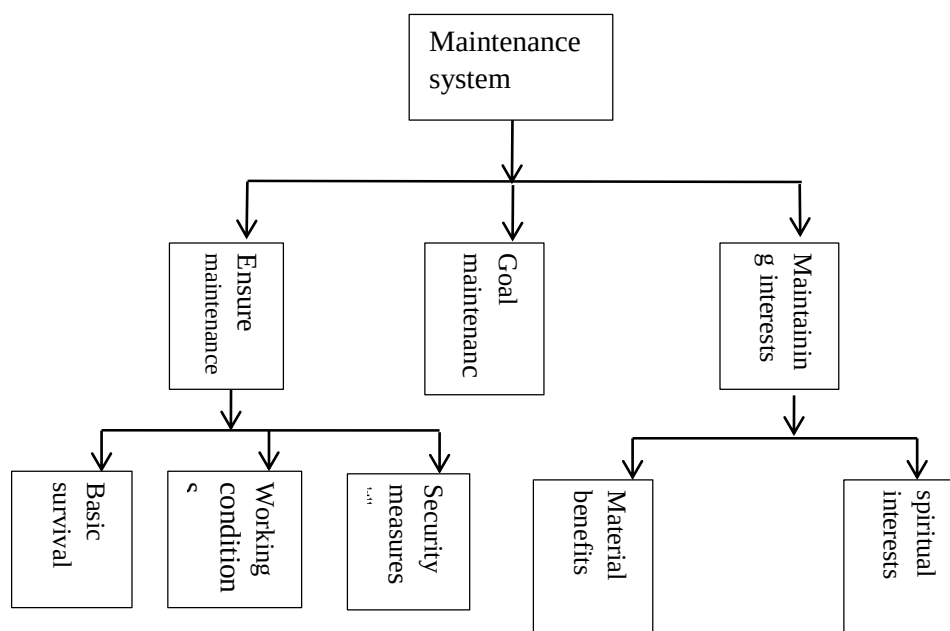


Figure 3-4 Maintenance System Diagram

Ensure maintenance. The sum of factors aimed at providing basic living requirements for the basic survival, living, and medical care of grassroots administrative personnel in universities. This includes appropriate salary and welfare levels, as well as a growth rate that can keep up with economic development and social price increases. The purpose is to ensure that grassroots administrative personnel in universities do not suffer from basic living problems that affect work efficiency and quality: **goal maintenance.** In order to achieve the goals of university management and development, effective incentives in universities must revolve around the needs of grassroots administrative personnel. The author believes that establishing a sound goal maintenance requires the following three standards: first, expanding the number of management personnel involved in setting goals; Secondly, the goal is achievable; Thirdly, the perceptibility of the results; **Maintaining interests.** The interests and needs

of grassroots administrative personnel in universities are generally divided into spiritual interests and material interests. The spiritual interests of grassroots administrative personnel in universities refer to the sum of all spiritual concepts that meet the survival and development needs of grassroots administrative personnel in universities. Generally, it takes various forms such as school reputation and even faith; Material benefits generally refer to improvements that can directly improve the living and working conditions of grassroots administrative personnel in universities, such as salary levels, office environment, welfare benefits, and office conditions. Spiritual and material interests maintain the work motivation of grassroots administrative personnel in universities from different perspectives, such as high and low, and long-term. We should combine the different characteristics of these two interests with the interests and demands of grassroots administrative personnel in universities, handle the balance between the two, and fully leverage the function of interest maintenance in the incentive mechanism for grassroots administrative personnel in universities.

4 Control system

A control system is a process of further adjustment and correction based on the specific behavior of the motivating subject towards the motivating object, combined with the reaction behavior of the motivating object, in order to achieve motivation towards the established goals. The incentive control system for grassroots administrative personnel in universities should include the following content, as shown in Figure 3-5.

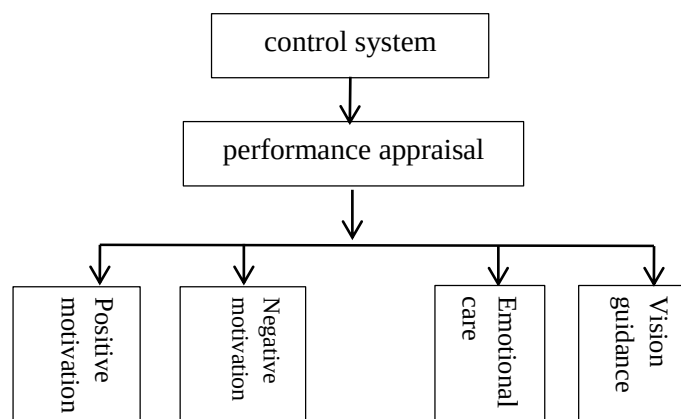


Figure 3-5 Control System Diagram

The control system mainly implements positive incentives for individuals through incentive mechanisms, including various rewards, promotions, benefits, etc; Negative incentives, including depriving individuals of their salary and benefits; Emotional care, including greetings from leaders, a sense of belonging, emotional needs, etc; Vision guidance, including goal prospects, various spiritual and material enjoyment brought by achieving goals, etc. To achieve guidance and even coercion on the behavior direction and value of individuals in the organization. In the process of organizational development, only by taking timely measures to correct deviations that are inconsistent with the development goals, must university managers timely grasp information reflecting the generation and severity of deviations[40,P 79-85]. This type of information must be very systematic, completely correct, and absolutely objective, otherwise it will not have a control effect. On the other hand, an effective control system requires organizational managers to achieve moderate control. Generally speaking, as an organization with relatively inflated self actualization ability, the degree of control over universities should be less than that of other organizations such as production labor and enterprises. At the same time, in the composition of the fundamental aspects of the control system, attention should be paid to coordinating the relationship between comprehensive control and key control, and exerting typical and exemplary "positive energy" control.

3.3 Strategies for motivating grassroots administrative personnel in universities

Throughout the traditional research on incentive strategies for administrative personnel in universities, it can be divided into spiritual incentives and material incentives; Or it can be divided into incentive subjects, incentive objects, incentive environments, etc; Or it could focus on salary and assessment, that is, imagining incentive measures from rewards and punishments, etc., but either the proposed measures are already being implemented; Otherwise, it would be impossible to implement without reality; Otherwise, it would be vague and superficial, and exploring its root lies in the lack of a complete problem logic. Among them, health factors are

reflected as external incentives, while motivational factors are reflected as internal incentives. Daniel Ryan believes that there are four types of intentions that can motivate members of an organization: concern for the welfare and status of himself and his family. The second is a hobby for the job itself. The third is concern for one or more members of the organization and their positive opinions, as well as the joy of working with them. The fourth is respect and concern for organizational goals. In fact, the first type of intention among the above four categories mainly refers to external incentives; The second category refers to intrinsic motivation; the third category is group motivation; The fourth category is goal motivation, strictly speaking, the third and fourth categories belong to external motivation. By applying the dual factor theory to analyze the current situation and problems of motivation for grassroots administrative personnel in universities, and combining with the preliminary concept of incentive mechanisms in universities mentioned earlier, this article proposes the following strategies to improve the effectiveness of motivation for grassroots administrative personnel in universities[41].

3.3.1 Improving organizational support for grassroots administrative personnel in universities

In today's highly organized society, every individual lives in one or more organizations. Unlike other immediate incentive measures, organizational support mainly achieves lasting motivation by influencing the incentive effect of incentive factors in the organization.

Table 3-2 Strategies for Motivating Grassroots Administrative Management Personnel in Higher Education Institutions

Incentive Category	Specific Measures	Implementation Strategy	Expected Outcome
Compensation & Benefits	Salary adjustment, performance bonuses, benefits	Adjust salary based on performance, offer bonuses, provide health insurance	Increase motivation, attract and retain top talent

Career Development	Career advancement, training, and continuing education	Provide clear promotion paths, regular management and skills training, encourage continuing education	Enhance loyalty, improve staff capabilities and organizational competitiveness
Work Environment	Work environment optimization, office equipment updates	Improve office conditions, provide modern office equipment	Increase work efficiency, enhance job satisfaction
Recognition & Rewards	Awards and honors, public recognition	Regularly select "Outstanding Administrative Staff", publicly recognize and award honors	Boost employee pride and sense of belonging
Psychological & Social Support	Mental health support, team-building activities	Provide counseling services, organize team-building activities	Improve mental health, strengthen team cohesion
Work Flexibility	Flexible working hours, remote work options	Implement flexible working hours, allow partial remote work	Increase job satisfaction, help balance work and personal life
Decision-Making Participation	Opportunities for decision-making, feedback mechanisms	Establish feedback channels, encourage staff participation in decision-making	Increase ownership, enhance transparency and trust
Health & Life Support	Health activities, quality of life improvement programs	Subsidize gym memberships, organize health activities, offer quality of life improvement plans	Improve overall health, reduce work impact due to health issues
Personalized Incentives	Personalized development plans, tailored incentives	Understand individual needs, design personalized development plans and incentive measures	Enhance effectiveness of incentives, meet individual

Any organization is rooted in a certain cultural tradition, and universities are no exception. Therefore, universities should pay attention to campus cultural construction, so that university faculty, including grassroots administrative management personnel, work in a positive and upward campus cultural atmosphere. This culture will inevitably infect and motivate grassroots administrative management personnel to work hard, love life, and maximize the realization of their own life value[42,P 89-95]. A complete organizational support system includes organizational culture and environment.

The working environment of grassroots administrative personnel in universities has a significant impact on their work attitude, work emotions, and work enthusiasm. The work environment referred to here mainly refers to both hard and soft environments. The hard environment mainly refers to the hardware conditions such as the size of the workplace, lighting, and the provision of office equipment; The soft environment refers to the interpersonal relationships and work atmosphere between superiors, peers, and others in the workplace. According to the two factor theory, a work environment may not necessarily bring motivational effects, but a poor work environment can lead to dissatisfaction. Higher education institutions should regard improving the working environment of grassroots administrative personnel as a major issue related to the sustainable development of universities. On the one hand, various social resources should be utilized to create a favorable infrastructure environment for grassroots administrative management personnel, such as a material environment that meets working conditions such as offices and office equipment; On the other hand, leaders should first adopt a "flexible management" approach and establish good communication channels between superiors and subordinates. Smooth information communication is a necessary condition for building a good organizational soft environment. Secondly, it is necessary to deeply analyze the personality characteristics of grassroots administrative managers in the same department, especially in the same office. Psychological research has shown that teams with complementary personalities often allow their members to unleash their maximum work potential and feel the greatest joy from it[43,P 15-19+25].

3.3.2 Enhancing the Health Care Level of Salary and Benefits among Grassroots Administrative Management Personnel in Universities

Salary has always been emphasized as a traditional and effective incentive method. The salary of grassroots administrative personnel in universities mainly includes basic salary, job allowances, performance allowances, and other subsidies, among which performance allowances and other subsidies play a motivating role. Through investigation, 53.8% of grassroots administrative personnel in universities believe that the current salary level is relatively low, which proves that the first priority should be to increase investment in the salary of administrative personnel. Through institutional reforms, the salary gap between administrative management personnel and teaching and research personnel can be narrowed, at least so that the comparison between grassroots administrative management personnel in universities and external and internal staff of the same nature will not generate the emotion of "low salary and benefits".

To become an important driving force for improving performance, wages must be closely linked to performance. 31.8% of grassroots administrative personnel in universities in the survey believe that the lack of linkage between salary and performance is the reason for dissatisfaction with the current salary. Grassroots administrative personnel in universities are divided into: teaching and research management personnel serving teaching and research, including the academic affairs office, social science office, etc. of the school, and grassroots administrative management personnel at the college level, who are comparable because they are on the front line of teaching and research; The personnel responsible for the safety management of the school will be divided into comprehensive management organization personnel, including security departments, mainly providing management services for the normal operation of the school; Logistics support personnel, including logistics infrastructure, canteens, etc., mainly provide logistics support for the normal operation of universities. On the other hand, based on qualitative assessment, gradually expand quantitative assessment. Relative teaching and research personnel can be quantitatively assessed based on class hours and research achievements.

3.3.3 Reasonable use of training and promotion incentives for grassroots administrative personnel in universities

Training incentives, as an important supplement to incentive models and management systems, are not only necessary for grassroots administrative personnel in universities to master theoretical knowledge and professional skills related to their work, but also to provide comprehensive quality training that will give them an advantage in future job promotions. Training should include two parts: job needs and development needs. Job needs refer to the need for skills and knowledge to improve current work abilities, which is an explicit ability requirement; Development needs refer to the needs that will provide intellectual support and knowledge reserves for their future development, which is an implicit ability requirement. Through investigation, it has been found that on the one hand, grassroots administrative personnel in universities are in great need of training to improve their current work level, while on the other hand, training for future work is also very urgent[44,P 34-36]. The author believes that the most effective training system for grassroots administrative personnel in universities should include pre job training, job rotation training, and on-the-job training. Among them, the most practical method for grassroots administrative management personnel in universities on duty is job rotation training, which forms a good job rotation and communication mechanism between government agencies and departments, schools and governments, and inter schools. Through job rotation and communication, on the one hand, it improves the work ability and comprehensive quality of grassroots administrative management personnel, and on the other hand, it will also alleviate occupational fatigue and mental exhaustion caused by long-term work.

It is undeniable that the difficulty of using job promotion incentives in universities is enormous. Firstly, the number of leadership positions and positions is relatively scarce and still in a relatively static state, which can create promotion and incentive opportunities for grassroots administrative management personnel in universities from the following aspects: allowing for unconventional promotion of grassroots administrative management personnel. In the promotion of grassroots administrative personnel in universities, special promotion can be appropriately considered, which

includes early promotion of those who have good work performance, high ideological and moral character, high work enthusiasm, and strong development potential. On the one hand, this can affirm their work performance and ability, motivate them to work harder to improve their work ability and management service level, and at the same time provide a learning example for other grassroots administrative personnel in universities, forming a demonstrative role of role model motivation.

3.3.4 Cultivating and Strengthening Professional Incentives for Grassroots Administrative Management Personnel in Universities

Compared with external incentives such as job support, salary and benefits, and training and promotion incentives, the two factor theory places more emphasis on the motivational effect brought by the profession itself, and the job itself is a driving force. The exploration of the potential of grassroots administrative management work in universities is a necessary way to internally motivate grassroots administrative personnel in universities. Firstly, job enrichment mainly has two dimensions: horizontal extension and vertical extension. The former refers to the number of tasks, while the latter increases the autonomy and responsibility of employees in their work tasks and work styles. In the survey, it was found that the reason why grassroots administrative personnel in universities generally feel work pressure is due to the heavy workload, combined with their understanding of the trivial nature of grassroots administrative management work in universities. Job enrichment is not simply a simple superposition of work tasks horizontally, but more importantly, vertically, it allows grassroots administrative personnel in universities to have more autonomy and control, encouraging them to design work for innovative work, and enabling them to see their contributions to university administrative management. Secondly, to create a sense of achievement in grassroots administrative management work in universities, psychologists Hackman and Alderhan's research suggests that making people feel a sense of achievement should make them feel that work is meaningful or important. At present, the main responsibility for managing student life lies with student counselors, and a large number of other grassroots administrative personnel have not participated in the direct training of students. Therefore, some willing and capable grassroots

administrative personnel can be selected to serve as student life mentors. Research has shown that when experiencing responsibility, individuals must believe that they are responsible for the results of their efforts. Young grassroots administrative personnel in universities will have fewer communication barriers with students; Older grassroots administrative personnel have rich life experience and experience. This can not only improve the cultivation quality of students, but also enhance the sense of achievement of grassroots administrative personnel. Once again, make grassroots administrative personnel in universities aware of the importance of work responsibility.

The career positioning of grassroots administrative personnel in universities is an important part of career motivation. Creating positive career ideals is conducive to enhancing the professional presence of this group and forming good career incentives. Since up to 29.5% of personnel have chosen to work in grassroots administrative management in universities due to personal interests, it means that a considerable portion of them have a career expectation. Progress should be made to enhance the professional and social status of grassroots administrative personnel in universities, strengthen their career planning positioning, and transform their concepts, establish correct career views, and find the right career positioning. Studying the establishment of a professional title chain and career development path for grassroots administrative personnel in universities can achieve incentive effects. At present, in universities, there are professional and technical evaluation systems for teaching and research personnel, ranging from teaching assistants to professors and assistant researchers to researchers, and the two can also recognize and cross each other. However, as the second largest group in universities, administrative personnel do not have their own professional title evaluation system, and the difficulty lies in the equal participation in the professional title evaluation of scientific research and teaching personnel. This has also been confirmed in research, reaching up to 77.3% of grassroots administrative personnel in universities believe it is necessary and necessary to establish exclusive professional ratings for university administrative personnel, and the future development direction is to cross recognize with the teaching and research rating system[45,P 25-27].

3.3.5 Creating Needs to Create Incentive Supermarkets for Grassroots Administrative Management Personnel in Universities

Both Maslow's hierarchy of needs theory and the two factor theory believe that needs are the most primitive source of motivation and motivation. Universities should classify and analyze needs when motivating grassroots administrative personnel. Sometimes, considerate behavior is also a potential reward and can become an accidental motivation for effective performance. Sometimes symbols of status, prizes, and differentiated power can also inspire employees to achieve good performance. For example, among grassroots administrative personnel in universities, the needs of teaching and research management personnel, comprehensive management personnel, and logistics support personnel are different. Teaching and research management personnel value the role of their work in student growth more, comprehensive management personnel value the improvement of their management service efficiency more, and logistics support personnel value the improvement of specific campus life and learning environment more. This group difference will inevitably bring diversity and multi-level needs.

The incentive methods and content should be enriched, creating a self selected incentive collection for grassroots administrative personnel in universities similar to that of supermarkets. The age differences, gender differences, departmental differences, and interest differences among grassroots administrative personnel in universities have created different categories of needs. If the incentive method and content are single, the incentive will only work for one group, and other groups will consider it an additional burden or even sacrifice their other benefits because they do not need it. Therefore, the incentive not only does not work but also has a negative effect. Therefore, for grassroots administrative personnel in universities, multiple incentive methods should be comprehensively applied: they can choose the type of incentive according to their own needs, so as to achieve the goal of each incentive object having their own strengths, needs, and benefits.

3.3.6 Exploring Multi subject Motivation for Grassroots Administrative Management Personnel in Universities

Research has shown that compared to other organizations where employee relationships are relatively simple and incentive subjects are relatively fixed, the group environment in which grassroots administrative personnel in universities operate is very complex. From the perspective of motivating grassroots administrative personnel in universities, the first thing that can motivate them is themselves; The second is its department leaders and university leaders; The third is a full-time teacher; The fourth is college students; Perhaps it also includes some members of society. Give full play to the role of the above incentive subjects and stimulate the work of grassroots administrative management personnel in universities through different incentive methods. Marxist philosophy believes that internal factors are conditions based on external factors. Therefore, the self motivation of grassroots administrative personnel in universities is the greatest, most fundamental, and most effective way of motivation. It includes career suggestions, career goals, psychological contracts, and ideal beliefs. University leaders should improve their work conditions through external organizational support, including material rewards, incentive mechanisms, spiritual rewards, institutional environment, and working conditions; The last three mainly start from the perspective of recognizing and affirming the work of grassroots administrative management personnel in universities, creating a good working atmosphere and public opinion environment for them, and promoting their awareness of work through these recognition and affirmation.

CONCLUSIONS

This article outlines the human nature assumptions and incentive theories applicable to the motivation of grassroots administrative personnel in universities. By describing and analyzing the current situation of motivation for grassroots administrative personnel in universities, it deeply analyzes the problems and internal and external reasons, such as insufficient organizational support, low salary levels, overly complex work itself, and insufficient challenging work. On this basis, based on the internal and external incentive perspective constructed by the dual factor theory, several measures such as improving organizational environment, increasing salary and welfare benefits, enriching work, and motivating diverse subjects are proposed to enhance the incentive effectiveness of grassroots administrative management personnel in universities. Preliminary discussions are also conducted on the construction of incentive mechanisms for grassroots administrative management personnel in universities. It is believed that incentive mechanisms for grassroots administrative management personnel in universities should include four major systems: environmental system, power system, maintenance system, and control system.

In fact, as the most important research field in management, the study of incentive strategies for grassroots administrative personnel in universities must be conducted within the purpose, function, and mission of universities, and must be placed within the broad perspective of Chinese human culture. Blindly copying Western incentive theories is not enough. Taking the professionalization of university administrative personnel as an example, comparative research will be the main focus of future research. At the same time, returning the research of incentive theories to the perspective of management will achieve broader, broader, updated, and deeper breakthroughs.

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Xiao Chuan

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APPENDIX

Survey questionnaire on the motivation status of grassroots administrative personnel in universities

Dear teacher

Hello! The purpose of this survey is to understand the motivation of administrative personnel (non double shoulder personnel) in Guangxi universities Condition. This survey is anonymous, and I will strictly handle the data in accordance with relevant regulations such as the Confidentiality Law. You may Answer with peace of mind. Your cooperation will greatly benefit the scientificity and objectivity of this research, and we would like to express our sincere gratitude to you.

Thank you from the heart!

(Please mark a " ✓ " on the answer you think is appropriate)

一、 Basic information

1、 Your gender:

☐ Male ☒ Female

2、 Your age:

☐ 30 years old and below ☒ 31-40 years old ☐ 41-50 years old ☐ 51 years old and above

3、 Your highest level of education:

☐ Secondary school or high school and below ☐ College ☐ Bachelor ☒ Postgraduate

4、 Your highest degree:

☐ None ☒ Bachelor ☐ Master ☐ Doctorate

5、 Your years of experience in university administrative management:

☐ 5 years and below ☒ 6-10 years ☐ 11-20 years ☐ 21 years and above

6、 Your current rank:

☐ Deputy director level and above ☒ Section chief ☐ Deputy section chief ☐ Clerk

7、 Do you have professional or technical titles?

☐ Yes ☒ No

二、Entry Status

8、How did you enter the university for work?

①Applied and entered through public recruitment outside the university ②Stayed in the university after graduation ③Transferred in as a family member ④Transferred in from a company ⑤Transferred in from a public institution ⑥Succeeded a parent's job

9、The main reason for engaging in administrative work in a university:

①Low work pressure in universities ②Two long holidays ③Personal interest ④Forced by the job ⑤Family factors ⑥High income in universities

10、Your expected annual income in the university is:

①Below 30,000 yuan ②30,000-60,000 yuan ③60,000-90,000 yuan ④Above 90,000 yuan

11、How do you identify yourself in the university?

①Full-time teacher ②Full-time administrative staff ③Leader ④Other

12、Have you obtained a formal position in the university?

①Yes ②No

三、Work Status

13、The form of training you have participated in for work:

①Conference training ②Job rotation training ③Expert lecture ④Field trip ⑤Other

14、How many times does your unit organize you to go out for study and inspection each year?

①None ②Less than 3 times ③3-5 times ④More than 5 times

15、Your sense of identity towards your work:

①Strongly agree ②Fairly agree ③Neutral ④Fairly disagree ⑤Strongly disagree

16、Your perception of the nature of your work content:

①Basic ②Trivial ③Random ④Rigid ⑤Flexible

17、 The main reason for your dissatisfaction with the work itself:

①Complicated work ②Boring work ③Poor environment and lack of working conditions ④Unsuitable for this job ⑤Misunderstandings from service recipients that bring distress

18、 How do other full-time teachers and students cooperate with your work?

①Very cooperative ②Fairly cooperative ③Neutral ④Uncooperative ⑤Very uncooperative

19 、 Your opinion on establishing exclusive professional ratings for administrative staff in universities:

①Absolutely unnecessary ②Not necessary ③Neutral ④Necessary ⑤Very necessary

20 、 Your satisfaction with the promotion opportunities provided by the university:

①Very satisfied ②Fairly satisfied ③Neutral ④Unsatisfied ⑤Very unsatisfied

21、 The incentive method you value most:

①Awarded with honors and certificates ②Promotion in position ③Written and oral commendations ④Financial rewards ⑤Improvements in housing and other welfare

22、 The main reason for your work-related stress:

①No interest in the job ②Overwhelming workload ③Insufficient ability and skills ④Poor working environment ⑤Family reasons

23、 Your perception of the social status of administrative staff in universities:

①Respected ②Not very respected ③Not respected

24、 The main reason for your dissatisfaction with the current salary:

①Low salary level ②Salary not linked to performance ③Unfair salary ④Lack of transparency

25、 Your current housing area is: (square meters)

- ①Collective dormitory or transitional housing ②Below 50 ③50-100 ④100-150
⑤Above 150

26、 Your satisfaction with your housing:

- ①Very satisfied ②Fairly satisfied ③Neutral ④Unsatisfied ⑤Very unsatisfied

27、 Your satisfaction with other welfare benefits provided by the unit:

- ①Very satisfied ②Fairly satisfied ③Neutral ④Unsatisfied ⑤Very unsatisfied

28、 Do you have the idea of switching jobs?

- ①Yes ②No

29、 The ways you know to switch jobs:

- ①Further studies for job changes ②Direct resignation ③Accumulate internal promotion qualifications over time ④External postings ⑤Internal job transfers

30、 If you choose to leave, the main reason would be:

- ①Too low salary ②Too big a gap between reality and ideal work ③Work is not challenging ④Poor interpersonal relationships at work ⑤Poor working conditions ⑥Change of interests ⑦Family advice ⑧A better job opportunity

Below are some factors related to the work of administrative personnel in universities.

Please type based on your level of importance✓.

Number	factor	very important	important	commonly	not very important	Very unimportant
1	Meet one's own interests and hobbies					
2	In line with one's own career plan					
3	Opportunities for training improvement					
4	High social respect					

	and status					
5	The reputation and honors of the school					
6	Complete career advancement ladder					
7	Challenging job responsibilities					
8	Work is very stable					
9	A sound work system and environment					
10	Frequent career hints and career incentives					
11	Obtaining Honor and a Sense of Achievement from Work					
12	Making contributions to society and schools through work					
13	Leader's affirmation and appreciation of oneself					
14	Harmonious relationship with colleagues					
15	Obtain respect from teachers and					

	classmates					
16	A fair competitive environment					
17	Higher salary allowances					
18	Complete social security					
19	Comfortable housing conditions					
20	Creating favorable conditions for families					