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Research on The Influent Factors of Relationship Performance by An Intrinsic Incentive Growth Model for Chinese Universities' Teachers

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Abstract

The teachers of Chinese Universities, as a special group, how to improve their relationship performance through effective incentives is a problem for these universities. By establishing a structural equation model (SEM) of teacher's intrinsic incentive growth model to analyze the influent factors and dimensions of Chinese Universities' teachers on the relationship performance is the aim of current research. Through the research, the results shown that work achievement and personal value in intrinsic incentive growth have positive influences on the peripheral relationship dimension under relationship performance, also, the personal value factor in intrinsic incentive growth has a positive impact on the organizational contribution dimension under relationship performance.

Keywords

Intrinsic Incentive Growth Model, Work Achievement, Personal Value, Relationship Performance, SEM

Introduction

Every person has his or her personality, however, derived from environmental, including influence from family, such personality is different between the people from Western and Eastern Counties. People from Eastern countries mostly focus on collectivism: values are created by all people involved, no depended on any individual's contribution, meanwhile, People from Western countries always emphasize on their own individual value: every integrated system must be established on individual's interest (Xu,2005). However, there is not always true to apply these conclusions to research on a certain group of people, even they are in Eastern or Western Countries, for example, teachers.

Management scientist Peter Drucker (1999) refers to the group that uses knowledge to get paid off as knowledge workers. Teachers are one of such defined workers. Teachers' core characteristics are thinking activities and continuously self-improvement and learning, some scholars believe that teachers can master and use knowledge to create wealth, belong to themselves, as the results, teachers mostly have strong self-awareness and needs, and have distinctive personalities (Sun and Fan, 2006).

China has continuously increased investments in educational fields, such investments has led to the continuous increasing number of universities and the continuous expansion of their scales. As the places for attracting and keeping talents, the universities must adopt the policies for the development and management based on people-oriented so as to fully explore the potential capability of teachers, to realize effective incentives for people, enhance their creativity, and stimulate their enthusiasm and sense of responsibility. From these perspectives, it is urgent to establish a scientific and effective incentive mechanism for teachers. Normally, an organization with a higher performance level and efficient management system can achieve organizational strategic goals better and faster, and thus, university as an organization must pay more attention to organizational performance management, which includes relationship performance as one dimension. However, compared with Western countries, Chinese universities' performance management is still lagging behind, most of the performance management of universities are simple teacher assessments on job or works while ignore other factors, for instance, the intrinsic factors. The researches on performance evaluation of teachers lack rationality. Then, to some certain extent, affects the personal development of teachers in universities, which also hinders the development of schools .

1.1 Research Questions

Based on the above discussion, this study proposes the following research questions:

a. What are the intrinsic incentive factors that affect teachers in Chinese universities?

b. What are the dimensions under the relationship performance of teachers in Chinese universities?

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c. How the dimensions of relationship performance are affected by the various influencing factors in intrinsic incentive growth model?

1.2 Research Goals:

The current study aims to find out the relationship between the significant intrinsic incentive factors and the dimensions of relationship performance, thus to establish an intrinsic incentive growth mode for Chinese universities' teachers.

1.3 Significance of the Research:

This study tries to fill the gap that most prior researches focus on the job performance and lack on the relationship performance, also, there are few researches explore the relationship between the intrinsic incentive factors and the relationship performance. As the result, the intrinsic incentive growth model in the current study does contribute to theories of motivation and could be a new measurement tool on teachers' performance.

1.4 Research Scope:

The samples are teachers who are mainly responsible for teaching and selected from several Chinese Universities through questionnaire by convenient sampling method.

Literature Review

2.1 Relationship Performance

Borman and Motowidlo (1993) proposed a two-dimensional classification of performance, named task performance and relationship performance. They defined the relationship performance as the spontaneous behavior of people without any connection with specific tasks, and these behaviors are very important to organizational efficiency. In 1994, Motowidlo and Van Scotter found that task performance and relationship performance can independently affect the whole performance through a stepwise regression analysis by using 421 samples whom the authors observed over than 90days, such conclusion also be echoed by Wang et al. (2003). However, J.M. Conway (1996) studied the effectiveness of task performance and relationship performance. It was found that there was a great correlation between the task performance and relationship performance (Luo Zhengxue et al., 2006) , but in 1999, J.M. Conway also pointed out that job dedication in relationship performance can independently affect the overall performance of management positions, while interpersonal promotion in relationship performance overlaps with the job performance of management positions, thus, the relationship performance could be reflected by both job dedication and interpersonal promotion (or named in Chinese Zu Zhi Feng Xian, ZZFX and Zhou Bian Guan Xi, ZBGX respectively)

In a study by Borman et al. in 1997, when relationship performance was used as a criterion and independently assessed as a condition, it had a high correlation with personality tests. In other words, when relationship performance is used as an independent component, personality tests can predict relationship performance well.

Based on these prior studies, and relationship performance can affect overall performance independently and the personality can be used to predict relationship performance, nevertheless, the personality could not be used without factors from external environment. For example, Lewin's (1936) suggested the dynamics theory. Lewin believes that human behavior depends on the product of the individual's internal motivation (which based the various personality) multiplied by the external environment. Any kind of external stimulus that wants to be transformed into a motivating factor cannot be ignored.

2.1.1 Interpersonal Promotion:

Zhang , Wang and Fan(2008) believe that relationship performance is inseparable from social and cultural factors. Under these conditions, relationship performance should include four aspects: sense of responsibility, harmonious interpersonal relationships, protection of resources, and behavior to help others. Chen(2007) believes that relationship performance should include five dimensions: helping others to cooperate with the team, complying with rules and regulations, organizational identity, work responsibility and enthusiasm, and extra effort in addition to their own work. So, in this article, the Interpersonal Promotion refers to the relationship between teachers and their colleagues, leaders, students, etc. Since the individual is one member within the organization, the ultimate manifestation of personal relationship performance or interpersonal promotion must be dedicated to their jobs.

2.1.2 Job Dedication

As the relationship performance provides all aspects for the realization of task performance or job dedication (He , 2009). Therefore, the Job dedication of this article includes actively helping colleagues or students while completing their own teaching tasks, taking the initiative to take on tasks outside of their workload, and actively participating in various meetings or activities.

2.2 Incentive Theory

Porter and Lawler's (1967) proposed an incentive theory which focused on the behavior of motivation as a complete process, and mainly study the correlation of the whole process of this behavior the mutual influence of incentive elements and the effective use of various incentive measures. When an individual's work contribution improves work performance, the desired rewards are divided into two categories. One is external rewards, such as bonuses, job promotion, etc. This incentive Based on Maslow's demand theory, the second is internal rewards, such as satisfaction of dedication, satisfaction of self-existence, etc. This reward has a direct impact on work performance and internal rewards must have a specific evaluation of the inner, what is the intrinsic incentive factor.

Recent researches also echoed the findings of Porter and Lawler's (1967), for instance, E. D. Putra et al. (2015) empirically studied the motivation crowding theory among the workers in hospitality industry. The findings shown that workers should acknowledge that the meaningful working environment and interesting jobs could improve their intrinsic motivation and engaged more in their jobs.

Rajesh Singh (2016) pointed out that the intrinsic factor plays a more important role rather than the "carrot and stick" approach when managing employees, and the intrinsic motivation would

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not disappear even when extrinsic factors added in, therefore, the management should understand such intrinsic factor and pay more attention on "intangible factors", such as individuals' respect, recognition, and cultures, what are not in forms of money.

2.3 Intrinsic Incentive Factors about Chinese Teachers

Several researches revealed that there were some main intrinsic incentive factors affect the overall performance of Chinese teachers, especially on the relationship performance, for example, Wang(2005) found that teacher incentives could be divided into working environment, salary and welfare, interpersonal relationship, work itself, performance evaluation, growth and development. Cheng (2010) also discovered that the motivation factors of university researchers could be classified into intrinsic motivation and external incentives, where internal incentives include growth incentives, value incentives, and recognition incentives; external incentives include work incentives, security incentives, and environmental incentives (Wang,2005; Fan, 2017 and Chen,2018), according to prior studies, the intrinsic incentive factors can be summarized into three dimensions in the current study.

2.3.1 Work Achievement (or named in Chinese, Gong Zuo Cheng Jiu, GZCJ)

Some scholars pointed out that the work itself includes the employees' work tasks, work content, methods used in work, working hours, etc. Working hours are mainly working hours and daily arrangements; the methods used in work are mainly whether they are used at work Auxiliary equipment, how to complete the job requirements; the content of the job is the specific division of labor, specific tasks, etc. (Tao, Chen and Luo, 2016). Wang (2017) divided work achievement into work interest and achievement in the research. In the current study, the Work Achievement refers to whether or not the teachers in universities can achieve challenging jobs, whether or not the teachers in universities can balance teaching and research assignments, and whether or not the teachers' work schedule is autonomous.

2.3.2 Personal Value (or named in Chinese, Ge Ren Jia Zhi, GRJZ)

The personal value of university teachers could be reflected by whether they like job of education, whether they regard professional value as a way of self-realization, whether the teachers are enthusiastic about the current career, and personal hobbies formed on the basis of personal ability. On the basis of personal value incentives, individual innovation should also be valued. Individual innovation is a concrete manifestation of dedication to the organization, so it is necessary for innovation incentives to be taken into consideration. (Lin and Song , 2014)

2.3.3 Innovation Incentives (or named in Chinese, Chuang Xin Ji Li, CXJL)

Bottazzi and Giovanni (2003) explored that innovation incentives were the interaction between the incentive subject and the incentive object. Some scholars have studied knowledge innovation incentives from the perspective of endogenous motivation (Liu , Xue and You, 2010). Other scholars found that there were uncertainties and externalities in technological innovation, so incentives were particularly important for innovation (Conceicao, Hamill, 2002). The requirements for incentives in the group of universities should be guided and regulated, so as to stimulate teachers' motivation and behavior in scientific research and innovation (Lu and Hou, 2006). University teachers' innovation incentives stimulate the internal motivation and thoughts of university teachers, so, the innovation incentives in the current study mainly include new founding, whether or not to pursue, solve problems with new methods, etc.

2.4 Theoretical Intrinsic Incentive Model See Figure.1:

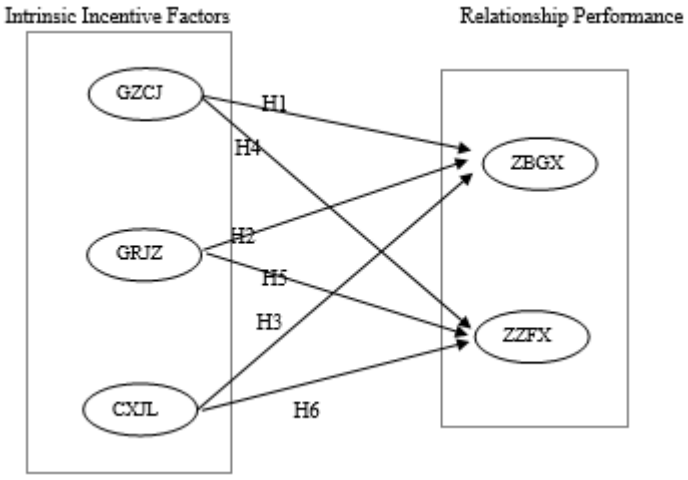

Figure.1 Theoretical Intrinsic Incentive Model

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Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship；ZZFX=Job dedication

Source: Authors prepared

2.5 Research Hypotheses:

Based on the above discussion and model Fig.1, the current study proposes the following research hypotheses:

H1. Work achievement (GZCJ) has a positive relationship with interpersonal promotion (ZBGX)

H2. Personal value (GRJZ) has a positive relationship with interpersonal promotion (ZBGX)

H3. Innovation incentive (CXJL) has a positive relationship with interpersonal promotion (ZBGX)

H4. Work achievement (GZCJ) has a positive relationship with job dedication (ZZFX)

H5. Personal value (GRJZ) has a positive relationship with job dedication (ZZFX)

H6. Innovation incentive (CXJL) has a positive relationship with job dedication (ZZFX)

Research Methodology

3.1 Sampling Methodology:

The current study employed the survey by questionnaire among teachers of universities who are mainly engaging in teaching jobs. Under the convenient sampling method, and according rule of thumb of sample size for SEM, some researchers prefer larger sample size, for example, 200 samples (Boomsma and Hoogland, 2001; Kline, 2005), or under the most acceptable rule that there are 10 times of observed variables ((Nunnally, 1967), then, this research distributed total 350 questionnaire and got back 337 valid copies.

3.2 Structural Equation Model：

Normally, the structural equation model (SEM) is differentiated with multiple regression on several perspectives, the most important points are that

a. SEM is set for testing a theory. As the current study tries to establish a intrinsic incentive model for teachers in Chinese universities and in the theoretical model, there are two latent dependent variables and three latent independent variables, so, SEM is suitable for the current research.

b. SEM combines two parts: measurement model and structural equation model. The measurement model is used for reflective relationship between observed latent variables, while, the structural equation model incorporates the advantages under multiple regression, factor analysis and multivariate analysis.

c. SEM can estimate the path coefficients; this model also can estimate the multiple and interrelated dependent relationship simultaneously.

3.3 Questionnaire (Please see the Appendix II)

Results and Discussion

Before applying the SEM, it is a must to test the measurement models to make sure that whether or not all items in the measurement models can accurately reflect the required factors (0.45 as the threshold value) . At the same time, Daire Hooper, Joseph Coughlan and Michael R. Mullen showed in their research that items with a lower index R^2 (SMC is 0.2) should be deleted from the measurement model .

By using AMOS22.0 software, the following indexes must be meet to prove that the structural equation model is good fit for the theoretical hypotheses, the indexes are summarized as: NC must be positive and less than 3 (Good fit), GFI, AGFI, NFI, RFI, IFI, CFI must be greater than 0.85 for acceptance, and RMSEA must be lower than 0.08. The Fitness Indexes are presented in Table 1 to Table 5.

4.1 CFA Test of Each Measurement

4.1.1 CFA Test for Work Achievement (GZCJ)

Table 1. CFA Test of Work Achievement (GZCJ)

Model	CMIN/df	RESEA	GFI	AGFI	NFI	IFI	CFI
Before Delete Item #5	4.716	0.105	0.963	0.917	0.942	0.954	0.953
After Delete Item #5	1.624	0.043	0.995	0.975	0.989	0.996	0.996

Note: GZCJ=Work achievement

Source: Output of Amos. Prepared by Authors

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From above indexes, the fitness of CFA test is better after deleting the item #5.

4.1.2 CFA Test for Personal Value (GRJZ)

Table 2. CFA Test of Personal Value (GRJZ)

Model	CMIN/df	RESEA	GFI	AGFI	NFI	IFI	CFI
Before Delete Item #1	8.642	0.151	0.949	0.848	0.946	0.952	0.951
After Delete Item #1	2.714	0.071	0.992	0.959	0.991	0.994	0.994

Note: GRJZ=Personal value

Source: Output of Amos. Prepared by Authors

From above indexes, the fitness of CFA test is better after deleting the item #1.

4.1.3 CFA Test for Innovation incentive (CXJL)

Table 3. CFA Test of Innovation incentive (CXJL)

Model	CMIN/df	RESEA	GFI	AGFI	NFI	IFI	CFI
Before Delete Item #2	8.783	0.152	0.943	0.853	0.937	0.944	0.943
After Delete Item #2	1.007	0.004	0.997	0.985	0.996	1.000	1.000

Note: CXJL=Innovation incentive

Source: Output of Amos. Prepared by Authors

From above indexes, the fitness of CFA test is better after deleting the item #2.

4.1.4 CFA Test for Interpersonal Promotion (ZBGX)

Table 4.CFA Test of Interpersonal Promotion (ZBGX)

Model	CMIN/df	RESEA	GFI	AGFI	NFI	IFI	CFI
Before Delete Item #6	3.062	0.078	0.975	0.941	0.963	0.975	0.974

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After Delete Item #6	0.433	0.000	0.997	0.992	0.997	1.000	1.000

Note: ZBGX=Interpersonal relationship

Source: Output of Amos. Prepared by Authors

From above indexes, the fitness of CFA test is better after deleting the item #6.

4.1.5 CFA Test for Job Dedication (ZZFX)

Table 5.CFA Test of Job Dedication (ZZFX)

Model	CMIN/df	RESEA	GFI	AGFI	NFI	IFI	CFI
No Deleting Item	1.085	0.016	0.999	0.981	0.989	0.999	0.999

Note: ZZFX=Job dedication

Source: Output of Amos. Prepared by Authors

4.2 Reliability, CR and AVE Tests

After CFA test and delete some items according to the Modification Indexes under each measurement model, the current study employed reliability test for each item and each measurement, the details are present in Table 6

Table 6. Cronbach's Alpha Test

Measurements	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
GZCJ	GZCJ1	0.543	0.673	0.739
	GZCJ2	0.500	0.706	
	GZCJ3	0.565	0.660	
	GZCJ4	0.545	0.682	
GRJZ	GRJZ2	0.628	0.800	0.831
	GRJZ3	0.727	0.761	
	GRJZ4	0.755	0.747	
	GRJZ5	0.569	0.841	
CXJL	CXJL1	0.569	0.784	0.806
	CXJL3	0.719	0.715	
	CXJL4	0.696	0.720	

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Measurements	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	CXJL5	0.520	0.805	
	ZBGX1	0.678	0.786	
	ZBGX2	0.676	0.784	
ZBGX	ZBGX3	0.487	0.842	0.831
	ZBGX4	0.695	0.783	
	ZBGX5	0.654	0.791	
	ZZFX1	0.511	0.776	
	ZZFX2	0.446	0.794	
ZZFX	ZZFX3	0.586	0.753	0.795
	ZZFX4	0.708	0.712	
	ZZFX5	0.640	0.734	

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship；ZZFX=Job dedication
Source: Output of Amos. Prepared by Authors

From the Table 6, the Reliability of each item and measurement are good enough. However, for before applying the Structural Equation Model, the Standardized Regression Weights or Factor Loading, Composite Reliability (CR) and Convergent Validity (AVE) must be tested. According to prior studies, the Standardized Regression Weights or Factor Loading should be more than 0.7 (Hair et al., 2011), Composite Reliability should be more than 0.5, (Diamantopoulos et al., 2000) and the Convergent Validity should be more than 0.5 or between 0.36-0.50 as the threshold value (Gregory, 2004), the Table 7 should the results of these tests.

Table 7. Factor Loading, CR and AVE Tests

Measurements (Variables)	Item	Standardized Regression Weights	Reliability Coefficient SMC	CR	AVE
	GZCJ3	.680	.462		
	GZCJ2	.592	.350		
GZCJ	GZCJ1	.672	.452	.747	.426
	GZCJ4	.663	.440		
	GRJZ5	.625	.391		
GRJZ	GRJZ4	.861	.741	.846	.583
	GRJZ3	.838	.702		

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Measurements (Variables)	Item	Standardized Regression Weights	Reliability Coefficient SMC	CR	AVE
CXJL	GRJZ2	.705	.497	.816	.530
	CXJL3	.837	.701		
	CXJL1	.654	.428		
	CXJL4	.803	.645		
	CXJL5	.589	.347		
ZBGX	ZBGX3	.532	.283	.842	.520
	ZBGX2	.761	.579		
	ZBGX1	.754	.569		
	ZBGX4	.785	.616		
	ZBGX5	.742	.551		
ZZFX	ZZFX3	.670	.449	.799	.453
	ZZFX1	.556	.309		
	ZZFX4	.841	.707		
	ZZFX5	.754	.569		
	ZZFX2	.481	.231		

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship；ZZFX=Job dedication

Source: Output of Amos. Prepared by Authors.

4.3 Discriminant Validity Analyze

From Table 7, all the results are satisfied, but, for test whether or not there is significant different between latent variables, the Discriminant Validity Test must be used (Fornell and Larcker, 1981).

Table 8. Discriminant Validity Analyze

Measurement	AVE	ZZFX	ZBGX	CXJL	GRJZ	GZCJ
ZZFX	0.453	0.673				
ZBGX	0.520	0.335	0.721			
CXJL	0.530	0.193	0.173	0.728		
GRJZ	0.583	0.316	0.282	0.274	0.764	

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Measurement	AVE	ZZFX	ZBGX	CXJL	GRJZ	GZCJ
GZCJ	0.426	0.208	0.198	0.215	0.305	0.653

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship；ZZFX=Job dedication

Source: Output of Amos. Prepared by Authors

From Table 8, The AVE values for ZBGX, CXJL, GRJZ, and GZCJ are 0.721, 0.728, 0.764 and 0.653 respectively, all of them are more than the Pearson correlation coefficient, these suggested that there is significant discriminant validity between the latent variables.

4.4 Structural Equation Model for Testing the Hypotheses

4.4.1 Testing the Hypotheses between the Intrinsic Incentive Factors and the interpersonal promotion (ZBGX) under the Relationship Performance

From the tests of hypotheses H1,H2, and H3, the results shown that the degree of fit CMIN/df (NC) is 2.370, which satisfies the discriminant index of CMIN/df (NC) is less than 3, indicating that the model fitting index located an acceptable range; RMSEA equals 0.064, which also met with the criterion of upper limit: RMSEA less than 0.08; GFI is 0.911, AGFI is 0.880, NFI is 0.899, IFI is 0.939 and the CFI=0.938, all of these indexes are more than 0.85, which further shows that the whole model fits well.

According to the Table 9, the standardized path coefficient of the impact of work achievement (GZCJ) on Interpersonal promotion is 0.255, and its corresponding p value is less than the 0.05, these expressed that work achievement (GZCJ) is relevant to the Interpersonal promotion (ZBGX).

The standardized path coefficient of the influence of the personal value (GRJZ) of university teachers on the Interpersonal promotion (ZBGX) is 0.179, and its corresponding p value is 0.006, which is less than the 0.05, these results also shown that personal value (GRJZ) is relevant to the Interpersonal promotion (ZBGX) significantly.

Finally, the standardized path coefficient of the impact of innovation incentives (CXJL) on the Interpersonal promotion (ZBGX) is 0.063, and its corresponding p value is greater than the 0.05 significance level, so, the innovation incentives (CXJL) has no significant correlation with the Interpersonal promotion (ZBGX).

Table 9. Intrinsic Incentive Factors and the interpersonal promotion

			Estimate	S.E.	C.R.	P
ZBGX	<---	***GZCJ***	0.252	0.114	2.209	0.027
ZBGX	<---	***GRJZ***	0.179	0.066	2.728	0.006
ZBGX	<---	***CXJL***	0.063	0.080	.794	0.427

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship

Source: Output of Amos. Prepared by Authors

Summarily, based on above results, the H3 cannot be rejected, but theH1, H2 must be rejected. After cancellation of the unvalid path in the model, this study establishes the "intrinsic incentive to the surrounding interpersonal relationship standardized path optimization model", see Figure.2

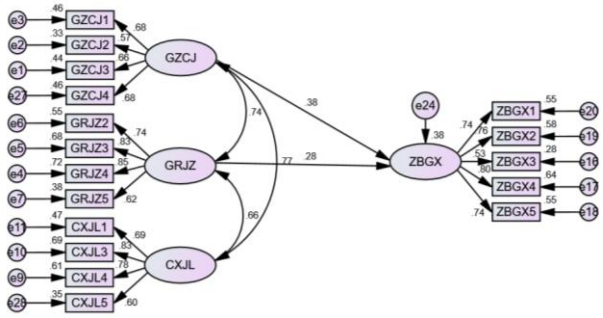

Figure.2 Output of Intrinsic Incentive Factors and the Interpersonal relationship

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Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZBGX=Interpersonal relationship

Source: Output of Amos

4.4.2 Testing the Hypotheses between the Intrinsic Incentive Factors and the Job Dedication (ZZFX) under the Relationship Performance

From the tests of hypotheses H4,H5, and H6, the results shown that the degree of fit CMIN/df (NC) is 3.039, which indicates that the model fitting index did not locate in the acceptable range, even other indexes are satisfied, according to Ronald S. Landis, Bryan D. Edwards, and Jose M. Cortina's standardized factor load reached the standard, when the model fit did not meet the requirement, a residual correlation test could be made under the Modification Indexes, then, the model was adjusted by correlating some certain residuals errors. After modification, the optimized model was established, where CMIN/df (NC) is 2.816, RMSEA equals 0.074, GFI is 0.894, AGFI is 0.855, NFI is 0.877, IFI is 0.917, CFI is 0.916, the whole model was passed the test.

Based on Table 10, the standardized path coefficient of the impact of work achievement (GZCJ) on Interpersonal promotion is 0.217, and its corresponding p value is more than the 0.05, these expressed that work achievement (GZCJ) is not relevant to the Job Dedication (ZZFX).

The standardized path coefficient of the influence of the personal value (GRJZ) of university teachers on the Job Dedication (ZZFX) is 0.268, and its corresponding p value is 0.003, which is less than the 0.05, these results also shown that personal value (GRJZ) is relevant to the Job Dedication (ZZFX) significantly.

Finally, the standardized path coefficient of the impact of innovation incentives (CXJL) on the Job Dedication (ZZFX) is 0.082, and its corresponding p value is greater than the 0.05 significance level, so, the innovation incentives (CXJL) has no significant correlation with the Job Dedication (ZZFX).

Table 10. Intrinsic Incentive Factors and the Job Dedication

			Estimate	S.E.	C.R.	P
ZZFX	<---	***GZCJ***	0.217	0.154	1.405	0.160
ZZFX	<---	***GRJZ***	0.268	0.091	2.943	0.003
ZZFX	<---	***CXJL***	0.082	0.112	0.734	0.463

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZZFX=Job dedication

Source: Output of Amos. Prepared by Authors

Summarily, based on above results, the H5 are rejected, but the H4,H6 cannot be rejected. After cancellation of the unvalid path in the model, this study establishes the "intrinsic incentive to the surrounding job dedication standardized path optimization model", see Figure.3

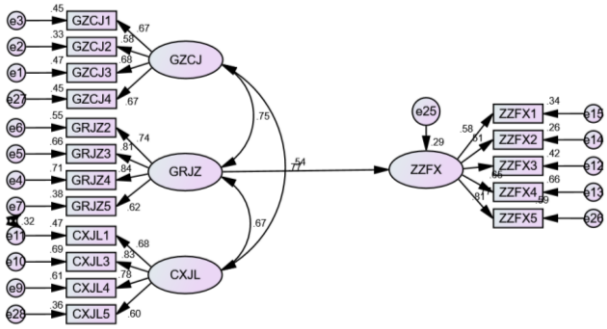

Figure.3 Output of Intrinsic Incentive Factors and the Job Dedication

Note: GZCJ=Work achievement；GRJZ=Personal value；CXJL=Innovation incentive；ZZFX=Job dedication

Source: Output of Amos

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Conclusion

From the above empirical results and analysis, the current study found that Work Achievement (GZCJ), Personal Value (GRJZ) and Innovative Incentives would be the factors under intrinsic incentive dimension for teachers in Chinese universities, also, the current study tested the relationships between these intrinsic incentive factors and the two dimensions under the relationship performance, named, Job Dedication (ZZFX) and Interpersonal Promotion (ZBGX).

Among these factors, the Personal Value (GRJZ) has a positive and significant impact on the both Job Dedication (ZZHX) and Interpersonal Promotion (ZBGX), such results echoed the findings of previous studies that the interpersonal promotion could be used independently and overlapped the job performance (J.M. Conway, 1999). The Work Achievement (GZCJ) only has a positive and significant correlation with the Interpersonal Promotion (ZBGX), but has not significant relationship with the Job Dedication (ZZFX). The third factor, Innovation incentives has no any significant correlation ship with neither dimension under the relationship performance.

These results are supported by some prior studies in which the researchers emphasized that teachers as a specific group with distinguished characteristics, for example, they tend to be self-improved, distinctive personalities and associated with strong self-awareness (Peter Drucker,1999; Sun Xinbo, Fan Zhiping, 2006), therefore, the personal value (GRJZ) in this research has the most significant correlation ship with Interpersonal Promotion (ZBGX) and Job Dedication (ZZFX). Also, for teachers, to achieve their tasks, they do need other each other in a university, so, the work achievement has a positive correlation with interpersonal promotion (ZBGX), such results are echoed by Chen Liang (2007)

5.1 Recommendations

Teachers are associated with distinctive personalities and mostly have strong self-awareness and needs, so, the management must help teachers to realize their personal value in a university either by encourage teachers to work together on a certain subject or give them more authorities to balance their teaching duties and research assignments. As the organizational success has to be done through individual performance, therefore, universities could form an incentive mechanism model based on intrinsic factors by emphasizing the personal value of teachers, the more perfect the manifestation of personal value, the more it can stimulate the teachers' contribution to universities. At same time, such intrinsic incentive mechanism model should take the balance of teaching duty and research assignments for teachers to give them more flexibility to achieve their tasks.

5.2 Further Study

Though the intrinsic factors play the most import role to motivate teachers to contribute to universities, the external factors may also influence the intrinsic factor, so, for the further study, researchers could include external factors, together with intrinsic factors to formulate a comprehensive incentive mechanism model to Chinese teachers in universities.

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