THE STUDY ON THE RELATIONSHIP BETWEEN THE INCENTIVE AND PERFORMANCE OF NON-MEDIA AND MEDIA TEACHERS IN CHINESE UNIVERSITIES: BASED ON THE MEDIATING AND MODERATING EFFECT OF DESIRE FOR ACHIEVEMENT

Danna Hao

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Management)
International College,
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ABSTRACT

Title of Dissertation	THE STUDY ON THE RELATIONSHIP BETWEEN THE INCENTIVE AND PERFORMANCE OF NON-MEDIAAND MEDIA TEACHERS IN CHINESE UNIVERSITIES:BASED ON THE MEDIATING AND MODERATINGEFFECT OF DESIRE FOR ACHIEVEMENT
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With the development of Chinese universities and educational resources, the teachers in college become a powerful motivator to drive the improvement of high education given that their academic performance directly influences the teaching quality of the universities.

Recently, many universities launched all manner of incentives to improve college teachers' performance. However, due to the fact that the incentives introduced by university administrators failed to address the internal characteristics and external conditions of university teachers specifically, occasionally the situation where the incentives don't work effectively does occur, especially for the media and non-media teachers incentive. Therefore, the assessment of media teachers and non-media teachers should be targeted and different.

Given the fact mentioned above, this study discusses the influencing factors and incentive levels of the incentive mechanism of media teachers and non-media teachers in Colleges and universities, as well as how different incentive factors affect teachers' performance, trying to verify the mediating and moderating effect of achievement desire in the relationship between motivation and performance.

According to the research on the incentive performance of media teachers and non-media teachers: on the one hand, among the significant factors of direct impact of internal and external incentives on performance, the incentives including organizational environment and career development have significant positive effects on education and teaching, scientific research, social services, peripheral relations and organizational

dedication respectively, while salary and welfare have a negative impact on organizational dedication; on the other hand, Among the external incentive factors, career path has a positive impact on education and teaching, scientific research and social service, the atmosphere of the workplace and career path affect peripheral relations and organizational dedication a lot , while compensation and welfare have a negative impact on scientific research and social service respectively, and the vibe in the workplace has a negative impact on social service; Among the internal incentive factors influencing non-media college teachers, the accomplishments have a significant impact on education and teaching, scientific research, social service, peripheral relationship and organizational dedication. Personal value has a significant impact on peripheral relationship and organizational dedication, while personal value and innovation incentive have a negative impact on scientific research and social service respectively; among the internal incentive factors influencing media college teachers, the accomplishments have a significant influence on education and teaching, scientific research, social service, peripheral relationship and organizational dedication, while personal value and innovation incentive have negative impact on social service and scientific research respectively.

The mediating effects of media and non-media achievement desire factors on task performance and relationship performance are different: one the one hand, external incentive factors influencing the non-media and media college teachers will affect organizational dedication through the pursuit of success; while the internal incentive factors influencing the non-media college teachers will affect scientific research, social service and organizational dedication respectively through the pursuit of success. At the same time, the internal incentive of media will affect education and teaching, social service and surrounding relations through the pursuit of success. Therefore, the internal incentive of media will affect organizational dedication through pursuing success and avoiding failure.

Through the verification of desire for achievement which affects the task performance and relationship performance of non-media and media college teachers, it is found that in the external incentive factors influencing non media college teachers, the pursuit of success has a positive moderating effect on peripheral relations and

organizational dedication, while in the internal motivation, avoiding failure has a negative moderating effect on education and teaching, and the pursuit of success has a negative moderating effect on the relationship between scientific research and the pursuit of success; in the external incentive factors influencing media college teachers, the pursuit of success has a positive moderating effect on social service. The intrinsic motivation of teachers' pursuit of success has a positive moderating effect on social service and peripheral relations.

keywords: media college teacher, non-media college teacher, incentive, performance, desire for achievement, mediating effect, regulatory effect, structural equation model (SEM).
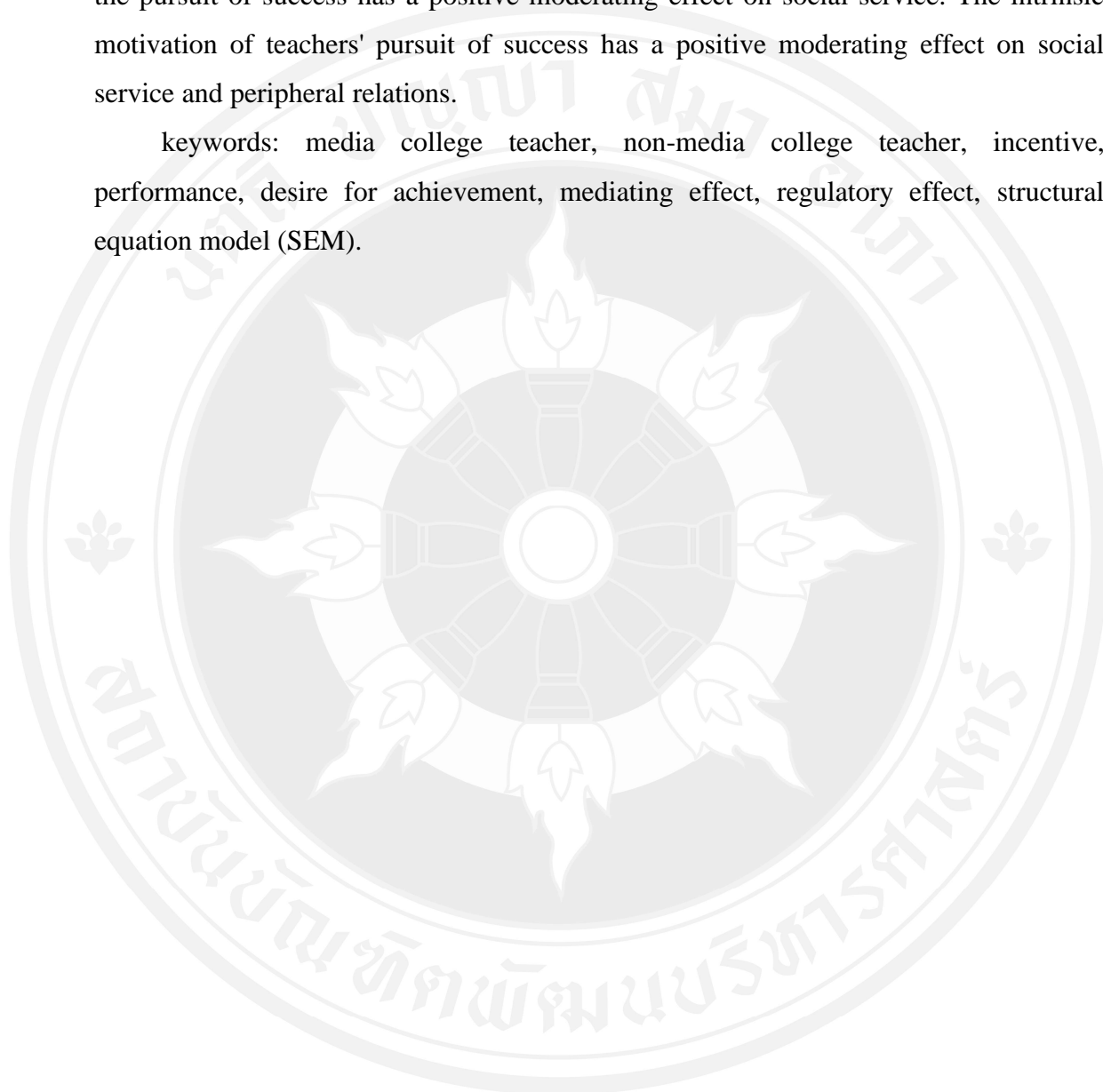
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Confucius says; thus, things flow away day and night. My study on doctorate degree will enter the end of it soon, and I still remembered the things when I came to Thailand at the beginning. My whole family members were mobilized in order to support me to complete my study. And now I will wave my hand and bid farewell to Thailand soon. I must not be less than shao yu's dream pen, only learning from Zu Di and hearing cock crowing in the sunrise. There were many days and nights for me to sit in front of window saying goodbye to the moonlight and welcoming the daytime. Studying the doctorate degree made me grow!
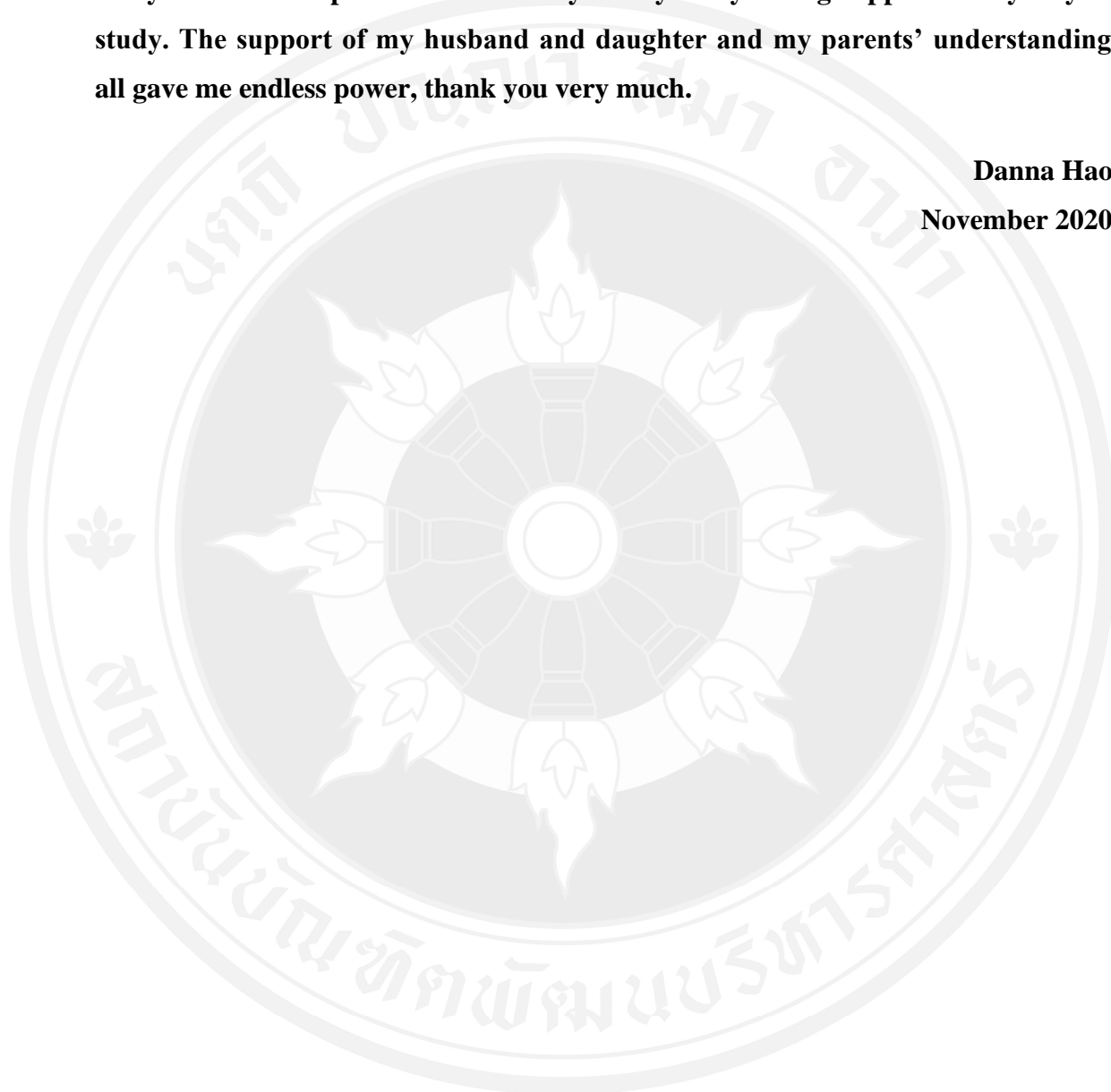
I have met my mentors since I came to Thailand, which was my fortune! My mentor, Ph.D. Zhongwu Li, is very diligent and very sincere to people. He was never careless when he dealt with the students' problems. For the place that students didn't understand, he always put his all efforts into it. He was meticulous in academics and works. When his students were suffering from pains, our mentor was even more painful on his body and in his heart! Since I followed our mentor, Mr Li, he taught us by his words and influenced us by his deeds. He even weighted every word for our essays. It is my fortune to follow my mentor and be inculcated by him. I was blessed by my mentor. The value of learning is not only to get a mentor's advice, but also to get a true friend.

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Danna Hao
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CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

After the introduction of <outline of national medium and long term education reform and development plan> (2010-2020) and <the opinions on deepening the reform of talent development system and mechanism> in 2016, especially after the 19th National Congress of the Communist Party of China, the media industry in China boomed. Great changes have taken place in the form and function of mass media, as well as the increasing number and type; In addition, there is a growing demanding for college media teachers. Thus, the research on the incentive for media college teachers is also underway.

The media college teachers mentioned in this study are those who work in colleges and universities (mainly refer to undergraduate colleges), and who have media professional domain knowledge (excluding professional teachers who have nothing to do with information dissemination under the art category, such as painting, sculpture). The media college teachers shall be engaged in media teaching and scientific research activities, and have specific academic degrees as well as professional titles. The media teachers boast self-awareness and self-expression greatly (Hao & Chen, 2017), so in this study media teachers are divided into drama, film and television literature teachers, radio and television director teachers, broadcasting and hosting teachers and performance teachers.

At the same time, with the increasing number of teachers, the groups of non-media teachers grow dramatically due to the establishment of development of Chinese universities. To make this study more distinctive, the non-media teachers in the study refer to all the teachers except those who engage in the media, military, science and technology and other special fields and the professional fields involving national security based on the division of media teacher. Because of the "particularity"

definition of University Media Teachers, in the introduction part, all the other teachers can be defined as university teachers except the media and non-media college teachers.

The difference between media and non-media college teachers becomes more noticeable due to different majors. For example, media teachers can gain honor and place by participating in various competitions like short film, courseware and drama, so as to take advantage of the quantitative score assessment due to the diversity and richness of media majors as well as the application of We Media. by contrast, non-media college teachers get the quantitative score by only typical access to courseware competition and scientific research publication. Therefore, the study will illustrate the importance of incentive for media college teacher based on different majors by introducing the background of non-media teachers and media teachers' incentive importance through the overall importance of teachers' motivation in colleges and universities, so as to make the research more targeted.

In conclusion, the study on the relationship between the incentive and performance of non-media and media teachers in Chinese universities is to explore the components of incentive and analyze the effect to teachers' performance based on based on the current situation of the overall management of teachers in Chinese colleges and universities as well as the practical examples. This theory will provide a supplement for the incentive and performance of media and non-media teachers in Chinese universities so that university administrators to put forward more targeted incentive and effective management measures based on this reference. At the same time, the desire for achievement between media teachers and non-media teachers have mediating and regulatory effects, which could be applied to find solution to improve the college teacher's performance.

1.1.1   The Summary of the Importance of University Teachers' Incentive

1.1.1.1 The Guidance and System Attaches Great Importance to the Cultivation of Talents

According to <The declaration of the World Conference on Higher Education> in 1988"the 21st century is a era where the quality gets much more attention and the focus is shifting from quantity to quality. It means the end of the past and a start of the future where quality is the center of the stage. Anyone who doesn't attach great importance to quality will pay the heavy price". Facing with the higher education reform and development, Chinese government introduced <outline of national medium and long term science and technology development plan> (2006-2020), <national medium and long term education reform and development plan >, in which the goal in 2020 is to strengthening the nation through technology, education and talent. It is emphasized that improving the quality is the core task in the development of higher education and is the basic condition to become a great power of higher education. The rapid changes of information communication technology act as a barrier for the higher education. Higher education has made some achievements since the expansion of college enrollment. This means talents have been paid much attention by the government. With the growth of social economy, the era of information-based knowledge economy has come. At the same time, the state attaches' importance to education, thus increasing investment in educational resources. According to the statistic published by national education development department, since the enrollment expansion in 1999, 1.6 million students and 8.2 million were admitted in 1999 and in 2019 respectively, leading to the increasing number of colleges and universities and the expanding scale of universities. As the gathering place of talents, Chinese universities should pursue the concept where that the development is for all people and is people-oriented to explore the potential of people, follow the market trend and realize the effective incentive of talents. The university should also give full play to the talents' creativity, stimulate their enthusiasm and sense of responsibility, and combine with the practical significance of the performance evaluation of teachers in Colleges and universities.it is urgent to establish a scientific and effective teacher incentive system.

1.1.1.2 The Attention to Higher Education from Society

After retiring the traditional way to boost economy based on resource and labour, Chinese government has put forward the transformation from "factor input driven" economic growth to "innovation input driven" economic growth. The essence of innovation-driven development is the cultivation of talents, but college teachers serve as not only the cultivation object but also the cultivation personnel of the talents. Therefore, the transformation of China's economic development mode has dual significance for University Teachers: on the one hand, university teachers must adapt to the transformation of economic development mode in the process of their own development, and strive to become outstanding talents needed by social development; on the other hand, in the process of teaching and educating people, university teachers also need to be sensitive to the needs of society in order to cultivate the innovative talents urgently needed by society. The development trend of higher education from quantity change to quality shapes a sound external environment for university teachers. This means huge scale of talents not only produces the effect of scale agglomeration, but also forms a strong competitive pressure effects, promoting the overall scientific research strength and level as well as providing favorable development space and power for university teachers. It is more noticeable universities have been rapidly moving to the economic and social center.

Social and economic benefits come from constant preferential policies for overseas students in the world. Teachers are the main force to realize the inheritance and innovation of knowledge. Jingshui Sun, a professor of economics in China, points out China's education is still at the level of developing countries, meaning that most of the indicators in Chinese education are not up to par while only a few of them meet the level of developing countries from the one-way index analysis. Such fierce competition forces Chinese government to reflect and introduce new policies to meet the challenge. The establishment of an effective incentive mechanism, to achieve management innovation and maximize the enthusiasm of teachers has received much attention from the public.

1.1.1.3 The Requirement for Internal Development of Teachers

Since the beginning of 21st century, the constant relaxation of national regulations leads to the rapid growth of higher education. The incentive for teachers is to stimulate the internal motivation of teachers and fully mobilize the enthusiasm and initiative of teachers. Motivation refers to the willingness and attitude shown by individuals on the set goals. Generally, it is to transform the external motivation or motivation to form their own internal motivation. Professor Zhihua Chen thinks the motivation is the process and result of transforming "I am asked to do" to "I ask to do".

As the education guider, teachers equip themselves with improvement during the teaching career. Teachers' self-improvement comes from both their self-awareness and the external forces. D. Zhu (2010). For teachers, they shall not regard the limited knowledge as the capital to finish their work, since their lifelong learning and self-development become inevitable requirements due to the fact that teacher-centered education mode will eventually be replaced by teacher-student incentive interaction and knowledge sharing. The rapid change in science and knowledge places teachers' lifelong learning ability and self-improvement the top priority, which forces teachers to adjust themselves to challenge. Therefore, the demand for the incentive system which meets the requirements of teachers is becoming stronger and stronger.

1.1.2 The Summary of the Importance of Incentive for Media Teachers in Colleges and Universities

1.1.2.1 Guided by the National Policy

In 2009, the release of <the revitalization plan for cultural industry> (hereinafter referred to as the "plan"), China's first special plan for cultural industry means the cultural industry has risen to the national strategic industry. According to the plan, film and television production, digital content, animation, multimedia radio and television, network radio and television, mobile radio and television are taken as the key development industries to promote the upgrading of cultural industry. The release of the plan will have a profound impact on the development of China's film and television industry, digital video and the reform of film and television teaching in colleges and universities. "Contemporary culture is becoming an image culture, not a

printing (writing) culture" (Bell, 1989). The cultural transformation asserted by American cultural theorist bell has been repeatedly verified and strengthened since the new century. The mainstream of cultural form in modern society is film and television art. The rapid development of China's media industry leads to the increasing number and types of media. The media possesses complete function, comprehensive content and optimized structure. At the same time, great changes have taken place in the form and function of Chinese mass media. With the public's demand for film and television art, more media students are admitted by colleges and universities. At the same time, the demand for film and television media teachers is also increasing rapidly.

"National education and reform medium- and long-term planning outline (2011-2020)" released by Chinese government proposed that the quality of higher education is related to the future of national talent strategy. China's higher media education began in film and television art colleges, developed in comprehensive colleges and universities, normal universities, science and engineering colleges. In such comprehensive colleges, the media is taught in a multi-disciplinary and multi-faceted classroom where the structure is much complex, the mode is richer, and the narrative perspective is different and multi-directional. According to the unified standards, in terms of its nature, media education can be divided into professional education, non-professional education. The goal of professional education is to cultivate film and television media talents, while non-professional education tends to cultivate comprehensive and comprehensive development talents based on the quality education (J. Li & X. Wang, 2017). There are many accesses to media education, including the media institutions about the media induction and non-governmental organizations about the skills training. The increasing number of media students and the huge demand of media college teachers bring the attention to the public that how to stimulate teachers' enthusiasm and innovation to cultivate more excellent media talents.

1.1.2.2 Driven by Market Demand

1) Talent Demand of External Media Market

China is a major film and television production country, but it has not achieved the goal of becoming a powerful film and television producer. With the continuous efforts of several generations over the past decades, China's film and

television industry has made continuous development with prosperity. Taking television as an example, China has 277 TV stations, 2609 radio and television stations, and more than 3000 TV channels. The annual production of film and television series is over 10000. To illustrate, in 2007, there were 14670 episodes of TV series and this figure reached at 148700 in 2010. (Lei Wang, 2010). China produced 526 films, taking 10.172 billion yuan at the box office an increase of 63.9% compared with that 2009 (Wei, 2010). The new change and challenge force China's film and television industry to develop towards high quality. In 2018, China produced 902 feature films, 51 animated films, 61 science and education films and 57 documentary films. The box office of China's films was 60.976 billion yuan, an increase of 9.06% over the same period in 2017, which strengthened China's position as the second market of film and television consumption in the world. the box office of domestic films was 37.897 billion-yuan, accounting for 62.15% of the total number of tickets (J. Hao, 2019). The proportion of mass media in the market factors is increasing, implementing mode of market-oriented operation, combined with enterprise management and group development mode (Rong, 2011). The huge demanding of the media talents brings great competition, and at this time, the demand and quality requirements for media teachers are also increasing.

2) Talent Demand of Internal Media Education Guarantee

According to the new edition of <undergraduate professional catalog of ordinary colleges and universities> (hereinafter referred to as "professional catalog") issued by the Ministry of Education in September 2012, Journalism and Communication retained the original advertising, communication, journalism and editing and publishing; Radio and Television Journalism was renamed as Radio and Television Science, and digital publishing, digital publishing, network and new media were added in the professional catalog. The professional catalogue takes art as a separate discipline, including broadcasting and hosting, radio and television editing and directing, drama and film and television literature, film and television photography and production. It highlights the characteristics of media education with the provisions of professional specified training objectives.

Therefore, China's media higher education has the obvious characteristics in terms of specialty provision, given that the education of media

students is closely related to the development of China's future media industry. Similarly, the promotion of teachers' enthusiasm will affect the development of media as well. The teacher structure of media major has been greatly optimized in recent years, but it still has a long way to go to meet the needs of media talents, especially in many provincial colleges and universities, This is because a large part of the media professional teachers in many colleges and universities in China have been transferred from the liberal arts major (such as Chinese, philosophy, journalism and other disciplines) half way in their original major, resulting in the "liberal arts" teacher structure constitutes the main body of media education while the special characteristics of media teachers are not taken into account in the incentive assessment. The development direction of media teachers determines whether Chinese media can cultivate high-quality media talents. Accordingly, it is particularly important to enhance the performance of media teachers by strengthening their incentive, which is also the urgency and practical significance of this study.

1.2   Question Raising and Study Question Definition

1.2.1   Question Raising

From the management point of view, performance management is an important part of management. In general, a unit or an organization with a higher performance level and efficient management system can achieve the organization's strategic objectives better and faster, thus accomplishing the organization's tasks more effectively. As a result, the unit and organization emphasize on the organization's performance management increasingly, and the study on it is also growing day by day. However, compared with the western countries, China's performance management is still at a low level, especially in the performance management of colleges and universities, most of which are single teacher evaluation and other factors are ignored. At present, the performance evaluation of teachers in universities and colleges is not reasonable and scientific, which affects the development of career of teachers in universities and colleges in a certain degree. It also hampers the school's ability to compete (D. Wang, 2012). Based on summary and analysis, this study finds that there are more and more studies on incentive and performance of teachers in

universities and colleges at present, but it focuses on the evaluation methods of incentive and performance, and the management mode of incentive and performance, such as:

Fan (2017) discusses the current situation of teachers' incentive measures which include salary benefits, performance appraisal, education and training, introduction of internal competition incentives and so on, among which the salary benefits divide teachers into full-time teachers and part-time teachers, and discusses the relevant incentive methods. The incentives for full-time teachers can be divided into class hour pay, post allowance, unemployment insurance, old-age insurance, title fee and service fee, etc. The incentives for part-time teacher can be carried out from class hour pay. To be more specific, salary benefits include basic salary, performance salary, as well as welfare, etc.; performance appraisal incentives include student evaluation of teaching, teaching evaluation, as well as teaching supervision responsibility system, etc.; education and training incentives include improving ability level, enriching knowledge structure, as well as perfecting educational level, etc.; introduction of internal competition incentives include refining post allocation, and standardizing competition system and so on. Teachers' incentive measures include salary benefits, performance appraisal, teacher training, and career promotion (Jun Li, 2017). Some scholars believe that college performance is the effect, result and benefit of a teacher when he or she accomplishes a job or task in a certain period of time. The final performance of a teacher's performance is in various forms, including work effectiveness, final quality and completion quantity (G. Gao & Yi, 2006). Others see it as a manifestation of work achievement, work behavior and intrinsic potential (L. Hu, 2010).

However, the above scholars' study on the incentive of teachers in universities and colleges only takes it as a kind of reward and punishment evaluation, does not include the characteristics of the labor of teachers in universities and colleges into the performance evaluation, neglects the need of the development of the level of teachers in universities and colleges, and therefore, it is necessary to change the concept of performance evaluation and advocate the development evaluation of "people-oriented" in the study. Y. Zhao, Gong, and Yang (2005) advocated and paid attention

to teachers' personal professional experience and development needs and provided feasible construction at the system level.

With the development of management theory, psychology theory and so on, it is considered that performance is a multi-dimensional construction, which leads to the difference of results due to the difference of data, angle and method (Y. Fu & Xu, 2003). Lally and Myhill (1994) considered that the assessments on teachers include the areas such as teaching, teacher values and scientific research. C. Yuan (2011) believed that the performance of teachers in universities and colleges should include three factors: teaching task, scientific research and moral character quality.

The above-mentioned scholars mostly take the theoretical thinking as the study form, lacking of the correlation empirical proof and the support. At present the academic circle and the theoretical circle regard the performance dimension of teachers in universities and colleges has not yet been unified, and therefore, the statements on the component structure of the performance dimensions are not unified, and consequently, it needs to prove the performance dimension of teachers in universities and colleges fully through the empirical study on the basis of the literature summary. J. Li (2007) put forward to lay stress on the teacher's subject status in the evaluation and construct an integrated teacher performance management system to provide theoretical support for the performance evaluation in colleges and universities.

Through the summarization and analysis of the above-mentioned documents and literature, it is found that there are two main problems in the current study:

On the one hand, the study methods are not wide and deep enough. For instance, X. Yang (2018) studied the development path of teachers in universities and colleges under the background of big data era; Yuan (2014) selected five media universities in Shandong Province of China to investigate, in order to clarify the current situation of local university education in China and to sort out the existing problems, and through interviews with teachers five university and college and analyzing by combining with data, Yang Juan found out the current situation and problems of media education in Chinese colleges and universities, and put forward solutions to the problems. However, these studies mainly focus on the common

phenomena and problems existing in the performance of teachers in universities and colleges, and lack of in-depth study on the factors affecting the performance.

On the other hand, the empirical study needs to be strengthened. For instance, Zhong (2009) discussed the cultivation of "double-qualified" teachers in colleges and universities in Hunan Province of China, and formulated a series of policies for the construction of "double-qualified" teachers; Yanan Liu and Hou (2018) discussed how to cultivate and improve teachers' practical ability, and put forward corresponding solutions and suggestions. All of these documents and literature lack the test of empirical cases, they only put forward their own index system or method based on the situation of individual or part of colleges and universities, there is no enough case support, and therefore, the study appears to be scattered and single, and it lacks of systematic and universal studies. There are lots of theoretical derivations or empirical analysis on the management methods, measures or approaches of how to improve the work performance of media teachers in colleges and universities, and less reasoning on the basis of empirical analysis. Moreover, it extremely lacks of the influence incentive factors and incentive approaches about the growth of teachers in universities and colleges and the work performance. At the same time, the mediating or regulating effects of teacher incentive factors on performance are still blank.

1.2.2   The Issues to be tackled in This Study

Accordingly, this study discusses the relationship between incentive factors and performance under the perspective of group characteristics, and provides the answers to following four questions:

1) What are the main incentive factors and sources to motivate non media teachers to improve their performance?

2) What are the main incentive factors and source differences of motivating college media teachers to improve their performance?

3) What is the impact of these main incentives on performance?

4) What are the mediating and moderating effects of achievement desire on the relationship between motivation and performance both inside and outside the two types of teachers?

1.3   The Purpose of the Research

The main researches are as follows based on the conclusion given above:

1) To refine the incentive factors of non-media teachers in Chinese colleges and universities to draft an incentive scheme for university teachers.

2) To refine the incentive factors of media teachers in China's colleges and universities to draft an incentive scheme for university teachers.

3) To analyze and study how the incentive factors affect the work performance of university teachers.

4) To analyzes the mediating and moderating effect of achievement desire on teachers' work performance.

1.4   The Innovative Aspect of the Research

1) From the perspective of achievement motivation, this study complements and stretches the mediating and regulating mechanism between the connotation of motivation theory and various dimensions of work performance.

2) This study systematically and detailedly defines the essence and connotation of the incentive elements of non-media teachers and media teachers in Colleges and universities through perfecting the existing performance model and combining with the characteristics of university teachers so as to construct a more comprehensive incentive system to improve teachers' performance.

3) The study improves the incentive factors of teachers and their impact on performance based on the existing research, thus filling up the gap of the previous evaluation model.

1.5   Research Stages and Technology Roadmap

Questionnaire investigation is adopted to collect the data and the research object and content are systematically sorted out based on the long-term exposure to a large number of literatures. The research conclusion is drawn through a sequence of steps including empirical research, drawing up the framework of the research; define the research hypothesis and the questionnaire.

This study describes the current situation of performance and its incentive theory based on the analysis of the existing literature, and pointed out the main existing problems combined with the current situation of China's University Teachers' incentive mechanism, which ward solutions for college teachers to effectively improve their performance. Through the data obtained from the questionnaire, it finds out the dimensions of University Teachers' task performance and relational performance, and uses literature research to analyze the main factors of motivation. In conclusion, a scale is formed to consider the incentive factors and performance of Chinese university teachers, as shown in Figure 1.1.
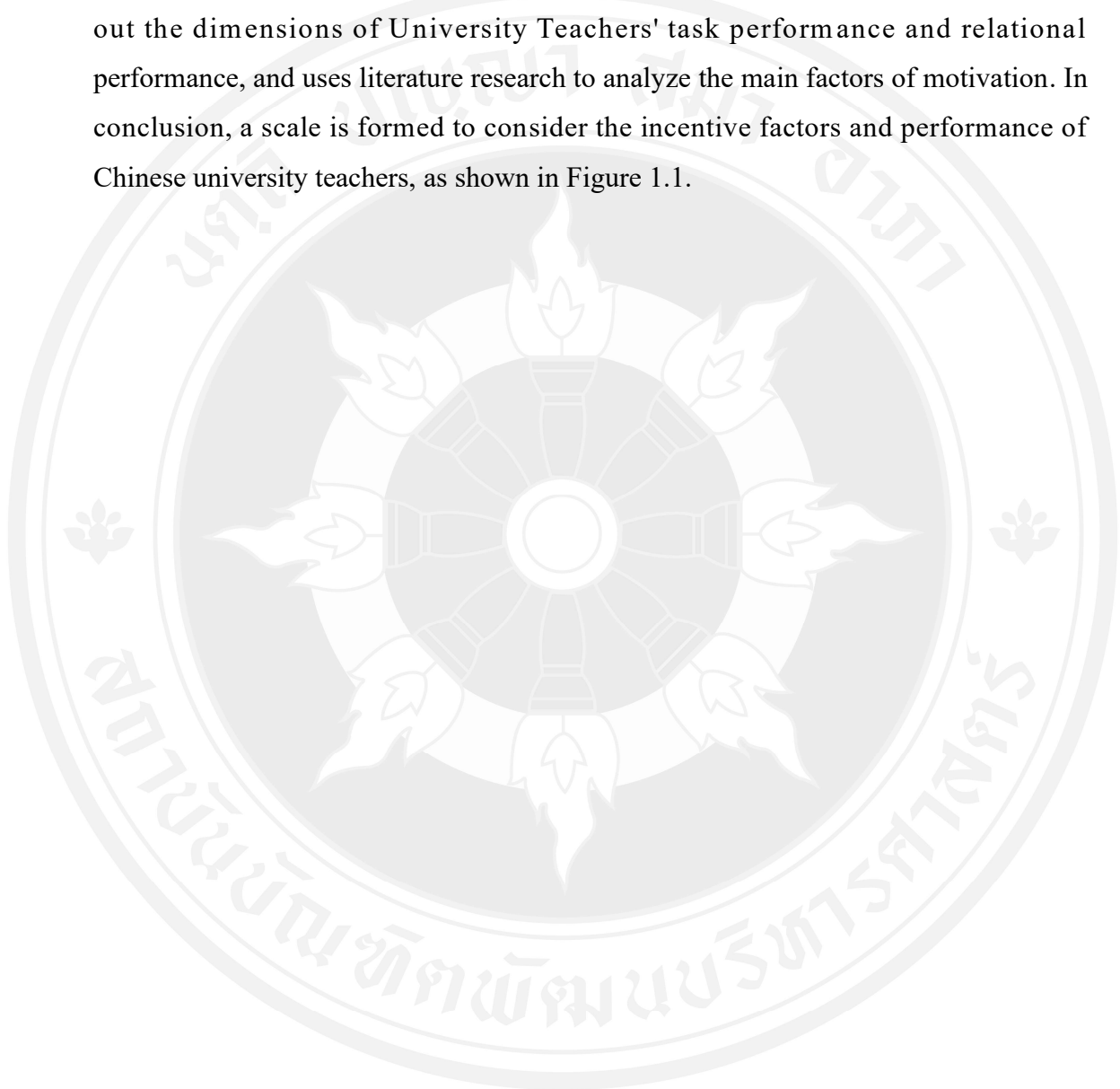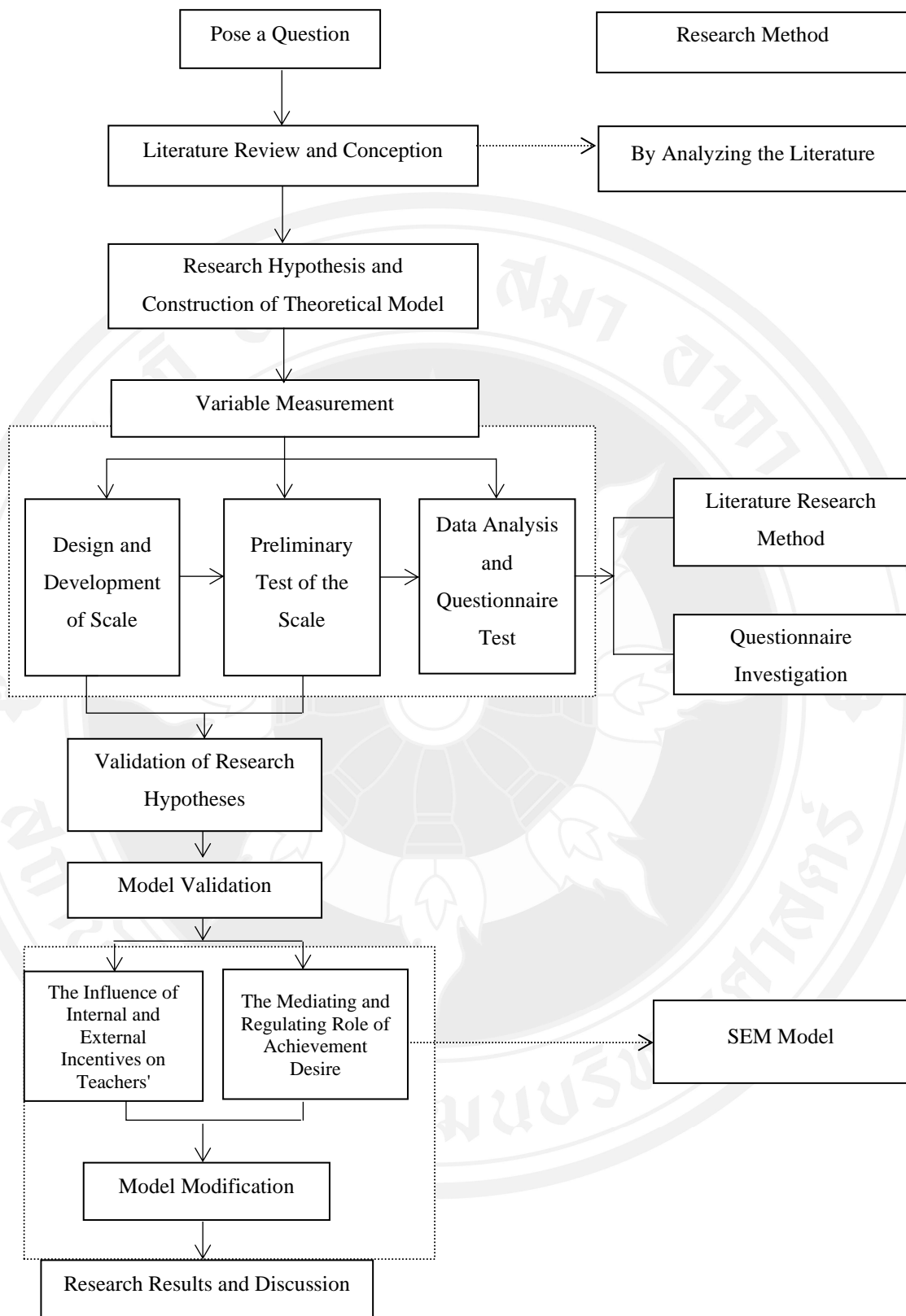
Figure 1.1 Research Technology Roadmap

Note: Compiled by researchers

CHAPTER 2

LITERATURE REVIEW

The whole chapter is divided into nine parts based on the issues and researching route proposed in chapter one. The first part mainly briefs the components and general features of college teachers; the second and third part introduces components and definitions of non-media college teachers and media college teachers respectively given the study focus on two different groups.

According to the research hypothesis, the fourth part and the fifth part respectively combed the concept of incentive and its incentive mechanism, as well as the comparison between China and the West in terms of incentive theory; the sixth part illustrates the incentive structure of Chinese university teachers, stating the internal and external incentive structure, and analyzing the internal and external incentive structure from all aspects.

According to the researching route, the seventh part includes the connotation of performance and the performance structure of university teachers, and discusses the performance in detail; in the eighth part, it states the mediating variable achievement desire and self-determination theory. Finally, in the last part, it verifies the research hypothesis and states it in detail.

2.1 The Scale, Component and Feature of College Teachers

University media teacher is a component part of university teacher, but compared with university teachers, college media teachers possess more noticeable labels. There are so many factors influencing the college media teachers to be unique such as the scale, component and feature of college media teachers, as well as the preferential policy or the characteristics of teachers. This means it is necessary to define the relevant concepts and unify the logical starting point of the research when

carrying out the research on the incentive mechanism of university teachers and university media teachers. Therefore, it is compulsory to regard the scale and structure as the starting point of the study to illustrate the scale, structure and characteristics of media teachers and non-media teachers in Colleges and universities, so as to clarify the incentive factors of both teachers in a more systematic way.

2.1.1 The Structure of Chinese University Teachers

The number of college teachers is increasing, and the steady rise of their professional titles is closely related to the improvement of teachers' overall educational level. In 1998, the number of college teachers who have doctors' degree increased from 18921 to 398879 in 2017, and the teachers who gained master's degree was also on the rise; however, the proportion of teachers who have bachelor's degree declined due to the fact that teachers of bachelor's degree retired on the one hand; on the other hand, some teachers with bachelor's degree improve themselves and obtain master's degree. Generally, the teachers with master's degree are the main part of college teachers. See Table 2.1 for details:

Table 2.1 The Number and Educational Structure of University Teachers in China
from 1998 to 2017 (unit: person; %)

Year	Total Amount	The number of Teachers with Bachelor's degree		The number of Teachers with Master's degree		The number of Teachers with Doctor's degree	
		Number	Proportion	Number	Proportion	Number	Proportion
1998	407253	204043	50.1%	94228	23.1	18921	4.7%
1999	425682	217694	51.1%	100492	23.6	23136	5.4%
2000	462772	241097	52.1%	108210	23.4	28228	6.1%
2001	531910	280070	52.7%	121546	22.9	34853	6.6%
2002	618419	397294	64.2%	149392	24.2	43442	7.0%
2003	724658	458522	63.3%	182517	25.2	53612	7.4%
2004	858393	532705	62.1%	223860	26.1	70487	8.2%
2005	965839	578366	59.9%	269003	27.9	88450	9.2%
2006	1075989	620191	57.6%	317823	29.6	108605	10.1%
2007	1168300	646424	55.3%	363034	31.2	130926	11.2%
2008	1237451	657890	53.2%	400820	32.4	151907	12.3%
2009	1295248	660715	51.0%	434162	33.6	175872	13.6%
2010	1343127	656991	49.0%	463401	34.5	200337	14.9%
2011	1392676	655118	47.0%	488373	35.1	227400	16.3%
2012	1440292	651623	45.2%	513793	35.7	254399	17.7%
2013	1496865	654660	43.7%	535784	35.8	285353	19.1%
2014	1534510	648230	42.2%	552854	36.0	313136	20.4%
2015	1572565	645068	41.0%	569321	36.2	338442	21.5%
2016	1627182	651672	40.0%	587849	36.1	367089	22.6%
2017	1657238	637059	38.4%	602609	37.6	398879	24.1%

Source: Compiled from China Education Statistics Yearbook

2.1.2 The Common Feature of Chinese College Teachers

1) Individual trait

(1) Strong awareness of being an individual

College teachers pursue an independent working environment. They boast a strong sense of self-expression given that they have clear goals in life and pursue them initiatively. College teachers do not advocate authority since they have a solid understanding of their major and expect their own value can be realized through education and scientific research and they hope to be recognized by the society. (S. Zhu, 2009).

(2) The pursuit of sense of achievement and self-realization

Zhu (2010), a professor in Wuhan University believes that university is an institute with high academy and profession. College teachers are the main building blocks in the university, and they are into the challenging projects, meaning they regard professional challenges as interests, and pursue integrity and perfection of results. College teachers are individually special because they prefer to pursue something new, boast divergent thinking and have the strong self-consciousness rather than being bound. They have targeted goals in life and rush to realize their own value.

(3) The continuous pursuit of cultural spirit

College teachers pursue knowledge and cultural spirit unremittingly. They take an active part in the training of all walks of life or seminar to realize their own value. They prefer to pursue the freedom rather than being passive. So, they constantly pursue the cultural spirit on the basis of meeting their basic needs. (S. Zhu, 2009).

2) Demand feature

(1) Material and emotional needs

The aim of teachers' job is to meet their basis material needs, but currently, the income of university teachers is generally at a low level. Given that the satisfaction of material needs is the basis of emotional or spiritual needs.as well as the dual pressure from heavy scientific research tasks and class requirements, it is necessary to provide a harmonious and loving atmosphere for teachers, so as to

enhance the unity and cohesion of teachers (Y. Zhao et al., 2005).

(2) The requirement of innovation and development

As the old saying goes, "a teacher should preach, teach and dispel doubts." The teacher dispelling knowledge and civilization is the main force of innovation. University teachers must equip themselves with the ability of innovation and development in their field of education, teaching and scientific research, and apply the professional knowledge to serve the society. (Yan, 2003).

3) Characteristics of work

(1) Creativity

The essence of University Teachers' work is creativity and innovation. They should innovate teaching methods and teaching forms in terms of targeted students based on the principle of "teaching students according to their aptitude." And give professional answers to the given field according to specified characteristics of the course. Similarly, in terms of scientific research, they should use their existing knowledge to carry out scientific innovation and creation, discover new laws and expand new fields due to the essence of their work. (Y. Wen & Qu, 2004).

(2) Complexity

The complexity of University Teachers' work is reflected in the fact that their labor achievements cannot be measured concretely, since the cultivation is a long-term process. As the old saying goes "a year's plan is more like a tree valley; a ten-year plan is more like a tree; a hundred years' plan is nothing more than a tree Valley". University Teachers' work comes from the accumulation year by year. Similarly, the work of university teachers is a thinking activity without a fixed process. (H. Pang, 2006).

(3) Group feature

The cultivation of talents requires the cooperation and cooperation between various departments and teachers, while for educating students, it is finished by teachers under the leadership of individual teachers. Therefore, it is impossible for teachers to accomplish their task without cooperation based on the combination of theory and practice. (Ou, Ming, & Chen, 2010).

In conclusion, the characteristics of university teachers are universal, which reflects the basic characteristics of university teachers. Therefore, the study illustrates the definition of non-media teachers and media teachers based on the discussion mentioned above.

2.2 Structure and Connotation of Non-Media Teachers in Chinese Universities and Colleges

2.2.1 Structure of Non-Media Teachers in Chinese Universities and Colleges

With the expansion of enrollment in universities and colleges, the number of non-media teachers in universities and colleges has been growing steadily. The teacher amount of 10 years since 1998 to 2017 has been sorted out by the research. In terms of title structure, the title promotion has been steadily increased, and the professor title was increased from 9.0% in 1998 to 12.8% in 2017. The proportion of associate professors had increased from 28.5% in 1998 to 30% in 2017. The proportion of title structure of teachers in ordinary colleges and universities had been on the rise. see Table 2.2.

Table 2.2 The Number and Title Structure of Non-media Teachers in Chinese
Universities and Colleges from 1998 to 2017 (unit: person; %)

Year	Total	Lecturer and Below		Associate Senior Officer (associate professor)		Senior Officer (professor)	
		Quantity	Proportion of Share	Quantity	Proportion of Share	Quantity	Proportion of Share
1998	407253	254643	62.5%	115897	28.5	36713	9.0%
1999	425682	260423	61.2%	125900	29.6	39359	9.4%
2000	462772	280278	60.6%	138820	30.0	43674	9.4%
2001	531910	319899	60.1%	161333	30.3	50678	9.5%
2002	618419	371916	60.1%	186293	30.1	60210	9.7%
2003	724658	438434	60.5%	216161	29.8	70063	9.7%
2004	858393	524911	61.2%	250251	29.2	83231	9.7%
2005	965839	591087	61.2%	278200	28.8	96552	10.0%
2006	1075989	662303	61.6%	304830	28.3	108856	10.1%
2007	1168300	722349	61.8%	326300	27.9	119651	10.2%
2008	1237451	765786	61.9%	342699	27.7	128966	10.2%
2009	1295248	796412	61.5%	360675	27.9	138161	10.7%
2010	1343127	817350	60.9%	377225	28.1	148552	11.0%
2011	1392676	838296	60.2%	394689	28.3	159691	11.5%
2012	1440292	858177	59.6%	412692	28.7	169423	11.8%
2013	1496865	883008	59.0%	432356	28.9	181501	12.1%
2014	1534510	896749	58.4%	448625	29.2	189136	12.3%
2015	1572565	913702	58.2%	462825	29.4	196038	12.5%
2016	1601968	926013	57.8%	473801	29.6	202154	12.6%
2017	1633248	934147	57.2%	490184	30.0	208917	12.8%

Source: Compilation from China Education Statistical Yearbook

2.2.2 Connotation of Non-Media Teachers in Chinese Universities and Colleges

In this study, the non-media teachers in colleges and universities are defined as all the teachers except in the areas of the media, military and science and technology. Peter (1999), a management scientist, referred to the group of people who use their knowledge to get paid for their labor as knowledge workers and teachers as one of them. They are characterized by the core of thinking activities, continuous self-improvement and learning, and the education and imparting of knowledge as one of their characteristics. Some scholars think that the group that can grasp and use knowledge to carry on the work innovation belongs to the knowledge employee, they use knowledge to carry on the wealth creation, and therefore, they belong to the brain laborer and have the strong self-consciousness and the demand, with the distinct individuality (Sun & Fan, 2006).

2.3 Structure and Connotation of Media Teachers in Chinese Universities and Colleges

2.3.1 Structure of Media Teachers in Chinese Universities and Colleges

The author sorted out the number of media teachers in ordinary universities and colleges from 2010 to 2017 in "China Education Statistics Yearbook." The specific data are shown in Table 2.3.

Table 2.3 Number of Media Teachers in Ordinary Universities and Colleges from
2010 to 2017 (unit: people: %）

Year	Total	Professor		Associate Professor		Lecturer and Below	
		Quantity	Proportion of Share	Quantity	Proportion of Share	Quantity	Proportion of Share
2010	83626	5985	7.2%	16361	19.6	61280	73.3%
2011	87008	6490	7.5%	17545	20.2	62973	72.4%
2012	90890	6864	7.6%	18649	20.5	65377	71.9%
2013	84518	6771	8.0%	17748	21.0	59999	71.0%
2014	98976	8024	8.1%	21409	21.6	69543	70.3%
2015	102816	8346	8.1%	22543	21.9	71927	70.0%
2016	108694	8414	7.7%	23971	22.1	76309	70.2%
2017	114453	8727	7.6%	25957	22.7	79769	70.0%

Source: Compilation from China Education Statistical Yearbook

According to the chart statistics, the number of media teachers had been increasing from 2010 to 2017, the proportion of professors and associate professors had also been rising, and lecturers and below were basically stable.

2.3.2 Connotation of Media Teachers in Chinese Universities and Colleges

The media teachers in colleges and universities mainly refer to those who work in colleges and universities (this paper mainly refers to undergraduate colleges and universities), those who have professional knowledge of media, those who are engaged in media teaching and scientific research activities, those who have specific academic degrees, professional titles and so on. The media teachers in colleges and universities not only undertake teaching work, but also undertake some administrative work at the same time. In order to take into account the feasibility of the study and the representative of the sample, in order to make the study broader and more representative, this study selects the teachers of drama, film and television, radio and television, and the teachers of broadcasting and hosting, and moreover, since many

colleges and universities in China have added performance in recent years, the performance teachers are also included in the study scope of this paper.

When colleges and universities recruit students, usually, the media students are divided into "art students" category, and in China, compared with other cultural courses students, art students' admission results are composed by professional courses and cultural courses, because professional courses accounted for the largest proportion of admission, and cultural courses only required to achieve the acceptance line, and as a result, they are relatively weak in theoretical learning ability and less active in learning (Hao & Chen, 2017) In recent years, with the expansion of university enrollment, the number of art students has been increasing, and more and more students choose to become art students. On the one hand, with the development of our country's economy and society, the people's demand for spiritual civilization is increasing on the basis of the continuous improvement of material conditions. Some students and families value more and more about the students' interest and development in culture and art, and as a result, more and more students choose to become the art students. On the other hand, some students choose the ranks of art students not because of their own interests, in the past concept, because of weak foundation of cultural basic courses, some students hope to enter a better university through the way of art students, so as to obtain better educational resources. Therefore, for art college students, there is still a gap between some students in the basic courses of culture. Because the art students' professional training and innate endowment advantage, their brains are more flexible, mood fluctuation is also larger, at the same time in the daily life and the study, these students are also more sensitive, and therefore, they also have their own characteristics in the culture class and the specialized course study (R. Wu, 2016).

Compared with the specialized course, the cultural basic course is more boring, and the study difficulty is larger for the art class student, at the same time, the tutoring way by the culture basic course teacher to the art class students is different from that in the high school, and the art class students are often difficult to adapt such kind of tutoring way in the culture basic course's study and the practice. Art students gradually enter the universities through the hard training of professional courses and various kinds of competitions and test achievement, but after entering the universities,

art students' study and practice in professional courses are relatively relaxed compared with that in the high school period, professional teachers' and parents' supervision in their professional study is gradually relaxed, and therefore, the improvement of professional skills depends more on student-funded learning and supervision (W. Pang, 2003).

Based on the previous data, we can see that the quantity and quality of the media teachers are increasing with the increasing market demand, so it is necessary to motivate the media teachers in colleges and universities to improve their performance. The teacher's performance level is inextricably related to the school's function. The academic study on the performance of colleges and universities has been carried out in three aspects, namely, scientific research, personnel training as well as social service. There are more studies on the first two and less on the third. Most of them are the analysis of the relationship between the connotation and content composition of the three (G. Gao & Yi, 2006), while others are based on the factors, principles and approaches to performance (L. Ren, 2008), or on the problems in the operation of the performance system, and moreover, the corresponding policies, systems and approaches aiming at the problems are put forward (Bailey, 1999). To sum up, the existing study on performance in higher education can be divided into two kinds, one focuses on reform and innovation from the perspective of school management, and the other analyzes and explores ways and means to improve teachers' performance from the perspective of teachers (Chang, 2009). Whether incentive policies can meet the psychological needs of teachers in universities and colleges directly affects the level of performance of teachers in universities and colleges, only in-depth study on the impact of incentives on performance can formulate specific incentive measures that are in line with the characteristics of the university teachers, so as to improve the performance of the whole teachers in universities and colleges.

Based on the above analysis, this study evaluates the teacher's performance quantitatively by means of academic evaluation, and analyzes the influence of incentive factors on the teacher's performance.

2.4   The Definition of Incentive and Incentive Mechanism

2.4.1   The Definition of Incentive

The concept of incentive was recorded in ancient China. More specifically, Confucius, the representative of Confucianism believed "the Tao should govern, the Qi should punish, and the people should be free from shame; the Tao should be moral, the Qi should be polite, and there should be shame." Mozi, the representative of Mohist School put forward that "if you have the ability, you can take it; if you can't, you can go down to it."; Han Feizi, the representative of Legalists, proposed that "it is to reward people as thick and believe, so that the punishment of people's interests is not as heavy as necessary, so that the law of fear of the people is not as uniform and firm, which is known to the people. Therefore, if the Lord gives rewards but does not move, he will not be forgiven for his punishment. If he destroys his punishment, he will do his best.".

As the society develops, motivation in modern Chinese dictionaries means to stimulate encouragement, while in English, motivate is often used to arouse or stimulate people's behavior or motivation for something. But occasionally, incentive is translated as motivation which emphasizes the individual's subjective reaction to the motivation. The word "motivate" focuses on stimulating one's potential enthusiasm to meet his own individual needs. To sum up, motivation refers to the subjective is simulated by the external factors while incentive means the subjective is driven by the internal factors. Some scholars use dichotomy to divide motivation into internal motivation and external motivation (W. Yu, 2015), The incentive includes all the steps of the process including starting, motivating, developing and terminating, which mainly reflects the subjective reaction of the motivated (Jones & Harris, 1967); Motivation is a procedural process with guiding significance. The norm now inspires and encourages them to use certain ways, methods and means to fully explore their subjective initiative and actively participate in the realization of organizational goals (Gibson, Ivancevich, & Donnelly, 1994). Motivation is a programming development with guiding significance, mainly reflected in the situation where the individual is inspired and encouraged to fully explore their subjective initiative and actively participate in the realization of organizational goals by using certain ways (Gibson et

al., 1994); The essence of motivation is a kind of means and a kind of behavior embodiment. From the perspective of group members, organization members are guided to strive for the organizational goals by various stimulation methods (Davis, 1972); Motivation occurs when the organization members are not satisfied with the status quo and adopt a variety of ways to simulate the members to strive for the organizational goals. During the process, the incentive can be classified as internal factor or external factors. etc. (Rakich, Longest, & Darr, 1992); Motivation means the behavior that the members of an organization want to meet their needs (Dessler, 1993); The word movere in Latin means to take action or simulate; The definition and understanding of motivation vary in different circles; for example, Motivation is the expression and exploration of emotions (Bennis & Shain, 1961); Motivation just serves as an intermediary variable, which cannot observe the internal change of the individual (Yanbo Liu, 1993); March and Simon (1985) pointed out that incentive is the embodiment of the process and the purpose is to urge members to achieve organizational goals. Motivation is the inner yearning and hope of human. (James, 1982); Motivation is the reward both physically and mentally, which is a way to unify the internal goals of employees and organizational goals (G. H. Zhou & Jiang, 2013); K. Zhang (2003) proposed that motivation is to stimulate people's inner incentive; Fan (2004) believed that motivation is the process of stimulating psychological motivation. More specifically, the organizational goals can be achieved through stimulating people's behavior and promoting people's work performance. Hong and Wang (2000) believed that motivation is the driving force to simulate employees to work hard towards the same direction efforts and serves as the continuous motivator in the process of advancement; Peng (2004) believed that motivation is to stimulate the individual's potential and encourage them at the same time. This study proposed that motivation is a process where the psychological activities simulate the external behavior combined with the scholar fan Haiying's point of view. To illustrate, the external behavior is triggered by stimulating and constructing psychological mechanism, thus promoting the individual's dedication, so as to realize organizational goals.

2.4.2   The Definition of Incentive Mechanism

"Mechanism" is a stable behavior where the subjective strives for the organizational target in an associated and converging way, which has the characteristics of metaphor, standardization, and proletarianization (Krasner, 1983). Incentive mechanism is the overall embodiment of the relationship between the motivated and the organizational goals through the incentive factors in the organization. Incentive factors involve individual needs, work achievements, remuneration and other factors. To illustrate, the internal factors affecting individuals include values, work motivation, learning ability, etc., while external factors include system and policy, reward management, leadership management, etc. Incentive mechanism is the sum of the internal relationship, structure, operation method and law in the development process of organization incentive (C. Zheng, 2007). Incentive mechanism focuses on stimulating individual behavior, meaning the individual is simulated to generate excitement and enthusiasm and their subjective initiative is mobilized to achieve organizational goals. It indicates that the stimulation is positive reinforcement, when organizational goals are achieved. At the same time, the simulation and the realization of organizational goals interplay and interact with each other in a cyclic process.
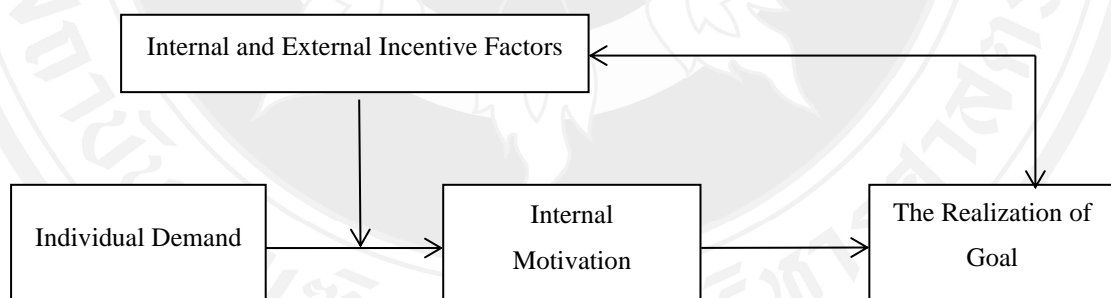
Figure 2.1 The Path Map of Internal Motivation of Individual Needs Transformation

Note: Compiled by researchers

2.5 The Review of a Review of Chinese and Western Incentive Theories

2.5.1 Summary of Western Incentive Theory

The earliest incentive theory was put forward by Taylor, a manager in 1900. After that, scholars put forward many incentive theories from different circles, which are divided into content-based incentive theory, process incentive theory, behavior correction incentive theory and comprehensive incentive theory. The development of incentive theory is shown in Figure 2.2.
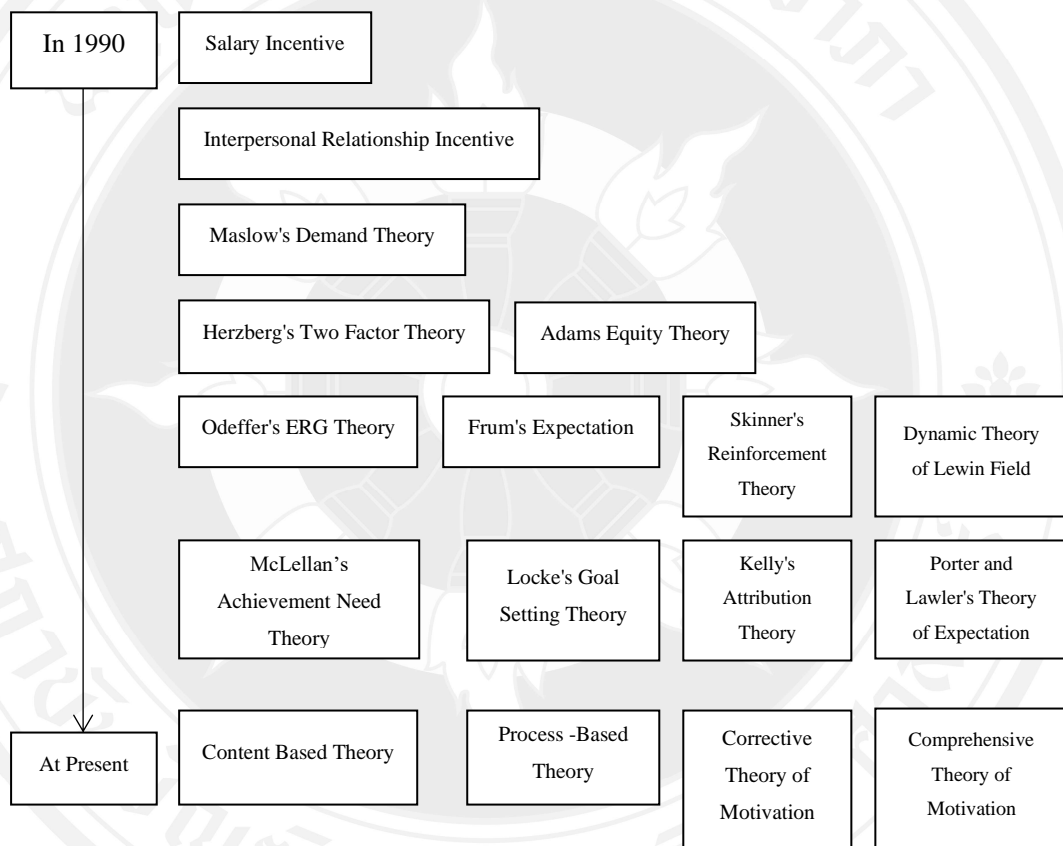
Figure 2.2 The Development of Western Incentive Theory

Note: Compiled by researchers

1) Content-based Theory

Content based incentive theory, also called the need theory, focuses on the relationship between people's needs and their behavior motivation. It aims to study the incentive mechanism between individuals and behaviors and figures out the relationship between individual needs and individual motivation, so as to make it strive to achieve organizational goals. The main representative theories are as followed:

(1) Content based incentive theory, also called the need theory, focuses on the relationship between people's needs and their behavior motivation. It aims to study the incentive mechanism between individuals and behaviors and figures out the relationship between individual needs and individual motivation, so as to make it strive to achieve organizational goals. The main representative theories are as followed:

Table 2.4 List of Demand Levels and Management Measures

No.	Need Level	Factor	Incentive	Specific Measure
1.	Physical need	Salary, working environment, etc.	Salary, welfare	Reward system and medical insurance system, etc.
2.	Security need	position	Safety, position	Reasonable employment system and personal insurance, etc.
3.	Social need	friendship	The recognition from organization	Good interpersonal relationship.
4.	Respect need	Status, right, etc.	Fame, right, etc.	Promotion, assessment and reward system, etc.
5.	The need of self-realization	Self-presentation	Play one's strong point	Personal development and promotion.

Note: Compiled by researchers

Occasionally, it is difficult to realize the high-level needs when the low-level needs cannot be met. After a certain need is realized or met, it will no longer have an incentive effect on the individual. Therefore, Maslow's demand theory is extremely limited, because it focuses on the influence of individual psychological factors, without considering personal social needs, and lacks practical research and evident support. So, it is not universal in every level of the need, namely the demand that has not been satisfied does not necessarily have the incentive effect and vice versa.

(2) According to Herzberg (1959) two-factor theory put forward by Herzberg, an American psychologist in the 1950s. He thinks that there are two factors that can explore people's motivation, including hygiene factor and incentive factor (Su & Yang, 2016). To illustrate, hygiene factor does not include incentives, but it can maintain people's enthusiasm, such as a sense of responsibility; incentive factors can be used to explore people's initiative and motivate people to make the best performance, such as the relationship with colleagues.

Table 2.5 Summary of Herzberg's Two Factor Theory

Classification	Specific Content
Hygiene factor	The relationship with colleagues, position, safety, salary, working environment.
Incentive factor	The recognition from organization, responsibility, development, achievement.

Note: Compiled by researchers

(3) According to Odeffer ERG theory put forward by Odeffer in 1969, the human needs include survival need, relationship need and development need. To illustrate, the survival need is to meet the basic need in life; relationship need refers to get along well with others; the development need is the pursuit of respect and success. ERG theory focuses on the differences between individuals. The difference between ERG theory and Maslow's hierarchy of needs lies in: ERG theory emphasizes that human needs can coexist at the same time, a higher level of demand will emerge after the lower one is realized. However, when one demand is not

realized, the subjective will look down for other needs and pursue the sense of satisfaction. Therefore, Maslow believes that human needs show an upward trend, meaning when low-level needs are met, they will pursue a higher level.

(4) According to McLellan's achievement needs theory put forward by Mcclelland and Rumelhart (1981); McLellan (1966), there are three kinds of incentive needs based on the basic needs: achievement demand, right demand and social demand, with achievement demand as the core need. More specifically, right demand a way to command and control others by using certain power and responsibility, which is a manifestation of desire; social demand refers to people hope to get along well with others; achievement demand refers to the subjective feels excited and satisfied to meet the challenge and pursue the work achievement constantly. However, the characteristics and performances of the subjective are different due to different backgrounds, regions and cultures. In this study, we will analyze and discuss the specific situation.

This study sorts out the previous content-based incentive theory into a result relationship diagram based on conclusions drawn in the research, as shown in Figure 2.3.
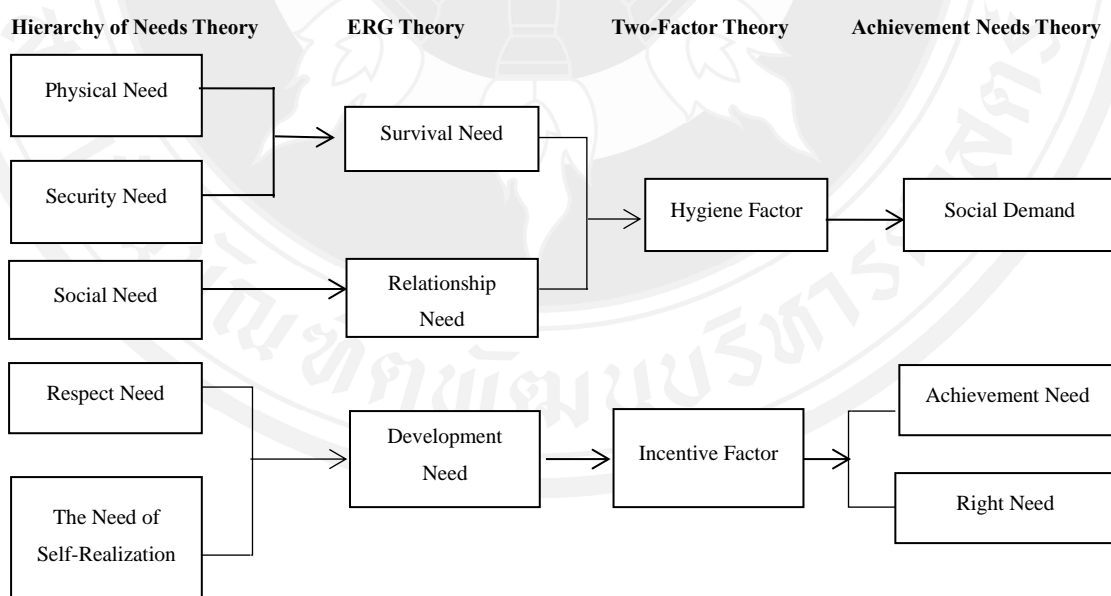
Figure 2.3 The Relationship of Content-based Incentive Theory

Note: Compiled by researchers

In conclusion, the content-based theory focuses on individual needs, without considering other factors, such as the promotion and attention of organizational goals based on individual needs. This gap is discussed in the process-based incentive theory.

2) Process-based Theory

(1) According to Adams' equity theory (1965), from the vertical comparison, if the income earned by the employee at present is higher than that in the past, then the employee will feel more motivated; if not, the employee will work passively; from the horizontal comparison, the employee always compare the income and the contrast between reward and investment with their counterparts. The theory works to its maximum when the employee is absent from work or quits the job. But the downside of the theory lies in that different people express different sensitivity to equity; in addition, people will react differently to the situation when the reward of others is higher. The ultimate goal of process incentive is to measure whether the incentive goal can be realized, such as, Locke's goal setting theory.

(2) According to Locke's goal setting theory put forward by Edwin Locke, an American behavioral scientist in 1968, the theory stresses the important position of research objectives. It is the direction and goal of joint efforts of individuals and organizations. The setting of goals is a kind of incentive measures. The theory proposed that that achieving the ultimate organizational goals serves as the most powerful motivator in work. Setting of organizational goals is to guide individual. It's content includes the difficulty, acceptability and definiteness of objectives, whose advantage lies in that the administrator needs to formulate specific and challenging directions which works on employees, so as to improve their work performance; Moreover, it is more convenient and more susceptible to control to assess the staff because of the countable measurement scale. However, the disadvantage is that it is easy to be more concerned about the results rather than the process, which is the breeding ground for realization of their goal by dishonest means. In addition, it is more difficult to engage every recruit in the group when they are limited on their own goals. This requires more efficient management in the process. To illustrate, it is necessary to set individual goals, also known as expectation value, or expectation theory when motivating employees.

(3) According to Fromm's expectation theory put forward by American psychologist from in 1964, the individual's behavior or motivation comes from the expected value multiplied by the expected value. That is, m (motivation) = V (valance) × e (expectancy), meaning the valance and expectancy are both high, the incentive mechanism will achieve the best effect. To illustrate, when the reward is proportional to the individual needs, the employee will be simulated. As shown in Figure 2.4.

Personal Effort	→	Personal Achievement	→	The Reward from Organization	→	Personal Demand
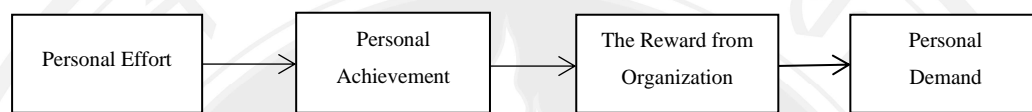
Figure 2.4 Relationship between Individual Behavior and Demand

Note: Compiled by researchers

Between individual effort and individual performance, the organization will consider whether it is helpful to improve the performance on the basis of individual effort; as for individual performance and organizational reward, the individual will consider whether the corresponding organizational reward will be obtained when the individual performance is completed while the organization will consider whether employee will be motivated when he or she gets into friction with superior by certain means; The organization needs to consider whether the reward is necessary for the individual. For example, if an individual wants to be promoted, the economic reward given by the organization may take effect.

Process-based incentive theory focuses on the influence between individual effort and performance, which includes both positive and negative effects. However, process incentive theory emphasizes how to achieve the perfect marriage between individual and organizational goals without elaborating them respectively. Therefore, the influence between individual effort and performance, as well as the reason will be illustrated in the corrective incentive theory.

3) Corrective incentive theory

(1) According to Skinner's reinforcement theory (1956) put forward by Skinner, an American new behaviorist psychologist, in the 1950s, he emphasizes the external behavior of the individual and pays much attention to the influence of individual behavior on the results. Reinforcement means that there is a factor that can strengthen or control a person's behavior. In order to lengthen the simulating effect, continuous motivation on the individual is must-have, namely reward or punishment. Skinner thinks that reinforcement can be divided into positive reinforcement, negative reinforcement and no reinforcement. Reinforcement theory provides a strong support for controlling factors, but it ignores human's subjective internal consciousness, such as feelings, attitudes. The individual is simulated by reward and punishment, but the key reason for the external behavior is the source of attribution theory.

(2) Attribution theory, also known as the three-dimensional theory, refers to consistency, consistency and particularity. Attribution is a process in which bystanders speculate on the causes of a doer's actions. He proposed that reason that motivate the doer is from the doer himself, his adversary or the environment surround him. People tend to evaluate, summarize or explain the behavior based on their experience.

The incentive is divided into positive and negative incentive in the discussion of corrective incentive theory and the causes are summarized, but the specific classification of incentive types and the elements of incentive transformation are ignored which is discussed in the comprehensive incentive theory.

4) Comprehensive incentive theory

(1) Porter and Lawler put forward the theory of expectation motivation in 1967. They proposed that the incentive is regarded as a whole process where interaction of relevant incentive elements and the effective use of various incentive measures are concentrated. More specifically, when the individual's work contribution improves the work performance, the expected reward can be divided into two categories: one is the incentive mechanism based on Maslow's demand theory, such as cash bonuses or promotion; the second is internal reward, such as the satisfaction of dedication and self-existence. This reward has a direct impact on job

performance. However, the internal reward should have a specific evaluation of the internal part, what is the internal part, as well as the building blocks, which is the source of dynamic theory.

(2) According to Lewin (1936) theory of field dynamics, human behavior depends on the product of individual internal motivation multiplied by external environment. The internal motivation cannot be ignored if any external stimulus wants to be transformed into an incentive factor.

This study summarizes the four types of incentive theory based on the summary of previous studies. As shown in Table 2.6.

Table 2.6 Summary of Incentive Models and Theories

The Type of Theory	Specific Name	Representative	Opinion
Content-based theory	Hierarchy of needs theory	Maslow	The human needs include physical need, security need, social need respect and the need of self-realization.
	Theory	Odford	Survival need, relationship need, development need.
	Two-factor theory	Frederick Herzberg	Hygiene factor, incentive factor.
	Achievement needs theory	David McClelland	Achievement need, right need and social need.
Process-based theory	equity theory	Adams	Pay and return, and fairness of return.
	Goal setting theory	Locke	The joint efforts and goals of individuals and organizations, Goal setting is an incentive measure.

The Type of Theory	Specific Name	Representative	Opinion
	Expectation theory	Fromm	An individual's behavior or motivation comes from the expected value multiplied by the result expectation.
Behavior correction theory	Reinforcement theory	Skinner	The theory pays much attention to individual's external behavior, as well as the influence of individual's behavior on results.
	attribution theory	Kelly	The adversary of the doer, the doer himself and the environment surrounding the doer.
Comprehensive incentive theory	Incentive theory	Porter and Lawler	Performance Research based on Herzberg, Maslow and Fromm's theory.
	Field dynamic theory	Lewin	Human behavior depends on the product of individual internal motivation multiplied by external environment.

Note: Compiled by researchers

In conclusion, this study can learn a lot from western incentive theory. On the one hand, although the western incentive theories take into account the influence of internal and external factors on individual motivation, whether there are intermediary factors in the way of incentive process has not been specifically verified. On the other hand, whether these incentive theories can be applied in China, especially in the study of teachers, and the targeted assessment measurement could be formed still has some worthy space to be discussed.

2.5.2 On the Theory of Teacher Incentive in China

Many incentive factors come into the public late given that most of them are based on the western theory, but they develop dramatically. There is all manner of research objects such as individual, group, young teachers, cross regional research, undergraduate colleges and higher vocational colleges. Scholars Zhao and Gao (2002) believed that we should combine the economic incentive and spiritual incentive organically, instead of blindly pursuing material or economic incentives. (Liang, 2005) found that meeting individual needs is an effective way to explore potential and mobilize people's enthusiasm. J. Cao (2003) proposed that the essence of economic incentive is to implement the actual material. We should improve the incentive system and carry out specific and reliable incentive measures according to various rules and regulations. At the same time, formal or informal emotional relationship should be established with the combination of emotional incentive and spiritual incentive, so as to improve the quality of education. The following figure shows the main incentive factors and methods from some scholars in Colleges and universities. Table 2.7.

Table 2.7 The Summary of Chinese Scholars' Motivation Factors for Teachers

No.	Author	Opinion	Incentive Factor
1.	W. Yu (1993)	The sample size is 1300, and he summarizes 6 incentive factors.	Recognition from workplace, job objectives and rewards, interpersonal relationships, responsibilities, equity and development, and basic needs.
2.	Yueru Ma (2006)	Through empirical research, the author finds that salary and welfare are the core incentive factors, followed by promotion and honor as well as job characteristics respectively.	Promotion, job characteristics, environment of the workplace, salary and welfare, honor and performance assessment.
3.	Peng (2004)	The author analyzes the incentive mechanism of scientific research management in Colleges and universities, and puts forward the viewpoint of establishing diversified scientific research management mechanism in Colleges and universities.	Competition, job's goal, policy, cooperation, economy, evaluation and behavior motivation.
4.	Qin (2013)	By the application empirical research to verify the incentive mechanism and management system, the author finds the most significant incentive factor was performance assessment, followed by personal career development; the impact of working environment is the least	Construction and maintenance of contract.

No.	Author	Opinion	Incentive Factor
		significant, and there are differences among the incentive factors.	
5.	Y. Wu (2010)	This author analyzes the incentive system of scientific research on the basis of demand level, and puts forward the scheme of scientific research incentive according to the needs of teachers.	Physiological needs, security needs, social needs, respect needs and self-realization needs.
6.	D. Yang (2015)	Starting from the characteristics of knowledge workers, this author puts forward relevant incentive factors based on the needs of university teachers.	Sense of achievement, salary, working environment on campus, independent work and personal development.
7.	Bai (2016)	Based on the total compensation model, this author studies the relationship between incentive factors of knowledge workers and innovation behavior and ability from four dimensions.	Welfare, promotion, working environment and salary.
8.	Yongming Wang (2007)	It is found that achievement motivation is the most important factor by analyzing the relationship between incentive target and incentive factors.	Career, salary and working environment.
9.	F. Liu (1996)	The author studies incentive factors influencing teachers' enthusiasm.	Job's objectives, needs, participation, evaluation.
10.	J. Hu and	By analyzing the relationship	Personal work values.

No.	Author	Opinion	Incentive Factor
	Mo (2004)	between work values and task performance, it is found that individual characteristics have significant differences in work values and task performance, and work values have a significant impact on task performance.	
11.	S. Li (2011)	On the basis of conforming to the situation of colleges and universities, the design of incentive system for university teachers needs to consider the working characteristics and group characteristics of teachers.	Students' evaluation of teaching, teaching facilities, the relationship with colleagues, learning atmosphere, salary system, recognition from leaders and other experts' evaluation.
12.	Junlin Li (2013)	The author finds that job satisfaction is the most important in the incentive system by taking a university as an example.	Job achievement, responsibility, working environment, personal development, quality of life and job satisfaction.
13.	W. Wang (2008)	It is found that knowledge employees pay attention to salary and welfare, leadership quality and personal development.	Salary and welfare, personal development, leadership quality and organizational development.
14.	Z. Zhou, Zhu, Wang, and Lu (2009)	It is the teacher's interpersonal relationship that promotes the progress of university performance and teaching performance.	Interpersonal relationship, dedication.

No.	Author	Opinion	Incentive Factor
15.	Q. Cheng (2010)	Based on the whole salary, this author analyzes the factors that affect the incentive effect, and finds that there is a significant positive correlation between the factors.	Direct and indirect economic salary, direct and indirect non-economic salary.
16.	L. Li (2010)	Based on management and economics, this author discusses the relationship between incentive and performance of innovation team in Colleges and universities.	Material, spiritual and emotional motivation.
17.	C. Chen and Lu (2011)	Based on the incentive theory, this author discusses the characteristics and demand levels of university teachers, and puts forward the ways to construct the incentive mechanism of university teachers.	Sense of achievement, income, power, emotion and pressure.
18.	G. Li and Zheng (2011)	From the perspective of the total reward incentive model, this book analyzes the relevant elements of the incentive mechanism of university teachers.	Welfare mechanism, salary mechanism, balanced life and work, performance recognition, personal development and career development.
19.	X. Song	This book divides the incentive factors of public welfare for scientific researchers into five aspects.	Salary, growth, work, organization, team motivation.

No.	Author	Opinion	Incentive Factor
20.	Wangjun Zhang and Peng (2010)	Through empirical research, this book summarizes the incentive factors of knowledge workers in China.	Task, future, stable job, work reward and work reward.
21.	W. Cheng and Zhang (2008)	The author regards the senior researchers as research object and analyzes their individual characteristics so as to establish their incentive mechanism.	Value, work autonomy, organizational recognition, organizational goals, and working environment.
22.	B. Li and Xu (2013)	Five main factors were extracted from the questionnaire data for analysis.	Sense of achievements, material, academic development, pleasant living environment, security needs.
23.	W. Mao (2006)	The book is on the construction of incentive mechanism in university scientific research.	Job's objective, organization, policy, competition and coordination, reinforcement, language and action, service incentive.
24.	J. Ren and Zhang (2011)	It is found that salary is the most important incentive for university teachers, followed by scientific research environment.	Salary, research environment, training and development, the reputation of school.
25.	H. Yu (2016)	This book analyzes the influence of different group characteristics on the performance of college teachers.	Salary, assessment, promotion, achievement, social interaction and innovation.

Note: Compiled by researchers

It is worth noticing that in the field of psychology and management, a number of representative incentive theories have emerged. For example, W. Yu (1993), a professor of psychology at East China Normal University, proposed the synchronous incentive theory which emphasizes that in the process of motivation, material motivation and spiritual motivation are equally important, and the implementation is not in any order. However, there is no clear result about the weight of material incentive and spiritual incentive and the relationship between them. Xiong (1996) put forward the comprehensive incentive theory which emphasizes the participation of all the staff, but the theory much pays attention to the discussion and lacks empirical research. While J. L. Xu (2000) put forward the I-A-R incentive model which emphasizes the interaction, including interest relationship, reward, payment and incentive mode. Some scholars put forward the incentive model of "one goal, two forces, three layers and four sides" ,meaning that Take employees as the core element, combine with the driving force and hindrance in the process of motivation, and at the same time consider the three aspects of individual level, group level and organization level and finally, on this basis, incentive should focus on cooperation, competition, compulsion and goal (C. Y. Song & Yang, 2002). The other scholars summarized the methods of incentive theory as aggregation method, group level and organization level through gathering up the previous motivation theory. The new paradigm method and the mixed method hold that the research on motivation theory will focus on the study of non-cognitive individual differences, the performance of individual consciousness, the impact on the organization, and the discussion and research of task content, characteristics and behavior strategies (Zou, 1994).

Cui (2007) proposed that since the reform of the distribution system in colleges and universities in China in 2001, the incentive method which overemphasizes on material incentives and the neglects of spiritual incentives has been corrected. The new distribution system should adopt diversified distribution methods, give consideration to fairness and efficiency based on the principle of distribution according to work. In terms of salary, it should be determined according to the post and the salary will change when the post changes. The quota standard and types of subsidies are perfected and form an obvious contrast with the previous distribution forms, so as to facilitate the formation of incentive mechanism for

university teachers, avoiding the phenomenon that some distribution system and assessment do not match. The establishment of incentive mechanism and system for university teachers requires good communication between teachers and organizers. There are two kinds of internal needs in internal motivation: the demand for ability and the demand for self-sufficiency. The external incentive has an impact on the internal motivation, meaning that when the external incentive exists, it will reduce its ability of autonomy, thus weakening the effect of internal incentive (Edward L. Deci, 1971); by contrast, the internal incentive is supplemented with the external incentive, and the existing incentive effect is reduced (Edward L. Deci & Ryan, 1985). According to Cognitive evaluation theory, there are two kinds of incentive effects: internal motivation and external motivation (Edward L. Deci & Ryan, 1987). Internal incentives include sense of achievement, and external incentives include salary, promotion, etc. (Edward L. Deci, Koestner, & Ryan, 1999). Cognitive theory emphasizes that internal effects are enhanced when members of an organization improve their abilities (Marcus, 2007). Incentive factors can be divided into personal factor and environmental factor (Heider, 1958). The external incentive is the objective environment while the internal incentive is the subjective factor (Heider, 1944). External factors and internal factors, specific internal factors are their own ability and effort while external factors are luck and objective environment, etc. (Weiner, 1986, 1992). In conclusion, this study will extract the relevant incentive factors of university teachers as the research content.

2.6 A Comment on The Incentive Structure of Chinese Teachers in Colleges and Universities

In the study of internal incentive and extrinsic incentive, the internal incentive is self-development and self-substitution, its behavior is purposeful, the extrinsic incentive is external factor, including the competition of reward, punishment, threat, status and honor, etc. External incentive is all means taken to achieve the purpose of internal incentive, internal incentive mainly comes from the daily work and the workers themselves, including teachers' personal ability, work responsibility, as well as work achievement, etc., external incentive is mainly issued by organizations or

units, including the working environment, and whether the work needs are met, etc. (Y. Gao, 2001). C. Wang, Xu, Liu, and Liu (2014), based on the basic characteristics of college teachers, including personal characteristics and working characteristics, explored the impact of internal and external factors on organizational commitment, and discussed incentive factors, as shown in Figure 2.5.
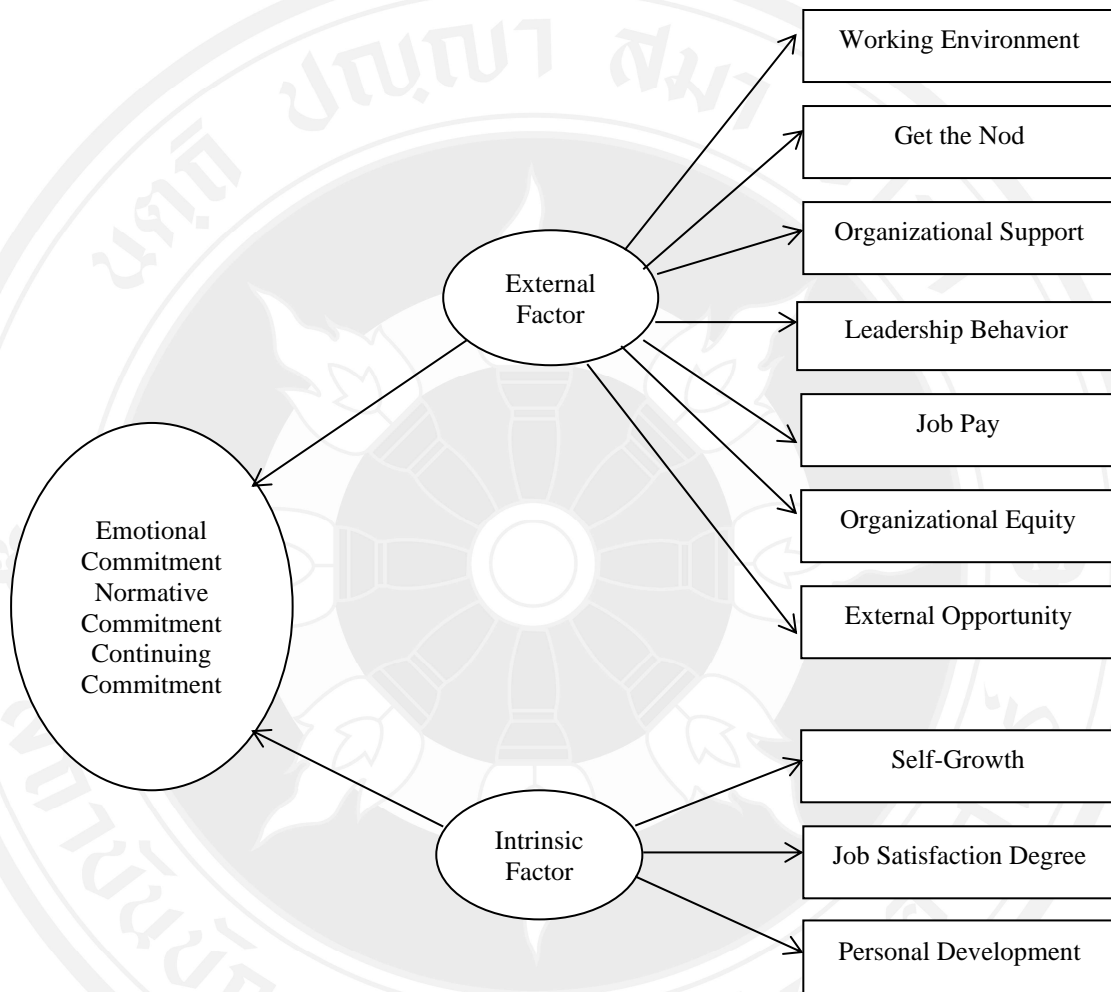
Figure 2.5 Model Diagram of The Impact of Internal and External Factors on
Organizational Commitment

Note: Drawn by researchers

Chen (2006) divided the measures into general incentives and stage incentives, the stage incentives are divided into adaptive stage incentives, development stage incentives and creative stage incentives, among which the adaptive stage includes value-based incentives, goal incentives, reward incentives, training incentives as well as emotional incentives. Development stage incentives include respect incentives, promotion incentives, competition incentives, and scientific research incentives; creative incentives include achievement incentives, honor incentives, and participatory management incentives. K. Zhang (2003) believed that the incentive of work itself belongs to internal incentive, which is caused by the incentive of behavior, such as interest in work, personal development, and personal achievement. The external factors mainly include reward, as well as promotion, etc. Qin, Wang, Huang, and Wang (2013) verified the factors that influence the incentive factors of teachers in universities and colleges through empirical study and established an incentive model. He believed that incentive is a combination of various factors, centered on individual needs, and that when external and internal incentives play a role, the relationship between the variables will change.

D. Chen (2018) believed that teacher incentive measures can be divided into five dimensions, including work itself, salary benefits, career development, organizational environment and personal value. Among them, work itself refers to the achievement of work, the challenge of work, the autonomy of work; salary welfare refers to pay, welfare and its organizational fairness; career development refers to training, assessment and promotion; organizational environment refers to the relationship with others, academic atmosphere, working conditions and participation management; personal value refers to personal ability and personal interest. Some scholars analyze the external drive and individual demand of young teachers in colleges and universities, take the growth of young teachers in colleges and universities as the basic goal, and establish relevant incentive policies by means of goal incentive, spirit incentive, emotion incentive, performance incentive as well as development incentive (Ni, 2014).

Zhiyong Wang (2017) believed that teacher incentive is divided into work environment, salary benefits, interpersonal relationship, work itself, performance evaluation, growth and development, among which work environment includes office environment, teaching environment, scientific research environment; salary benefits include salary and welfare; interpersonal relationship includes colleague relationship, leadership relationship; work itself includes work interest, work achievement; performance evaluation includes performance appraisal, implementation of rewards; growth development includes training and further study, career development. Q. Cheng (2010) considered that the incentive factors of university researchers can be divided into internal incentives and external incentives, among which internal incentives includes growth incentive, value incentive and recognition incentive, while external incentives include work incentive, guarantee incentive and environment incentive.

Based on the above analysis, scholars divide incentives into internal and external incentives, among which, the external incentives include salary, promotion, environment, teaching facilities, policy incentives, service incentives and so on, while the internal incentives include promotion, achievement, reinforcement, personal development, value embodiment, respect, recognition, academic development and so on. In terms of the incentives to university teachers in universities and colleges, it is about stimulating the work incentive of teachers in universities and colleges by the external stimulation because of the current situation and psychological dissatisfaction caused by the gap between demand and present situation and goal under the common effect of teachers' internal and external environment, so as to achieve the organizational goal. The author limits the incentive scope to both internal and external aspects, and the internal and external stimuli that affect the incentive effect are the factors that influence the incentive effect. Through various incentive measures, we can improve the performance level. In this process, we should pay attention to the characteristics of the group of teachers in universities and colleges. The incentive factors in this paper are mainly the internal and external factors that influence the incentive of teachers and the behavior process and results that they experience in order to achieve the organizational goals.

According to the research results of domestic researchers in China, there are mainly some problems such as lack of pertinence, lack of correlation among the factors, lack of comprehensive and complete analysis of the factors when it comes to the issue that the incentive factors on Chinese teachers in universities and colleges are not divided as "internal and external". Based on the characteristics of university teachers, we should put forward some specific and perfect incentive measures and factors, and at the same time, there is no empirical study on whether there are any other mediating factors in incentive factors in China.

As a result, based on the above discussion, the incentive factors are classified into internal factors and external factors, among which the internal factors are divided into work achievement, personal value and innovation incentive, while the external factors are divided into salary benefits, organizational environment and career development. As shown in Figure 2.6.
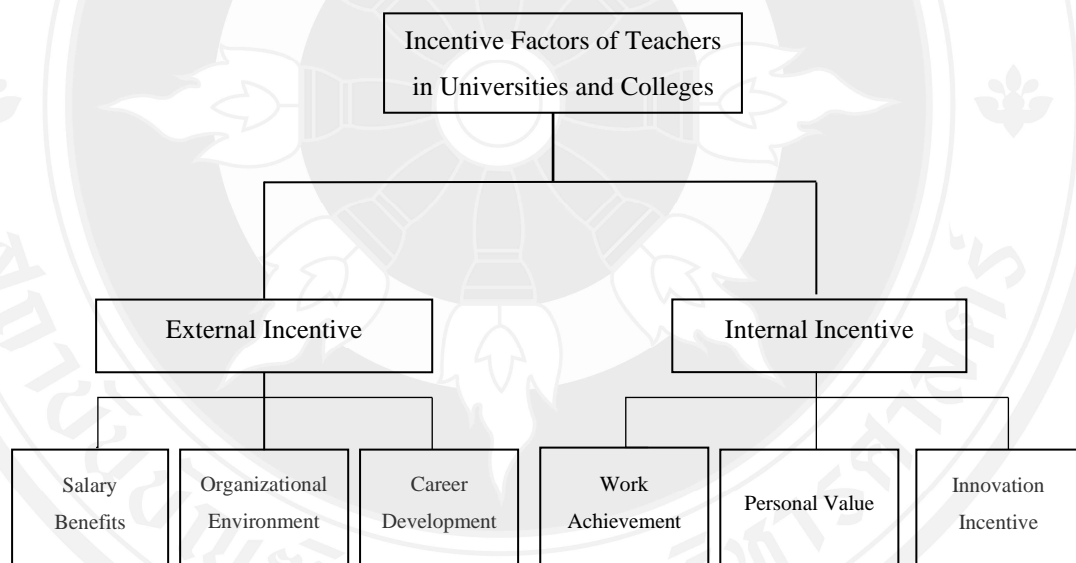
Figure 2.6 Internal and External Incentive Dimension Diagram

Note: Compiled by researchers

2.6.1 External Incentive

1) Salary benefits

The salary benefits mentioned in this paper refers to the remuneration directly or indirectly obtained economically (D. Chen, 2018). The organization stimulates and promotes the staff's work enthusiasm through various material rewards, such as wages and bonuses, and ensures the realization of the organization's objectives within the specified time by means of salary and welfare, which contributes to the improvement of performance (Y. Wang, 2008). Scholar Zhen and Zhang (2005) found that the comprehensive salary incentive includes direct economic salary incentive and indirect economic salary incentive in their research. As a kind of social occupation, teachers also rely on material to ensure their normal living standard. Some scholars have shown that direct economic salary and salary incentive are directly related, meaning the economic salary has a positive impact on salary incentive effect. To illustrate, the teachers are motivated through higher salary. At the same, a higher salary is beneficial for school to retain talents. In this study, welfare and salary refers to the direct or indirect economic salary obtained by teachers through their work, which includes salary, bonus, material object, medical security and society pension insurance, paid leave, etc. The external incentive concludes salary and welfare, as well as the working environment based on moderate life. Therefore, the working environment is a building block in the welfare and salary as well.

2) Organizational environment

The organizational environment mentioned in this study refers to the external environment that has an impact on job performance, including organizational culture, working environment and working conditions, and the management mode of employees. Organizational culture is a kind of spiritual embodiment, such as concept, belief. It affects the staff's values and organizational identity from the spiritual level, thus affecting the attitude towards the organization (F. Ye, 2009). The culture of colleges and universities is campus culture. For example, school motto, school spirit, school philosophy, will influence the attitude and behavior of teachers and students imperceptibly. Working environment and working conditions are hardware and software facilities closely related to the nature of work. To illustrate, the working environment and working conditions of the University refer to the investment in

scientific research and teaching facilities; the management mode of staff is determined according to the organizational characteristics (Su Xu, 2016). labeling the management mode of employees with leadership style is the goal that the administrator strives for. The teachers express the pursuit of success after the demand of working environment is satisfied, namely they hope to illustrate their competence through career development.

        3) Career development

        Career development mentioned in this study refers to the assessment mechanism, training opportunity and promotion mechanism in the work. To illustrate, promotion opportunities have a direct impact on the enthusiasm and performance of employees, which is the reason why the administrator should attach great importance to fairness in this process (Qian, 2004). Performance appraisal navigates the employee. This is because the result of the assessment can guide the employee to the right direction immediately and communicate with them so as to make organizational goal consistent with the employees' efforts (X. D. Hu, 2017). The results of performance appraisal serves as the foundation where the organizational leaders conduct targeted guidance, training and job adjustment of organizational leaders to employees (G. Wu, Li, & Zhao, 2016). Some scholars have found that the promotion incentive and welfare and salary incentive play an equivalent role in the process (Gibbon & Murphy, 1992; Lazear & Rosen, 1981) Career development shapes internal competition. As an incentive method, position promotion will simulate employees to work harder and make more efforts in their work (R. Liu & Bai, 2010). Accordingly, it is necessary to implement adopt incentive in career development among college teachers. This is because getting promoted and more simulated by providing more opportunities and better working environment is an important part of career development (Qiang, 2011). The development of university teachers includes the promotion of professional skills and positions, such as the promotion of teachers' professional titles, but at the same time, the higher you go, the more responsibility you will take. (X. Yang, 2015).

2.6.2 Internal Incentive

1) Work achievement

In this paper, the work achievement is regarded as the independent arrangement and achievement in the work. Work achievements include the work tasks, work contents, methods used in work, working time, etc. To illustrate, the working time mainly refers to the working hours and daily arrangement; the methods used in the work mainly include whether auxiliary equipment is used in the work and how to complete the work requirements; the work content is the specific division of labor and what to do (Tao et al., 2016). Zhiyong Wang (2017) divided work into work interest and work achievement in his study. The achievements of University Teachers' work depend on whether the work of teachers is challenging, or which side of teaching and scientific research is more emphasized by teachers and whether their working hours are arranged autonomously, etc. Among the internal incentive factors, when the motivated person has achieved corresponding achievements in his work, the degree of value embodiment will also become a consideration. Therefore, the embodiment of personal value, meaning whether the behavior and interest can motivate individual progress, will also be considered.

2) Personal value

The value incentive in this study refers to whether the current work is one's own interest, whether it is consistent with one's temperament and aspiration, whether he is keen on the current occupation. In a word, the value incentive is a hobby or interest based on personal ability. The value incentive of young teachers in Colleges and universities is whether they like education and whether they regard professional value as a way of self-realization (X. Lin & Song, 2014). On the basis of individual value incentive, personal innovation should also be paid attention to. Personal innovation is the concrete embodiment of organizational dedication, so it is necessary to consider innovation incentive.

3) Innovation incentive

The innovation incentive in this study mainly includes the pursuit of new things, solving problems with new methods, etc. Bottazzi and Peri (2003) believe that innovation incentive is the interaction between incentive subject and incentive object, while some scholars study knowledge innovation incentive from the

perspective of endogenous motivation (W. Liu, Xue, & You, 2010). The other scholars have found that there is uncertainty and external factors in technological innovation, so incentive is particularly important for innovation (Conceicao & Hamill, 2002). In order to stimulate the motivation and behavior of scientific research and innovation, it is necessary to guide and standardize the incentive requirements of this college teachers (Lu & Hou, 2006a). The key part of the innovation incentive of university teachers is to stimulate the internal motivation and thinking of university teachers. Exploring technologies methods for teachers is the stimulation of internal motivation.

2.7 Performance Connotation and the Performance Structure of Teachers in Universities and Colleges

2.7.1 Performance Connotation

We must first understand the connotation of performance to understand and grasp the connotation of professional teachers' performance in colleges and universities. There is a saying goes that "having substance in speech and holding evidence". Traced back to the "Old Book of the Tang Dynasty Biography of Xiahou" in China, performance is recorded as "record its performance, to make it balanced and equal", and this record is mainly applicable to officials. According to the literature review, the current academic circles mainly focus on the following aspects of performance classification: a view that performance is the result and the degree of output. Performance refers to the amount or degree to which a task is performed in a given time (Bernardin, 1984); while another view is that performance is a manifestation of behavior. We should pay more attention to the working process and less attention to the results. Campbell (1990) believed that performance is all the behaviors related to the work content of an individual in the whole organization, emphasizing behaviors and processes. Clevel, Murphy, and Williams (1989) defines performance as an expression and pronoun of behavior, an entire labor process that manifests itself through the laborer's labor behavior; and a third view is that performance is an expression of ability, a potential capacity discovery for the individual (Spencer Jr. & Spencer, 1993). Armstrong (1994) held the viewpoint that performance is concerned with both results and behaviors. Performance is the sum of

behavior and result, behavior is the effort made in the realization or completion process of performance, and result is the achievements gained after the effort made in the process of performance realization. Other scholars have proposed learning performance (London, 1999) and innovation performance (Scott & Bruce, 1994). According to its essence, it is roughly divided into result group, behavior group as well as synthesis group.

1) Result group

This group believes that performance is the output and result of the task. It was first used in the study of enterprise workers and so on. Because the measure is simple, the index is based on the task distribution (Qian, 2004). Bernardin (1992) is the main representative of this view. He believed that performance is the result of a certain amount of time spent on a particular job. The results are closely related to funding, organizational goals, and customer satisfaction.

2) Behavior group

This group believes that performance is behavior, and that behavior is performance. Strauss-Kahn and Katz are the inventors of the Behavioral Performance Structure Model, and Murphy is the representative of this view (Z. Fang & Chen, 2015).

3) Synthesis group

Performance management is a cyclical process, in human resources management, performance management is the core and is the development direction of the organization or the enterprise, the rationalization of performance is conducive to the use of all resources in a more effective and more reasonable way, effective performance management needs all links to be closely linked and coordinated.

In management, performance refers to work performance, the quality and quantity of work performed by an employee through his or her efforts, and the general term for what he or she does. Performance is the result of expectation. Organizational performance can be divided into two aspects: organizational performance and individual performance. Personal performance is based on organizational performance and is established on the basis of the organizational performance (Y. H. Fu & Xu, 2009). Table 2.8 shows a list of academic performance divisions since performance was created:

Table 2.8 A List of Performance Dimensions

Researcher	Dimension	Year
Kata and Kohn	Three dimensions: participation and retention in the organization, in-role performance, innovation and spontaneous behavior.	1978
Campbell (1990)	Eight dimensions: specific task proficiency, general task proficiency, communication proficiency, hard work, discipline, to provide convenience, supervision and leadership, management for the group and colleagues.	1990
(Motowidlo & Van Scotter, 1994); Neal and Borman (1993)	Two dimensions: task performance and relationship performance.	1993 1994
Caligiuri	Four dimensions: technical performance, situational performance, management performance, and expatriate specific performance.	1997
Sackett and Rotundo	Three dimensions: task performance, citizenship performance and anti-productivity performance.	2002
J. Sun and Jiao (2002)	Three dimensions: job task performance, interpersonal performance and individual trait performance.	2002
Wang Guangxin	Three dimensions: strategic performance, task performance and relevance performance.	2005
Z. Wen (2005)	Three dimensions: task performance, relevance performance and adaptability performance.	2005
Y. Han, Liao, and Long (2007)	Four dimensions: task performance, relationship performance, learning performance, innovation performance.	2007

Note: Drawn by researchers

To sum up, this study considers performance as the summation of the individual's actions in the process of achieving organizational goals and the results of organizational goals achieved after efforts. Under the incentive mechanism, the individual's pursuit and promotion of goals will lead to the improvement of the efficiency of the whole organization. At the same time, the influence of the relationship performance will be reflected by the change of the environment. Therefore, this study will consider and discuss the relationship performance on the basis of task performance.

2.7.2 Performance Structure of Teachers in Universities and Colleges

Since the emergence of performance, scholars have different definitions of the performance management of teachers in universities and colleges. Y. Hu (2008) believed that teacher performance management is a comprehensive embodiment of teacher performance and effectiveness, including teachers' corresponding workload according to school requirements and teachers' behavior in accordance with school requirements. Some scholars define the performance management of teachers in universities and colleges as the effective communication between the school and the teachers and formulate the agreed organizational goals. In the process of the teachers completing the corresponding teaching and scientific research tasks, the school carries on the effective supervision and help to the teachers, checking and filling up the gaps, so as to improve the effectiveness of their work. After the teacher completes the workload, the school carries on the consideration to their completed work, makes feedback to the teacher according to the result, and proposes the improvement opinion, formulates the related reward and punishment, the training and other policies (J. Ma & Zeng, 2007). Scholar F. Li (2007) considered that teacher's performance management is the way that the school or manager uses the content of performance management to manage the teacher. It is the consideration of teacher's performance, while non-performance is not in the scope of consideration. It is a more systematic way or mode of teacher management. Through the management, consideration and feedback of each time, it helps teachers to keep growing and improving, including five links: teacher performance planning, performance guidance and help, performance evaluation, performance result feedback, and performance policy

application. X. Q. Zheng (2008) believed that teacher performance management is a two-way effective communication between teachers and managers, and on this basis, the goals and tasks are set.

The earliest study on the performance of college teachers began in America in the 1920s, grew up in the 1970s, and developed rapidly in the 1990s. Teacher evaluation began in the 1920s and continued to focus on teacher's classroom teaching in the 1950s. When it was developed in the 1960s, it began to pay attention to the consideration of teacher's personality. After the 1960s, it was developed into scientific research, teaching and social service (H. F. Pang, 2008). Performance dimension is the analysis and concretization of performance composition structure. Some scholars think that performance is the presentation of results, and it only has one connotation (Gilley, Rasheed, & Mcgee, 2004).

At present, there is a serious lack of empirical study on the performance of teachers in universities and colleges, and the existing empirical study focuses on factor analysis. Although it lays a foundation for the author's relationship performance, there are few empirical studies on incentive factors and relationship performance, and the impact of relationship performance on task performance cannot be ignored (Motowidlo & Van Scotter, 1994). The degree of organizational overall performance is easily influenced by individual subjective feelings and personal relationships. Therefore, relationship performance plays an important role in the consideration of organizational performance (Z. Luo & Zhu, 2006). Some scholars point out that teachers, as the first contact of students in school, have a latent influence on students and teachers' dedication to work. The teachers' dedication for the job, the sense of responsibility for teaching and helping others are more important (J. Hu, 2009). Through the above-mentioned scholars' study results, there is no obvious division of work performance. In the study, we only focus on one performance and ignore other performance considerations.

Based on the above discussion, this study defines the performance scope of teachers in universities and colleges as relationship performance and task performance.

2.7.3 On the Dimensions of Relationship Performance of Teachers in Chinese Universities

Scholar Cai and Lin (2005) found that performance appraisal of teachers includes both task performance items and relational performance items, as reflected in teaching effect, teaching value, post contribution. Some scholars analyzed the specific dimensions of relationship performance, including team cooperation and helping others, organizational identification, compliance with rules and regulations, and work Positive and high sense of responsibility and voluntary extra dedication outside work (L. Chen & Du, 2007). Extra behavior or voluntary behavior includes the contribution made by cooperation, maintaining and improving the positive image of the organization (M. L. Luo, 2007). Some scholars pointed out that task performance is a task that must be completed (Borman, 2007), However, relational performance refers to the task is affected or promoted by intermediate factors such as situations and activities; it also covers the work content of dedication or helping others. (Borman & Motowidlo, 1997), The difference between relational performance and task performance lies in the fact that task performance focuses on the core issues or technologies in the work, while relational performance emphasizes the behaviors that contribute to the realization of task performance (Griffin, 1993), The original task performance refers to not only the results, but also the behavior process, which is a kind of discontinuous state. Therefore, it is considered that task performance and relational performance are similar to some extent except the core idea and emphasis. (Motowidlo, 2000), Motowidlo and Van Scotter (1994) subdivided relationship performance into two dimensions: interpersonal promotion and work dedication. This research has been highly sought after and recognized by the academic circle and has become the main contribution of this field. As shown in Figure 2.7.
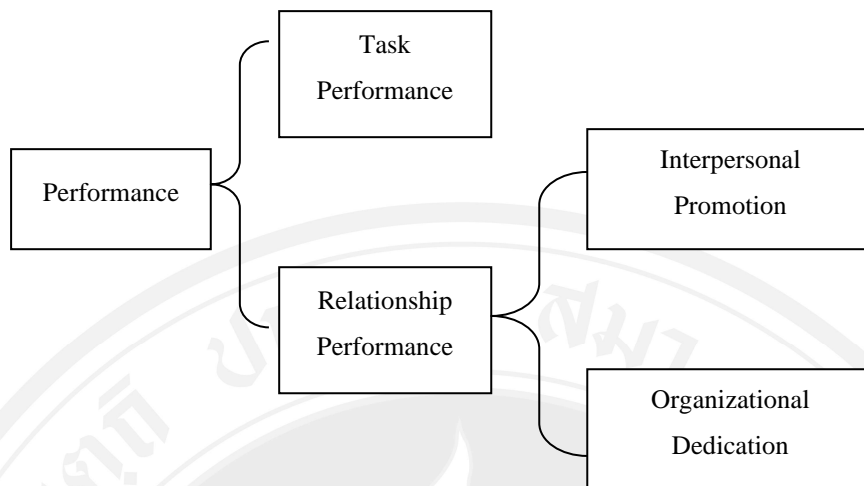
Figure 2.7 Performance Classification Chart
Note: Compiled by researchers

Some scholars believe that relationship performance is a kind of connection performance between administrator and work executor or employee as the way to promote work, as reflected in organizational commitment and responsibility, organization representative, adherence to objectives, harmonious working relationship, training and cultivation of employees, and positive and effective communication between the administrator and employee. The relationship performance is divided into organizational dedication and interpersonal relationship (Neal & Borman, 1993), as shown in table

Table 2.9 List of Items of Organizational Dedication and Interpersonal Relationship

Dimension	Organization Dedication	Interpersonal Relationship
Specific items	Constantly overcome difficulties in order to achieve the goal.	Be fair to others.
	Extreme self-discipline.	Help others actively and voluntarily.
	Ask for overtime.	Encourage team partners.
	Work hard.	Fluent communication.
	Proactive problem solving.	Cheer for colleagues.
	Focus on details.	Praise colleagues sincerely.
	Like challenges.	Help colleagues solve difficulties beyond work.

Note: Compiled by researchers

There are so many existing research dimensions to evaluate the relationship performance of college teachers, but generally, the relationship performance can be divided into two types. the first is the relationship with people, and the second one is the degree of dedication to the organization, as well as the degree to what extent the organization achieves its goals. Therefore, to sum up, the dimensions of university teacher relationship performance are mainly divided into peripheral relationship and organizational dedication in this study.

  1) Peripheral relationship

  The peripheral relationship mentioned in this study is reflected in the consideration of the relationship between teachers and their colleagues, leaders and students. Scholar Y. Zhang, Wang, and Fan (2008) believe that relationship performance is entangled with social and cultural factors. Accordingly, relationship performance should include sense of responsibility, harmonious interpersonal relationship, protection of resources and helping others. Scholar L. Chen and Du (2007) believed that relationship performance should include five dimensions, namely helping others and team cooperation, abiding by rules and regulations, organizational identification, job responsibility and enthusiasm, and extra dedication in addition to

employees' work. Since the individual is a sole member in the organization, the ultimate reflection of personal relationship performance is necessarily the dedication to the organization.

2) Organizational dedication

The organizational contribution mentioned in this study includes completion of the teaching task, helping colleagues or students voluntarily, undertaking tasks beyond their own workload, and actively participating in various meetings or activities. Relationship performance is the embodiment of employees' self-consciousness and the exploration of employees' deep-seated dedication. The extra work they undertake display the employees' initiative, consciousness and enthusiasm. Relational performance has a sold bedrock for the realization of task performance in all aspects (He, 2009) Relationship performance is limited to the relationship between the motivator and the people around them, as well as the degree of dedication in the organization. It emphasizes the nonacademic embodiment of the surrounding environment, which should be measured by task performance.

2.7.4 On the Scale of Task Performance of Chinese University Teachers

Currently, the assessment for teachers' task performance is still based on teaching, scientific research and service in academic circles (Z. L. Cheng, 2011). However, in practical research, scholars are divided on the classification of the dimensions of teacher performance evaluation (W. H. Li, 2010). Some scholars believe that teachers' conduct and ethics (N. Shi, 2011), academic status (Deng, Niu, & Qi, 2011), comprehensive quality (M. Liu & Ma, 2008), and relationship performance (X. Guo, 2009). should be considered. The United States adopts scientific research, teaching quality and service in the evaluation of university teachers. Take the annual evaluation of Georgia Institute of technology as an example, as shown in Table 2.10.

Table 2.10 Performance Evaluation of American University Teachers

Dimension	Proportion	Content	Score	Standard
Scientific research	30%	Horizontal project funding.	10	Actual disposable funds.
		Awards outside school.	10	5 points for one item, full marks for two items and above.
		College and on campus services.	10	5 points in charge of student affairs, 0-5 points for members of Academic Committee.
Teaching quality	40%	Classroom teaching.	10	5 points for completing teaching tasks and 5 points for students' evaluation.
		The development of teaching method.	10	Using experience teaching method.
		Student training.	20	Professor, doctor and above 10 points, master and undergraduate 5 points each.
		Publication of teaching achievements.	10	Journals, focus, etc.
Service	30%	Off campus services.	10	5 points for national judges, 0-5 points for others.
			10	
		Other.	10	Other dedication helpful to college or school.

Note: Compiled by researchers

For American colleges and universities, the purpose of teacher performance evaluation is to help teachers grow better by correcting their shortcomings in the work process rather than punishing them. In order to improve the quality of work and teaching through feedback and improvement via evaluation, Canadian teachers' performance is measured by academic research, education, teaching and academic services. This assessment is applied in all Canadian colleges and universities.
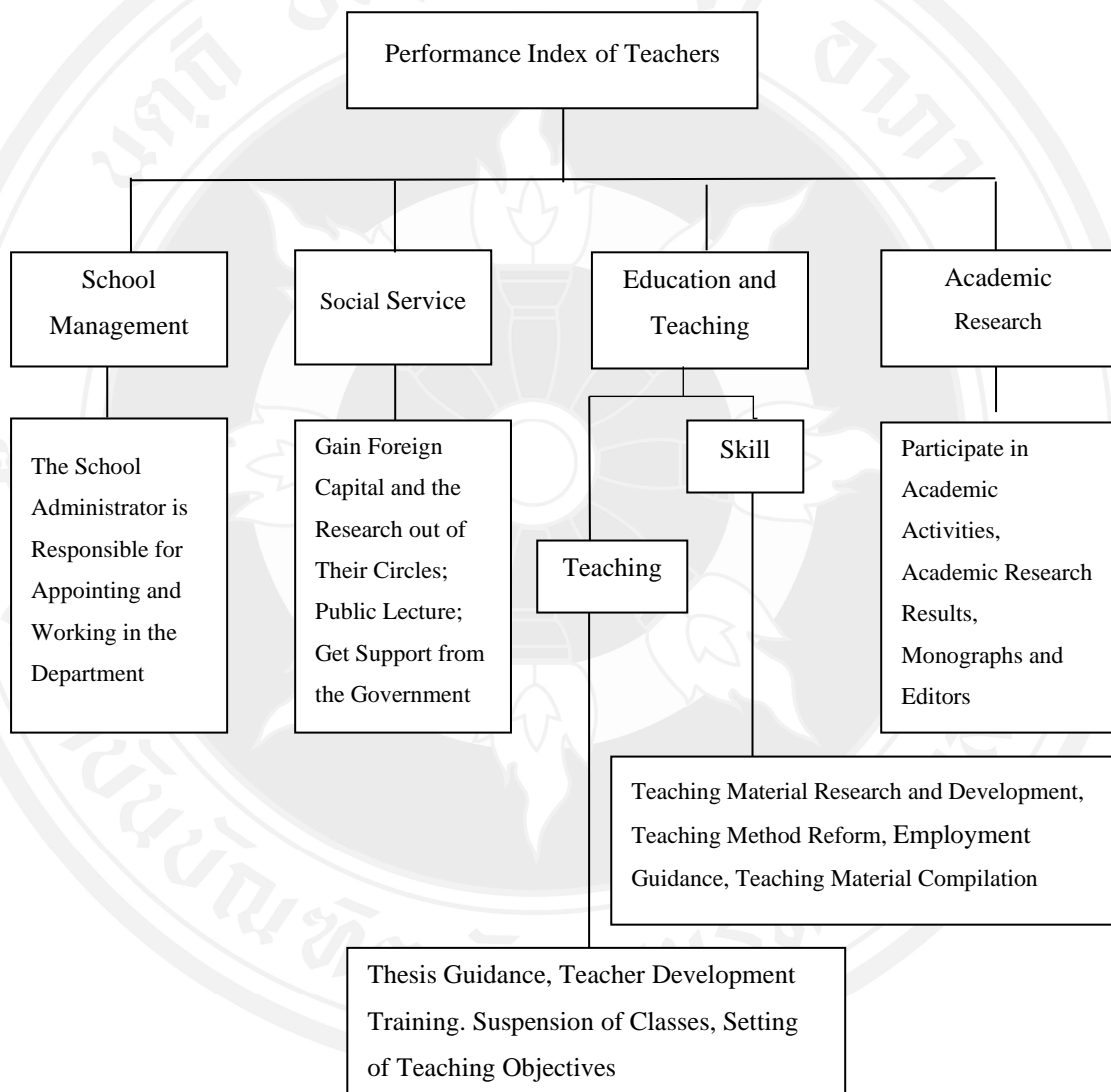
Figure 2.8 The Content Chart of Performance Assessment of University Teachers in Japan

Note: Compiled by researchers

The purpose of evaluation of teachers' performance is not only a assessment of teachers' work, but also a comprehensive understanding and mastery of teachers' situation by the school administration, which is the basis for judging the overall development direction of the school (S. Chen, 2012). Yi Dai and Gu (2012) divided teacher performance into work task completion degree, service, academic research and participation degree, other academic activities. On the basis of the three dimensions of education and teaching, academic research and social service, some scholars have increased their consideration on the mastery and development of teachers' professional ethics and professional technology. (Scriven, 1986). Yunxian Ma (2005) pointed out that the aspect of relationship performance should be added on the basis of task performance. It is suggested by the other scholars that the scope of teacher's ethics should be extended (Yao, 2000). J. Fu and Yang (2005) think that teachers' performance should be considered from four dimensions: Teacher's ethics, ability, task and achievement. Some scholars proposed that the fund should be used However, N. Li (2009) believes that the classification of teachers' performance should include five dimensions: scientific research, teaching tasks and achievements, discipline construction, professional ethics and social services. Some scholars think that teachers' performance should be considered from four aspects: teaching commitment, scientific research, social service, and teachers' Ethics According to the empirical study, Shen (2009) thinks that the evaluation should be carried out from four dimensions: teaching achievements, learning and growth, scientific research achievements and cooperative services. Some scholars believe that the evaluation should be based on four aspects: teaching achievements, scientific research, qualification level and management (G. Fang, Sun, & Yang, 2006). Cai and Lin (2005) believe that the evaluation should be carried out from the following four aspects: teaching achievements, scientific research, qualification level and management X. Guo (2009) proposed to consider the four dimensions of education and teaching, scientific research, relationship performance and social work. According to the survey conducted by researchers, the performance of teachers in some colleges and universities in China is divided into ideological and political and teachers' ethics, education and teaching, and science Ba (2007) found that in Japanese schools, teacher performance was also strictly classified, including scientific research, teaching

activities, social dedication and school management. M. Liu and Ma (2008) divided the dimensions of teacher performance into five aspects: education and teaching, scientific research, talent training, social service and comprehensive quality.

In the 1920s, the "performance-based pay system" was implemented to pay teachers' salaries and other incomes according to their work performance. In the late 1950s, the United States carried out education and teaching reform activities and formulated relevant plans. In the 1960s, the evaluation of the teachers' performance in terms of teachers' quality and other aspects, focusing on the examination of teachers' education and teaching behavior. In the 1990s, the American government began to carry out teacher evaluation based on classroom teaching mathematics. The American government established a reliability and validity system (J. Li, 2004) by making judgments on teachers' teaching level and teaching effect. The evaluation of university teachers in the United States is divided into three levels: school level, professional title and department. Among the three aspects, education and teaching mainly covers the amount of teacher hours and teaching effect; scientific research mainly refers to research funds, monographs and other academic behaviors; social services mainly includes school management, community or other group service activities, and academic organizations, as shown in Figure 2.9.
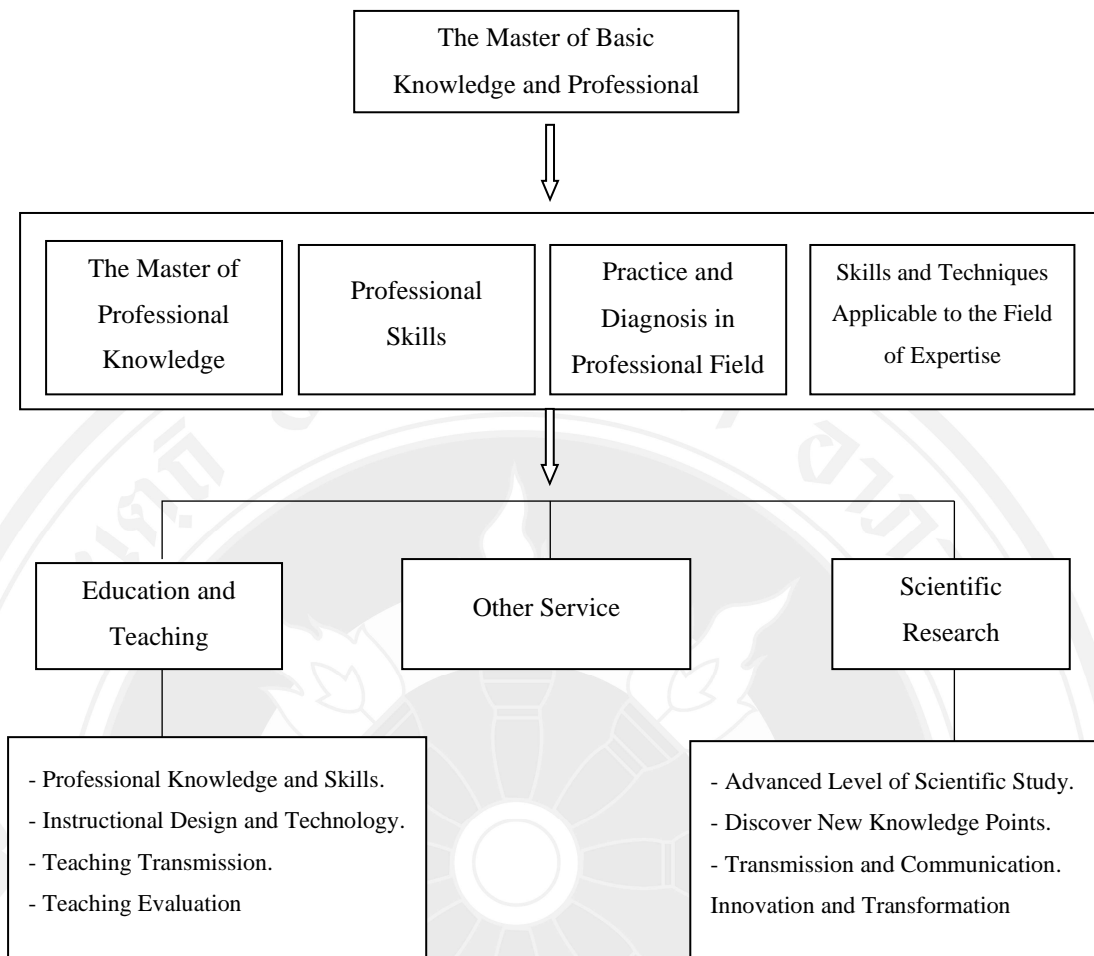
Figure 2.9 The Level Chart of Teacher Performance Evaluation in American
            Universities

Note: Compiled by researchers

Since the beginning of 1980s, theoretical and empirical studies on the performance evaluation of university teachers have emerged. However, the performance evaluation of university teachers in China is still at a low level given that the specific evaluation concept and evaluation index, system, process and structure are not unified and clear, although evaluation of university teachers generally get implemented. The present-day evaluation of university teachers in China still possesses strong administrative cover and one single form evaluation. Generally, the result of the evaluation appeals to people more rather than the process. China pays attention to "people-oriented thought" and takes efficiency as the goal. Therefore, the basic content includes four indicators of teaching for each grade, course guidance,

practice guidance and textbook compilation; scientific research includes project funds, patents, papers and monographs published; social service refers to public welfare dedication, working as a volunteer in enterprises or local government, undertaking editorial board members of journals or magazines, discipline leaders or members (Liping Wang & Guan, 2007).

It is known colleges and universities are the important place for talent cultivation. It serves as conveyor belt of schools and society to cultivate the talents and transport them for the society. Colleges and universities should issue targeted talent training programs based on the current social demand for talents. The purpose of the scheme is to improve the quality of talent training, earnestly undertake the responsibility of talent cultivation, and finally fulfill the task of high-quality talent transportation (Dong & Lu, 2014). it is suggested that social demand for talents should be closely combined with the talent training program of colleges and universities, meaning that when revising the talent training plan, market demand should be thoroughly understood and combine the two organically, so that colleges and universities can cultivate high-quality talents for the society (Jiping Zhang & Yan, 2006). Colleges and universities act as a place of education and learning, so the education of students is the core issue (Y. Wang & Gong, 2010). Colleges and universities are the most important places to cultivate talents, and the essence of talent cultivation lies in the education and teaching of schools (Hou & Liu, 2012). University teachers serve as the front-line personnel of teaching work. They aim to cultivate excellent qualified talents for the society during the process of education and teaching as the executors of teaching tasks.

In conclusion, based on the research results of scholars, the task performance is included in education and teaching, scientific research and social service in Colleges and universities, and the paper will discuss the three aspects in detail.

1) Education and Teaching

College teachers should know how to teach students according to their aptitude, guide students to learn independently, and stimulate their interest in learning. Therefore, the following aspects should be considered: 1.1) Whether the teacher has a solid grasp of professional knowledge in the field of study; 1.2) Whether the teaching method is flexible; 1.3) The degree of completion of teaching tasks (Hou & Liu,

2012). Accordingly, the three aspects mentioned above should be refined when designing the evaluation form. For example, in terms of teaching method, we should consider whether teachers teach students according to their aptitude, whether their teaching attitude is serious and responsible, whether the teaching contents are consistent with the syllabus; as for the completion of teaching task, workload of teachers and guidance to students shall be included. The evaluation of teachers includes both educating students and evaluating their achievements in scientific research.

2) Scientific research

The ability to conduct scientific research directly affects the scientific research strength of the University. To illustrate, it serves as a powerful guarantee to compete with its counterparts since the level of scientific research of the university directly affects quality of talents, as well as the development of curriculum setting. Different from other items, scientific research shows the teacher's effort obviously due to its important role in the teaching task. The scholar focuses on the sum of behavior and process in scientific research, meaning on the one hand, the time, energy and attitude towards academic research are considered; on the other hand, achievement display during the specific stage and research progress are considered; the third part is the number and level of academic papers, monographs and textbook compilation (Z. Li, 2012). On the basis of scientific research, teacher will apply what they have learned to connect with the real life around them, serve the people and help them out, which is called serving the society or social services.

3) Social service

Social service refers to the responsibility of colleges and universities to serve the society and devote to the development of local economy. To illustrate, it includes technical cooperation, talent support, information exchange and consultation, etc. The effective way to achieve this goal is to combine the scientific research with the practical problems. (Huang, 2015). The marriage of production, learning and research is an effective cooperation among universities, research institutes by different ways and from different aspects, such as the construction of university students' science and Technology Park, and technology investment (Ge & Chen, 2008). It can be embodied in serving external institutions for academic guidance, carrying out

academic exchanges, and technology interconnection, discussing horizontal topic between schools and enterprises or between teachers and enterprises, or participating welfare activities.

To sum up, according to scholars' research review, job performance is divided into relationship performance and task performance, among which relational performance includes peripheral relationship and organizational dedication, and task performance refers to education and teaching, scientific research and social service. As shown in Figure 2.10.
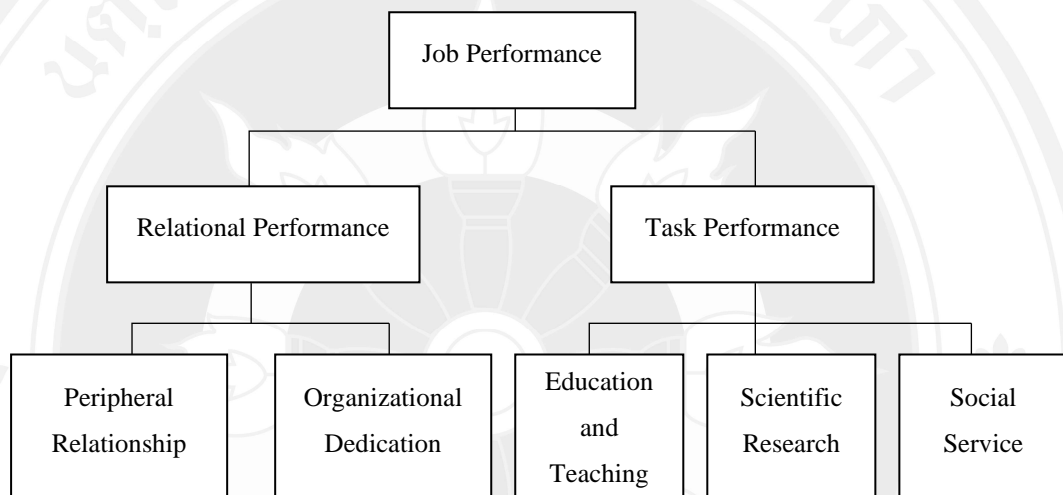
Figure 2.10 The Chart of Performance Dimensions
Note: Compiled by researchers

The above theories and systems do not include the role of individual's pursuit of success in the incentive system under different management situations, and whether the internal and external incentives will have different effects on task performance and relationship performance due to the change of individual motivation and desire, and how the internal and external incentives affect the two kinds of performance, and the individual's desire, such as achievement motivation, has not been illustrated. Therefore, this study will explore these factors and approaches.

2.8 The Intermediary and Adjustment Effect Based on the Theory of Self-Determination and the Theory of Achievement Incentive (Desire)

2.8.1 A Review of the Research on the Theory of Self-Determination

The theory of self-determination, which is put forward by Edward L. Deci and Ryan (1985), holds that the core of the theory is the difference between controlled incentive and autonomous incentive, which is the embodiment and continuation of humanism. The foundation of human behavior is derived from human's internality and self-determination consciousness. The motive and purpose of the theory is human's pursuit of exploring and realizing one's own potential. It is considered that the external environment strengthens the internal incentive by supporting the three pursuits of autonomy, competence and relationship, and promotes the transformation from the external incentive to the internal incentive, so as to enhance the work performance of the staff to the organization. The theory of self-determination emphasizes human's subjective initiative, human being has congenital and internality, which makes people choose behavior under the dual function of external environment and personal needs, which is the embodiment of human's behavioral incentive. Under this background, people choose activities or things that are of interest to themselves and are conducive to their development. It is divided into cognitive evaluation theory, causal orientation theory, organic integration theory and basic psychological needs theory. In causal orientation theory, control orientation reflects the individual's view of the social environment as a controlled environment, and its activities are more easily controlled by external directives, rewards and other factors.

In the self-determination theory, the ability demand is to do one's best to overcome the difficulty to achieve the expected effect, the self-determination demand is the choice of oneself, to exclude the external force and the external cause, the attribution demand is required to establish the relationship with the outside world, to seek dependence and respect, if the external environment satisfies the above three kinds of needs, it will promote the internalization of the external value, Therefore, it is beneficial to self-incentive and inner incentive. The self-determination theory holds that the greater an individual's enthusiasm for something, the greater his or her initiative. It is a dynamic process of unmotivated externalization to internalization

(Adie, Duda, & Ntoumanis, 2012). This point of view is also applicable to work performance. When external factors are satisfied, their internal incentive will be comprehensively stimulated, so as to improve their work involvement and work performance (M. Li, 2011). According to Jian Zhang, Zhang, and Song (2011), the self-determination theory is a way to reflect the influence of environment on individual behavior, so it has guiding and leading significance for the incentive and adjustment of individual behavior. In the earliest study on internal incentive and extrinsic incentive, it is believed that internal incentive and extrinsic incentive are complementary. Perter and Lawler (1968) believed that when internal incentive and extrinsic incentive work together, they maximize their incentive. J. Han and Yin (2014) believed that self-determination theory is one of the core theories to guide and direct teacher incentive study, and self-determination theory also emphasizes that people need the support of external factors to achieve their goals. Self-determination theory holds that recognition is a concrete representation of employee competence. Y. Wen, Zhou, and Wu (2015) believed that a good system of recognition incentives can help motivate employees to be motivated, proactive and creative, and that combining monetary compensation with other non-monetary forms of compensation can play a greater role in motivating employees to create more job performance. W. Guo (2010) explained that the overall compensation model can ultimately achieve organizational performance by attracting, retaining and motivating employees, improving their job satisfaction and organizational commitment. The application of self-determination theory in the field of management is mainly embodied in how to motivate employees' work achievement incentive.

2.8.2 A Summary of Study on Achievement Incentive (Desire)

From the literature conclusion related to the self-determination theory, this study concludes that the way of incentive originates from the work incentive, and the work incentive comes from the demand, and the premise of producing the demand is the internal or external reaction. Incentive refers to a series of incentives and motives shown by the demands that are formed under the stimulation of internal or external causes and are guided by goals, and in the end, it is the process of achieving goals. Therefore, incentives should be influenced by two aspects. One is the stimulation

within the organization, which is the reflection of internal needs; the other is the external influence of the organization, the behavioral incentive and results inspired by the external influence. Internal incentive is the bridge between satisfaction, desire, as well as goal, and so on. Incentive is the driving force that makes a person engage in some kind of activity. It is the foundation of the action. Incentive belongs to the inner process of a person, and behavior is the externalization of the inner process.

2.8.3 Intermediary Effects of Achievement Incentive (Desire)

Atkinson (1957) put forward the theory of "expectation – value" achievement incentive. In the study, the author found that every member of society has the characteristics of pursuing success and avoiding failure. Through empirical study, he found that for different members of society, the response to pursuing success and avoiding failure is different, and it directly affects the individual's choice and persistence. This is because individual expectations tend to differ. When the majority of the people are in the choice of pursuing success and avoiding failure, when the pursuit of success accounted for a large proportion, the behavior is affected by achievement incentive, and vice versa, dominated by the avoidance of failure. Z. Zhou (2008) took the university teacher as the study object, and according to the analysis, the achievement motive has the significant positive influence to its coitus performance. Y. Sun and Hu (2009) found that the achievement incentive directly affects the employee's work performance and found that the pursuit of success and avoidance of failure incentive in the achievement incentive play a central role in the turnover intention of employees. Achievement incentive has a significant positive impact on employees' work performance (Y. Guo, 2008). J. Ma (2016) used a cross-level analysis to examine the mediating effect of rewards on achievement incentive in the process of creativity.

In a word, when the relationship between the independent variable and the dependent variable is weak, combined with the existing study and the related scholars' suggestion, the adjustment variable is included in the intermediary variable, so the achievement incentive is used as the adjustment variable to analyze the relationship between the non-media teachers and the media teachers and their performance in colleges and universities.

2.8.4 Moderating Effect of Achievement Motivation (Desire)

The level of achievement motivation is a predictor of employee performance. Specifically, which ladder the employee hopes to climb directly affects the job performance; meanwhile, the impact of innovation on performance is also more significant in the pursuit of success. To sum up, the higher the employee's achievement desire is, their performance will be significantly improved (Q. Ma, 2016). Ming Wu (2017) took salary satisfaction as an independent variable, achievement motivation as a moderating variable respectively. In the research where performance acts as a dependent variable. he found that there was a moderating effect that achievement motivation, served as a moderator, had a positive moderating effect on the relationship between salary satisfaction and job performance. More specifically, the higher the achievement motivation is; by contrast, the effect is not obvious. It is suggested that it can be applied to other groups of people in the next study. There is a significant positive correlation between achievement motivation and performance. This is because achievement motivation can predict performance. When achievement motivation serves as a moderator, it can moderate the relationship between the salary satisfaction and job performance (Yang Wang, 2007b). Huang (2015) found that achievement motivation plays a big role in performance, and achievement motivation can predict performance. In the later research, it is suggested that other variables should be included to explore the moderating effect of achievement motivation. To illustrate, the employee will be very sensitive if their performance is related to salary. In order to improve employee's performance, it is necessary to formulate corresponding salary based on performance. When the employee's interest-bearing salary increases, their satisfaction will also be improved. So, it is necessary to explore other factor causing this phenomenon, such as achievement motivation. (Schay, 1998). Achievement motivation can regulate the relationship between information communication and performance. Generally, the stronger the achievement motivation is, the stronger the relationship between them is. (Rao, 2009). Innovative behavior comes from teachers' purposeful activities, while rewards come from activities. For teachers with high achievement motivation, they attach great importance to victory obtained from competing with their counterparts through high achievements, such as scientific research. Therefore, the moderating

effect of achievement motivation on communication, encouragement and performance can be exhibited. The average ability of teachers in a university usually reflects the overall quality and per capita capital of the teachers, and high performance has a certain impact on the ability of employees (Park, Mitsuhashi, Fey, & Bjorkman, 2003). Schülera, Sheldon, and Fröhlich (2010) found that if we need to consider the difference of individual achievement needs, it should be measured by implicit (projection) rather than explicit (self-report) method. There is no moderating capacity effect on the measured explicit demand. Balogun, Balogun, and Onyencho (2017) found that achievement motivation significantly moderates the negative correlation between test anxiety and academic performance. This means that college students with high achievement motivation are more likely to perform better academically. Aloysius (2011) found that the demand intensity of employee growth has no moderating effect on the relationship between job characteristics and job satisfaction.

2.8.5 Summary of This Section

To sum up, the achievement motivation is mainly divided into pursuing success and avoiding failure based on the research results of various scholars, such as McLellan's achievement needs theory, the self-determination theory and Atkinson's "expectation value" achievement motivation theory. In this study, to distinguish from intrinsic incentive, the achievement is named as "achievement desire." The assumption is formed not only through drawing lessons from the influence factors of foreign incentive theories on individuals, but also combining the research results of domestic scholars on motivation, and the impact of various incentives on performance, especially domestic teachers' performance, and combines the mediating and moderating role of achievement motivation (desire).

2.9 Research Hypothesis

According to the research ideas, the following theoretical framework is set up
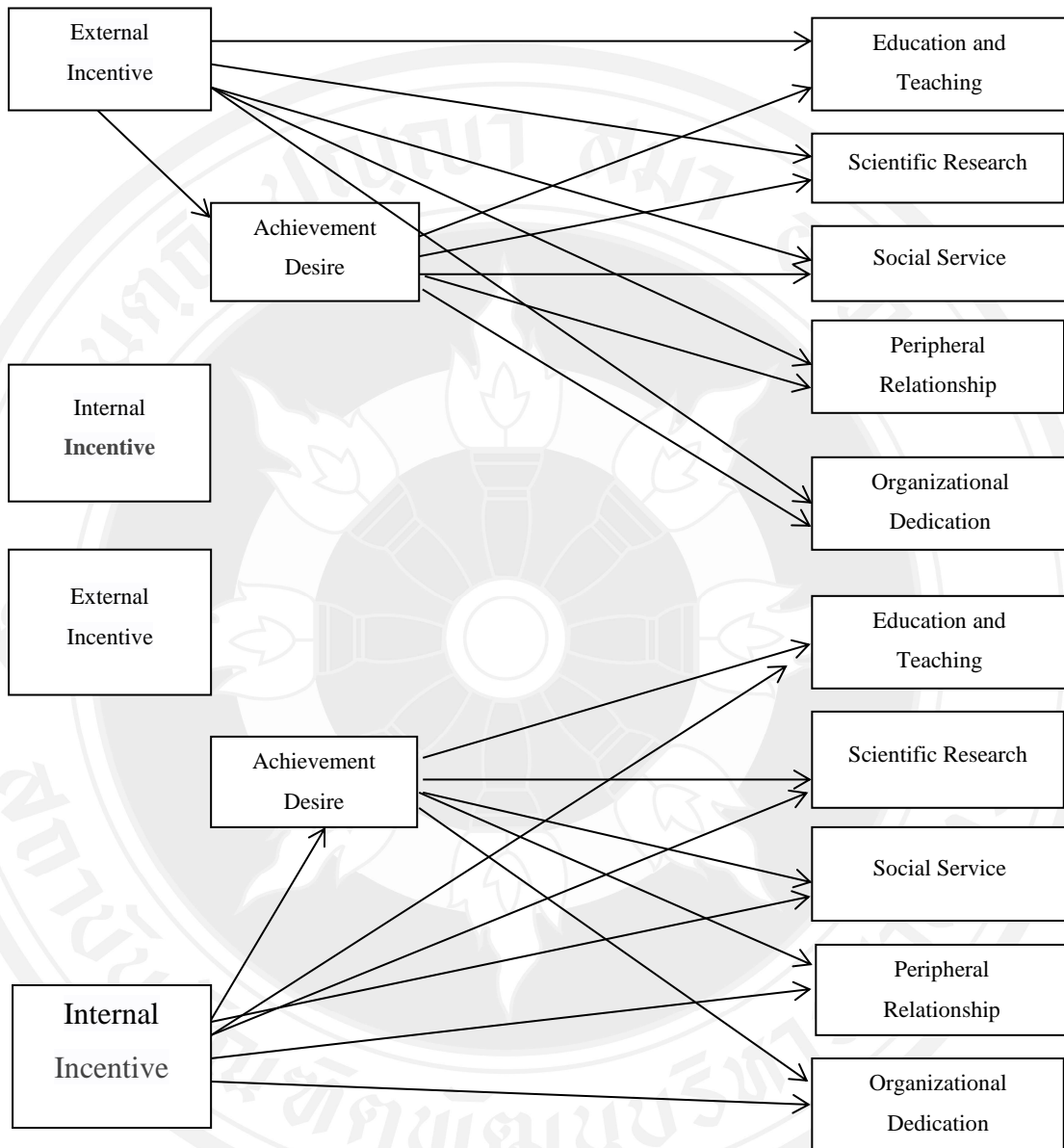
Figure 2.11 Theoretical Framework (mediating effect)

Note: Compiled by researchers
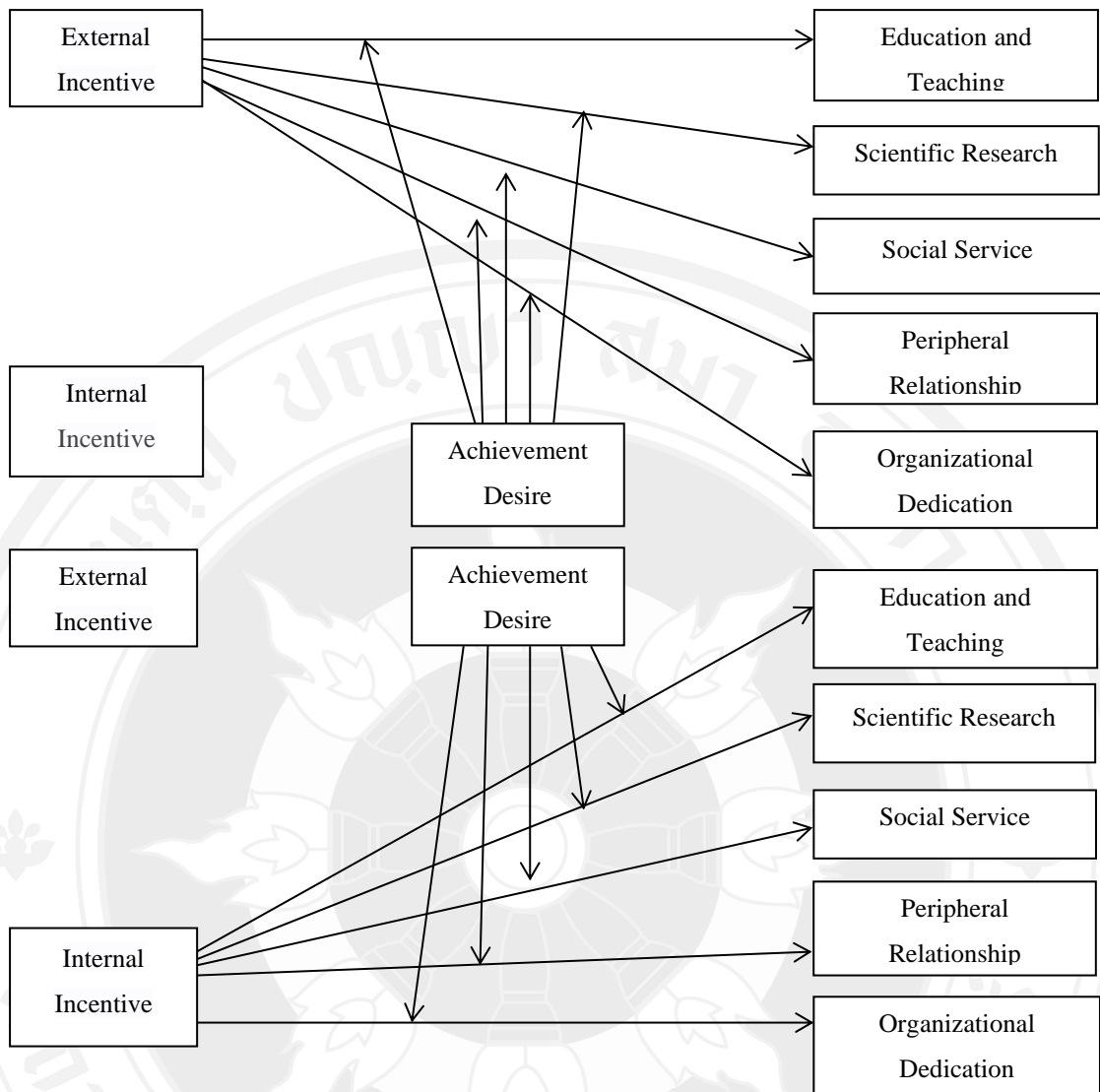
Figure 2.12 Theoretical Framework (regulatory effect)

Note: Compiled by researchers

Table 2.11 A List of Theoretical Model Hypotheses of University Teachers' Performance Incentive

The Classification of the Research Hypothesis			Research Hypothesis Number	The Description of Research Hypothesis
The hypothesis of the relationship between external motivation and performance.	Task performance.	H1-H3	H1a	Salary and welfare are positively correlated with education and teaching.
			H1b	Organizational environment is positively correlated with education and teaching.
			H1c	Career development is positively correlated with education and teaching.
			H2a	Salary and welfare are positively correlated with scientific research.
			H2b	There is a positive correlation between organizational environment and scientific research.
			H2c	Career development is positively correlated with scientific research.
			H3a	There is a positive correlation between salary and welfare and social service.

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
		H3b	There is a positive correlation between organizational environment and social service.
		H3c	There is a positive correlation between career development and social service.
Relationship performance.	H4-H5	H4a	There is a positive correlation between salary and welfare and peripheral relationship.
		H4b	There is a positive correlation between the organizational environment and the surrounding relationship.
		H4c	There is a positive correlation between career development and peripheral relationship.
		H5a	Salary and welfare are positively correlated with organizational
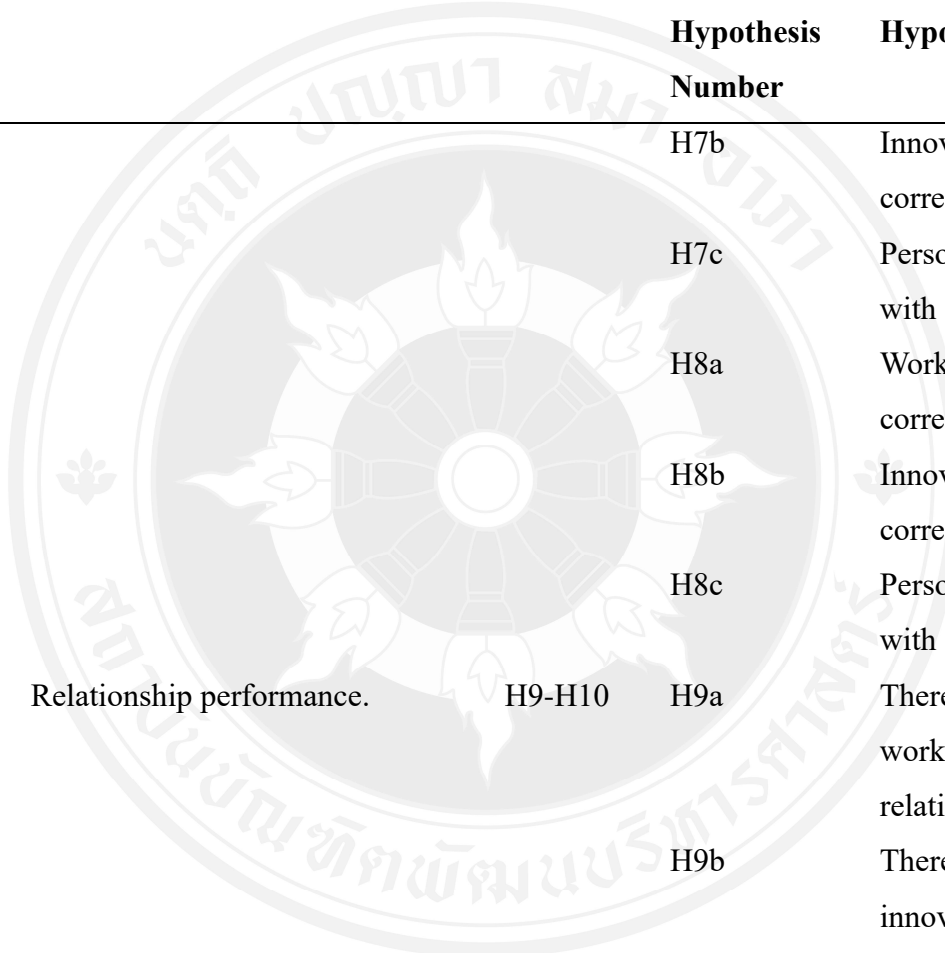
The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
			dedication.
		H5b	There is a positive correlation between organizational environment and organizational dedication.
		H5c	Career development is positively correlated with organizational dedication.
The hypothesis of the relationship between intrinsic motivation and performance.	Task performance. H6-H8	H6a	Work achievement is positively correlated with education and teaching.
		H6b	Innovation incentive is positively correlated with education and teaching.
		H6c	Personal value is positively correlated with education and teaching.
		H7a	There is a positive correlation between work achievement and scientific research.

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
		H7b	Innovation incentive is positively correlated with scientific research.
		H7c	Personal value is positively correlated with scientific research.
		H8a	Work achievement is positively correlated with social service.
		H8b	Innovation incentive is positively correlated with social service.
		H8c	Personal value is positively correlated with social service.
Relationship performance.	H9-H10	H9a	There is a positive correlation between work achievement and peripheral relationship.
		H9b	There is a positive correlation between innovation incentive and peripheral relationship.

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
		H9c	There is a positive correlation between personal value and peripheral relationship.
		H10a	Work achievement is positively correlated with organizational dedication.
		H10b	Innovation incentive is positively correlated with organizational dedication.
		H10c	Personal value is positively correlated with organizational dedication.
Hypothesis of mediating effect.	The hypothesis of mediating effect of desire for achievement on task performance in various dimensions by external incentive. H11	H11a	The mediating effect of the desire for achievement in the influences on education and teaching performance by external incentive.
		H11b	The mediating effect of the desire for

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
			achievement in the influences on scientific research performance by external incentive.
		H11c	The mediating effect of the desire for achievement in the influences on social service performance by external incentive.
The hypothesis of mediating effect of desire for achievement on relationship performance in various dimensions by external incentive.		H11d	The mediating effect of the desire for achievement in the influences on peripheral relationship performance by external incentive.
		H11e	The mediating effect of the desire for achievement in the influences on organizational dedication performance by external incentive.
The hypothesis of mediating	H12	H12a	The mediating effect of the desire for

The Classification of the Research Hypothesis	Research Hypothesis Number	The Description of Research Hypothesis
effect of desire for achievement on task performance in various dimensions by internal incentive.		achievement in the influences on education and teaching performance by internal incentive.
	H12b	The mediating effect of the desire for achievement in the influences on scientific research performance by internal incentive.
	H12c	The mediating effect of the desire for achievement in the influences on social service performance by internal incentive.
The hypothesis of mediating effect of desire for achievement on relationship performance in various dimensions by internal incentive.	H12d	The mediating effect of the desire for achievement in the influences on peripheral relationship performance by internal incentive.
	H12e	The mediating effect of the desire for

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
			achievement in the influences on organizational dedication performance by internal incentive.
Hypothesis of regulating effect.	The hypothesis of regulating effect of desire for achievement on task performance in various dimensions by external incentive. H13	H13a	The regulating effect of the desire for achievement in the influences on education and teaching performance by external incentive.
		H13b	The regulating effect of the desire for achievement in the influences on scientific research performance by external incentive.
		H13c	The regulating effect of the desire for achievement in the influences on social service performance by external incentive.
	The hypothesis of regulating	H13d	The regulating effect of the desire for

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
effect of desire for achievement on relationship performance in various dimensions by external incentive.			achievement in the influences on peripheral relationship performance by external incentive.
		H13e	The regulating effect of the desire for achievement in the influences on organizational dedication performance by external incentive.
The hypothesis of regulating effect of desire for achievement on task performance in various dimensions by internal incentive.	H14	H14a	The regulating effect of the desire for achievement in the influences on education and teaching performance by internal incentive.
		H14b	The regulating effect of the desire for achievement in the influences on scientific research performance by internal incentive.
		H14c	The regulating effect of the desire for

The Classification of the Research Hypothesis	Research Hypothesis Number	The Description of Research Hypothesis
		achievement in the influences on social service performance by internal incentive.
The hypothesis of regulating effect of desire for achievement on relationship performance in various dimensions by internal incentive.	H14d	The regulating effect of the desire for achievement in the influences on peripheral relationship performance by internal incentive.
	H14e	The regulating effect of the desire for achievement in the influences on organizational dedication performance by internal incentive.

2.9.1 The Impact of External Incentives on Teachers' Performance and Research Hypotheses

Universities administrator adopts salary incentive to encourage teachers' work attitude and work efficiency as the way to affect teachers' performance. Scholar Z. Du and Zheng (2011) found that fair salary and welfare have a significant impact on stimulating teachers' work enthusiasm and work performance. This is because when teachers are satisfied with salary and welfare, they will stretch they're to the maximum to improve job performance, but if some teachers are dissatisfaction with salary, such as unfair pay, they will be discouraged to perform well. (F. Xu, 2007). Some scholars have verified that fair salary and welfare are positively correlated with university teachers' performance (J. Li, Liu, H. Li, 2013). Scholar T. Li (2011) studies the relationship between pay equity and teacher performance, finding that pay equity has the function of enhancing the job performance.

When organizational environment such as working condition is at variance with teachers' expectation, they may feel down and are discouraged to perform well in the job. At the same time, the depression may serve as the factor which affects the relationship with colleagues, so that the job performance will be affected.

In addition to salary and working conditions, career development is also one of the incentive factors. Career development mainly refers to promotion opportunities, including the different professional titles and posts. X. Liu (2008) found that professional title evaluation exhibits a significant effect on teachers' working enthusiasm. This means that the upgrading of professional titles can stimulate teachers' internal motivation to a great extent, because professional title evaluation is of great importance to teachers' professional standards. Some scholars have conducted empirical research based on Maslow's demand level and found that for university teachers, the achievement demand plays a powerful motivator in the job performance, as reflected in the promotion opportunities (B. Li & Xu, 2013).

Mcclelland and Rumelhart (1981) believes that the level of achievement desire affects employee performance. (2000) According to the research, success and failure are attributed to controllable and stable internal causes, meaning success is attributed to ability, effort and personality. According to Kent and Atkinson (1998), people with high achievement desire tend to set a goal or standard and strive for it. Research by Y.

Sun and Hu (2009) found that individual achievement motivation moderates' employees' turnover intention. Scholar L. Zhao (2005) and other scholar showed that achievement motivation played a moderating role in the influence of goal orientation on interest. J. Zhao (2012) concluded that there is a correlation between performance pay and job performance. Specifically, achievement desire is positively related to the satisfaction of pay structure and level; salary system satisfaction is negatively correlated with relational performance in achievement motivation, but positively correlated with task performance. Scholar Yang Wang (2007a) concluded based on the investigation of employees: there is a positive and dramatic correlation between achievement motivation and job performance, as reflected in that the job performance can be significantly predicted by achievement motivation. His further research found that achievement motivation, as an intermediary variable, plays a mediating role in the relationship between various dimensions of achievement motivation and job performance. X. Ma (2011) found that welfare and salary is the main motivator in employees' work, because the immediate interest is an important block building. The further research divided achievement motivation into the pursuit of success and the avoidance of failure. It is found that job performance is mainly affected by the avoidance of failure. Specifically, the employee tends to work conservatively in order to avoid failure, so prediction and explanation effect of achievement desire exhibit a significant effect. In addition, the emotional intelligence serving as the mediating variable, plays an important role in the process. Scholar J. Yuan (2012) found that job performance was affected by achievement motivation on the basis of correlation analysis and regression analysis. More specifically, the higher individual achievement motivation is, the higher his job performance would be. In a word, there was a positive relationship between job performance and motivation desire. M. Ren (2014) found that achievement motivation was positively correlated with all dimensions of job performance, and achievement motivation could significantly predict job performance. Accordingly, this study proposed that achievement motivation played a mediating role in the influence of external incentives on job performance under the incentive mechanism based on the above research.

2.9.1.1 A. The Influence of External Motivation Dimensions on

Education and Teaching

1) The relationship between salary and welfare and education and teaching dimensions

Y. Fang (2013) found that the improvement of teachers' economic income to alleviate the economic pressure of teachers can improve the teachers' performance, which is a powerful material guarantee for teachers to work at ease. Some scholars have found that to improve the quality of teachers' teaching activities, it is necessary to associate classroom teaching and other material rewards with teacher subsidies, meaning to improve their teaching participation through material incentives and teaching quality (P. Wang, 2008). Qu (2015) thinks the improvement of the reward of university teachers for scientific research achievements and class hour allowance can act as a guarantee to ensure the satisfaction of teachers' salary as the way to ensure their teaching attitude and teaching quality. Therefore, this study puts forward the hypothesis that salary and welfare are positively related to education and teaching based on the above existing research.

H1a. The salary and welfare in the external incentive has a positive impact on the education and teaching dimensions in the task performance, and the two are positively correlated.

2) The relationship between the organizational environment and education and teaching

Some scholars have studied the methods to improve their education and teaching ability based on the characteristics of university teachers. They believe that schools should provide teachers with a good working environment, so as to improve their education quality (He, 2009). P. Lin (2009) believes that to mobilize teachers' teaching enthusiasm, we should reduce negative effects as far as possible by shaping a sound climate so as to stimulate their work. Accordingly, this study proposes the hypothesis that organizational environment is positively correlated with education and teaching.

H1b. The organizational environment in external motivation has a positive impact on the dimensions of education and teaching in task performance, and there is a positive correlation between them

3) The relationship between career development and education and teaching

The promotion of professional titles helps to improve teachers' enthusiasm for teaching activities, and teachers' teaching engagement directly affects the quality of teaching (Z. Liu, 2013). It is suggested that opportunity of promotion and further education for the teacher should be available and fair to the greatest extent, so as to mobilize teachers' teaching enthusiasm and improve their work performance (X. Wu, Xu, & Zhou, 2006) Accordingly, this study proposes a hypothesis that personal development is positively correlated with education and teaching.

H1c. There is a positive correlation between career development in external motivation and education and teaching dimension in task performance

The hypothesis is as follows:
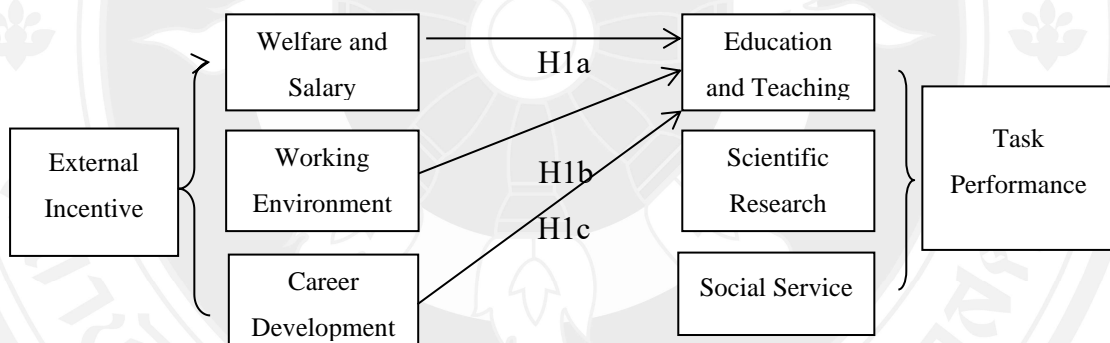
Figure 2.13 Hypothetical Roadmap of the Influence of External Motivation Dimensions on Education and Teaching in Task Performance

Note: Compiled by researchers

2.9.1.2 B. The Influence of Various External Motivation Dimensions on Scientific Research

1) The relationship between salary and welfare and scientific research

Scientific research is an important building block in college teachers' work. Various schools have put forward various targeted rewards for improving scientific research achievements, so as to improve their work performance through material incentives. Some scholars have proposed that material rewards are conducive to enhancing researchers' sense of achievement, which is beneficial to exploring their work potential and stimulating their working motivation (Tian, 2004). Scholar W. Zhu (2011b) believes that research awards serve as a motivator to drive the researcher to do further study and these material rewards are conducive to improving the quality of scientific research. Some scholars believe that there is no positive correlation between salary and welfare and scientific research. Zhang Xun-centered scholar (2014) believe that salary and welfare have no positive impact on teachers' scientific research. Accordingly, this study proposes the hypothesis that compensation and welfare and scientific research are in a positive correlation.

H2a. The compensation and welfare in external motivation has a positive impact on the scientific research dimension in task performance, and the two are positively correlated

2) The relationship between organizational environment and scientific research

A good working environment is conducive to positive emotions of teachers. Scholar Q. Cheng (2010) found that indirect salary guarantee is conducive to improving teachers' performance, and there is a positive correlation between them. Positive environment is conducive to influencing people imperceptibly. Accordingly, this study proposes the hypothesis that organizational environment is positively correlated with scientific research.

H2b. The organizational environment in external motivation has a positive impact on the scientific research dimension in task performance, and the two are positively correlated.

3) The relationship between career development and scientific research

According to Gu (2011) research, the promotion of professional titles helps to improve teachers' scientific research achievements. The teachers are happy to see their work recognized and they hope to get promoted through scientific research achievements (W. Zhu, 2011a). As for promotion, there are individual differences to a certain extent. This means that only teachers engaged in scientific research work have promotion needs. As the colleges and universities develop, the promotion of posts and professional titles has become an important means of stimulating the personal development of university teachers. This study proposes the hypothesis that personal development is positively correlated with scientific research.

H2c. Career development in external motivation has a positive impact on the scientific research dimension in task performance, and the two are positively correlated.

The hypotheses of scientific research dimension in task performance are as follows:
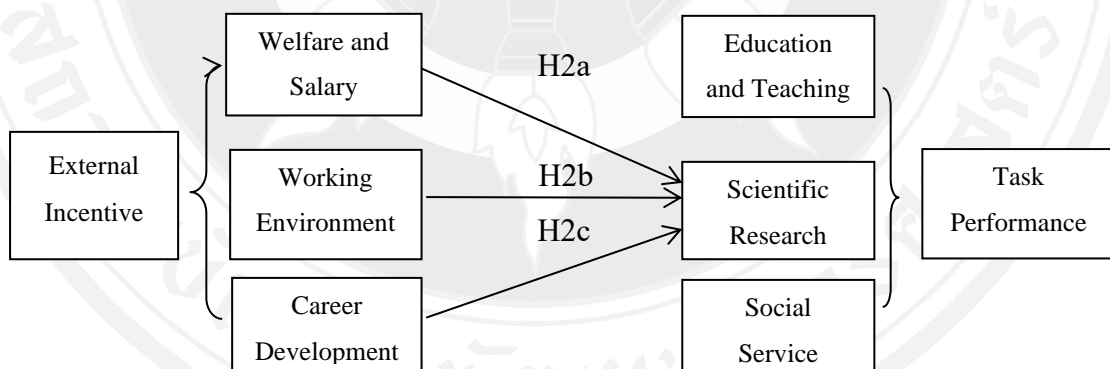
Figure 2.14 Path Map of The Hypothesis of Scientific Research Dimension in Task Performance Under the Influence of External Incentive Dimensions

Note: Compiled by researchers

2.9.1.3 C. The Influence of External Incentive Dimensions on Social Service

1) The relationship between salary and welfare and social service

It is necessary to encourage the introduction of external resources to meet their incentive needs based on the existing incentive mechanism for teachers' scientific research. At present, colleges and universities are encouraged to carry out school enterprise cooperation, enhance their role in social services, connect a series of social activities with teachers' income, which can mobilize teachers' working potential (Wenxiu Zhang, Xiong, & Kang, 2013). Accordingly, this study proposes the hypothesis that salary and welfare are positively correlated with social service.

H3a. The salary and welfare in the external incentive has a positive impact on the social service dimension in task performance, and the two are positively correlated.

2) The relationship between organizational environment and social service

It is suggested that the school administrator should pay attention to teachers' psychological emotions, teachers' sense of engagement in school and society at the same time. Specifically, teachers' social engagement can be enhanced (Yueru Ma, 2006) by strengthening teachers' sense of responsibility. He (2009) proposed that the organization should shape a sound climate embracing relaxation, trust, respect and encourage and simulate them to work forward so as to improve the academic performance. Accordingly, this study proposes the hypothesis that organizational environment and social service are positively correlated.

H3b. Organizational environment in external motivation has a positive impact on social service dimension in task performance, and there is a positive correlation between them.

3) The relationship between career development and social service

Some scholars put forward the idea of university teachers in their work will promote them to obtain a sense of honor and satisfaction (Yuchun Dai, 2007), and the available approach to realization of College Teachers' professional value also includes the courage to engage in challenges and the sense of responsibility to serve the society (He, 2009). Accordingly, this study proposes the hypothesis that career development and social service are positively correlated.

H3c. Career development in external motivation has a positive impact on social service dimension in task performance, and the two are positively correlated.

The hypotheses of social service dimension under task performance are as follows:
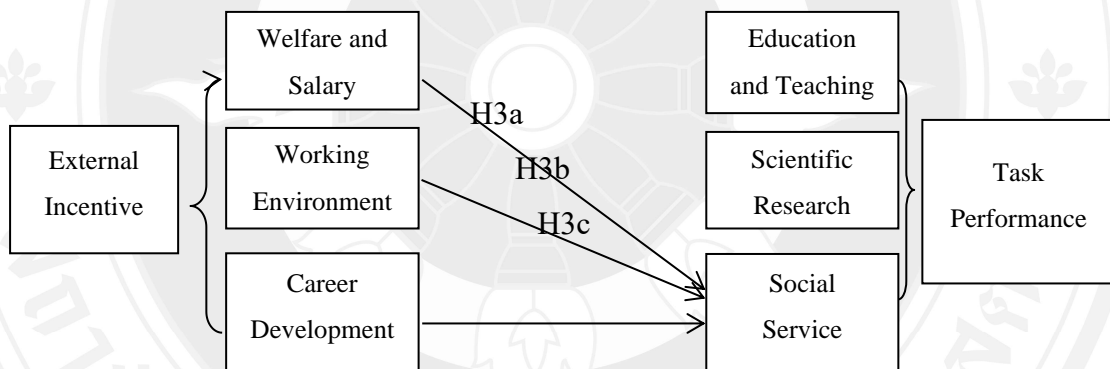
Figure 2.15 The Path Map of Social Service Dimension Under Task Performance Influenced by External Incentive Dimensions

Note: Compiled by researchers

2.9.1.4 D. The Influence of External Motivation Dimensions on
Peripheral Relationship

1) The relationship between salary and welfare and peripheral relationship

Good relationship with the surrounding areas is the good judgement of interpersonal promotion, as reflected in helping others voluntarily in the organizational environment, building good interpersonal relationships, and striving for the organizational goal (J. Hu, Fu, & Mo, 2009). Cai and Lin (2005) pointed out that relationship performance mainly reflects in professional ethics, work dedication and cooperation. Jingying Chen (2009) found that the welfare and salary are positively correlated with teachers' mental state and job performance based on the research. Accordingly, this study proposed the hypothesis that welfare and salary are positively correlated with peripheral relationship.

H4a. The compensation and welfare of h4a external incentive has a positive impact on the peripheral relationship in the dimension of relational performance, and the two are positively correlated.

2) The relationship between organizational environment and peripheral relationship

Z. Zhou et al. (2009) found that the quality of interpersonal relationship among teachers will affect teachers' work performance based on empirical research, Under the condition of demographic variables, organizational environment, interpersonal relationship and job performance will be divided in terms of gender. Therefore, the organizational environment exhibits a significant effect on relationship performance. From the perspective of Lewin's field theory, the relationship between teachers' personal relationship, the relationship between teachers and students, and the relationship between teachers and their relatives will affect teachers' emotion and expression, thus affecting teachers' work attitude and work behavior. Therefore, this study proposes the hypothesis that the organizational environment is positively related to the surrounding relationship.

H4b. The organizational environment of H4b external motivation has a positive impact on the peripheral relationship in the dimension of relational performance, and the two are positively correlated.

3) The relationship between career development and peripheral relationship dimensions

The purpose of performance appraisal is to screen managers with more sense of responsibility for the organization. Z. Cao (2009) found that the combining the relationship with colleagues and students with position promotion, title promotion, training, can promote teachers' work enthusiasm and improve their work performance through peer evaluation and students' evaluation of teaching. Accordingly, this study proposes the hypothesis that personal development is in a positive correlation with peripheral relations.

H4c. Career development in H4c external motivation has a positive impact on the peripheral relationship under the dimension of relational performance, and the two are positively correlated.

The hypotheses are as follows:
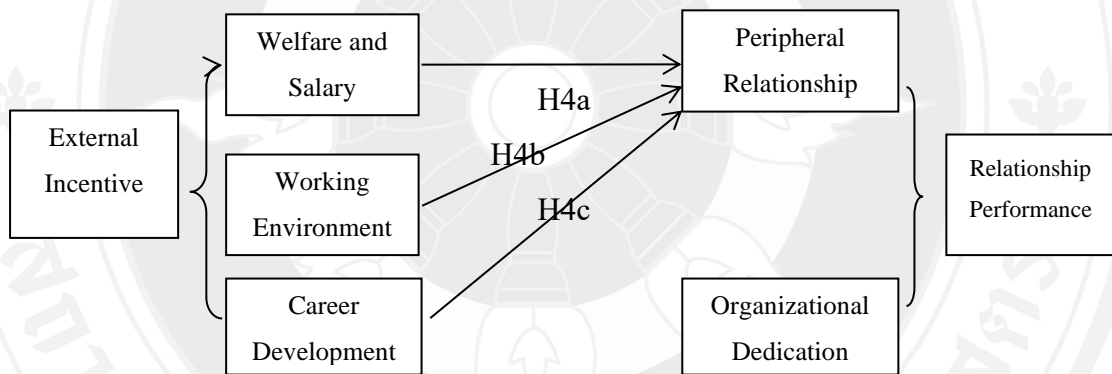
Figure 2.16 Hypothetical Path Map of The Influence of Each Dimension of External Motivation on Peripheral Relationship Dimension under Relationship Performance

Note: Compiled by researchers

2.9.1.5 E. The Influence of External Motivation on Organizational

Dedication

1) The relationship between salary and welfare and

organizational dedication

Organizational dedication has been a tribute to professionalism. To illustrate, it refers to teachers dedicate themselves to the work voluntarily and complete the extra work (J. Hu et al., 2009). In terms of the fairness of salary and welfare incentive, when university teachers think that the salary is fair and reasonable, they will be stimulated to perform well and dedicate themselves in the job. On the contrary, they will be discouraged in the job performance. It is suggested that after the teachers finish their own work, the organization will reward the teachers for their extra high-level articles by way of performance awards, so that such teachers have more income and honor, which could stimulate their organizational dedication and improve their work performance. Accordingly, this study proposes a hypothesis that compensation and welfare are positively correlated with organizational dedication

H5a the compensation and welfare in h5a external incentive has a positive impact on organizational dedication under the dimension of relational performance, and the two are positively correlated.

2) The relationship between organizational environment and organizational dedication

W. Yang and Pan (2008) found that there are striking differences between the organizational environment and teachers' job performance. More specifically, job performance is related to the working atmosphere, system, management system, leadership style and interpersonal relationship of the organization, instead of the prestige and style of leaders among teachers. This shows that organizational environment has an impact on teachers' performance. Scholar W. Zhou (2010) found that teachers' work performance is related to organizational environment and job performance to some extent. It is found that organizational commitment and environment affect interpersonal relationship and task performance, and organizational dedication mainly comes from emotional commitment (Shaokang Xu & Lu, 2008). Accordingly, this study proposes the hypothesis that organizational environment is positively correlated with organizational dedication.

H5b the organizational environment of H5b external motivation has a positive impact on organizational dedication under the dimension of relational performance.

3) The relationship between career development and organizational dedication

It is suggested to ensure that every teachers should have a clear plan in the career development and a fair access to promotion so as to simulate the enthusiasm and internal potential of teachers to the greatest extent, motivate their organizational dedication, and maximize the performance of teachers (X. Wu et al., 2006). The promotion of teachers' professional titles and posts enhances teachers' sense of post and competition, thus assessing teachers' attitudes in the job. Specifically, when teachers is highly satisfied with their work, they show more enthusiasm and perform better. So, they are willing to make more job dedication as the way to improve job performance (J. Liu, 2013). Therefore, this study proposes the hypothesis that personal development is positively related to organizational dedication

H5c Career development in h5c external motivation has a positive impact on organizational dedication in the dimension of relational performance.

The hypotheses are as follows:
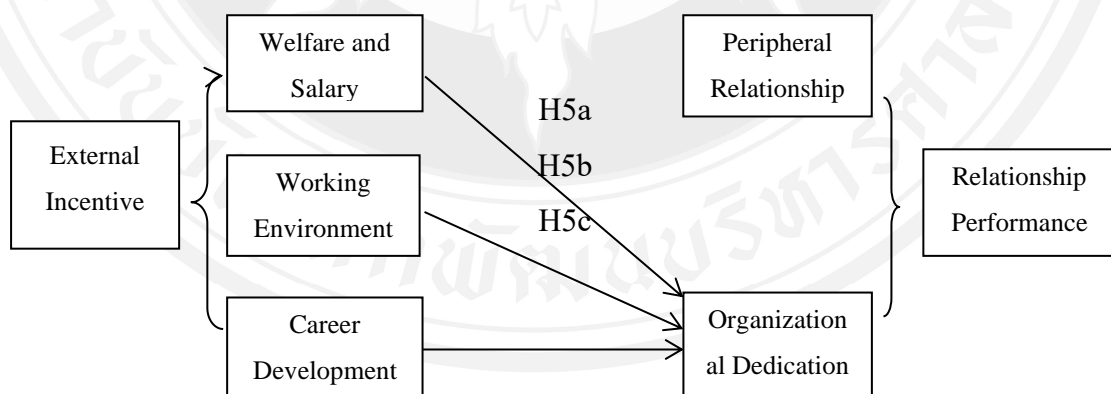
Figure 2.17 Hypothetical Path Map of The Impact of External Incentive Dimensions
            on Organizational Dedication Dimension under Relational Performance

Note: Compiled by researchers

2.9.2 The Influence of Intrinsic Motivation on Teachers' Performance and Research Hypothesis

In the research on the incentive mechanism of teachers in Colleges and universities, Scholar C. Zhang and X. Zhang (2008) pointed out that the more care and understanding the leaders, students and colleagues have on teachers, the more teachers can be simulated, thus affecting their performance. X. Wu et al. (2006) pointed out that to improve teachers' work performance, the fundamental way lies in enhancing teachers' sense of ownership and making teachers responsible to engage in all manner of task. It is suggested that the school should shape a sound climate embracing innovation because as a group with innovative consciousness, college teachers always pursue something new, which will affect their performance (J. Zhang, L. Li, & Zang, 2008).

2.9.2.1 F. The Influence of Various Dimensions of Internal Motivation on Education and Teaching

1) The relationship between work achievement and education and teaching

Getting material reward is a positive judgement of work. As far as university teachers are concerned, the teaching style with their characteristics is a key factor of achievement. This is because teachers can obtain a sense of dedication, achievement and self-realization in the teaching process, which serves as a motivator. It is found that there is a significant positive correlation between teachers' work and education and teaching based on data analysis. Accordingly, this study proposes a hypothesis that work itself is positively correlated with education and teaching.

H6a the work itself in h6a internal motivation has a positive impact on the education and teaching dimensions under task performance, and there is a positive correlation between them.

2) The relationship between personal value and education and teaching

Jing and Yang (2013) studied the relationship between teachers' exploration of education and education and teaching and found that further improving teaching quality and broadening the scope of cooperation objects can help to improve education and teaching performance. B. Li and Xu (2013) conducted a

questionnaire survey based on Maslow's demand theory, finding that teachers pay most attention to the self-realization or teachers' achievement needs, as reflected in the situation where teachers are satisfied with their job. Accordingly, this study puts forward the hypothesis that value incentive is positively correlated with education and teaching.

H6b Personal value in intrinsic motivation has a positive impact on the dimensions of education and teaching under task performance, and there is a positive correlation between them.

3) The relationship between innovation incentive and education and teaching

In the process of education and teaching, teachers can apply new knowledge and technology to talent cultivation and teaching so as to enrich and improve the teaching methods of teachers, thus improving the performance of organizational education and teaching. At present, the research on innovation incentive for education and teaching, talent cultivation performance is imperfect. Therefore, some scholars have proposed that colleges and universities should not be limited to teaching Teachers' task performance evaluation without considering teachers' innovative potential, exploring teachers' internal innovation to the greatest extent, stimulating teachers' innovative ability, so as to promote teachers' education and teaching performance and the quality of talent cultivation (F. Li & Liu, 2012). Accordingly, this study puts forward the hypothesis that innovation incentive is positively related to education and teaching.

H6c the innovation incentive in the intrinsic motivation has a positive impact on the education and teaching dimensions under the task performance, and the two are positively correlated.

The internal influence of each dimension on teaching performance is as follows.
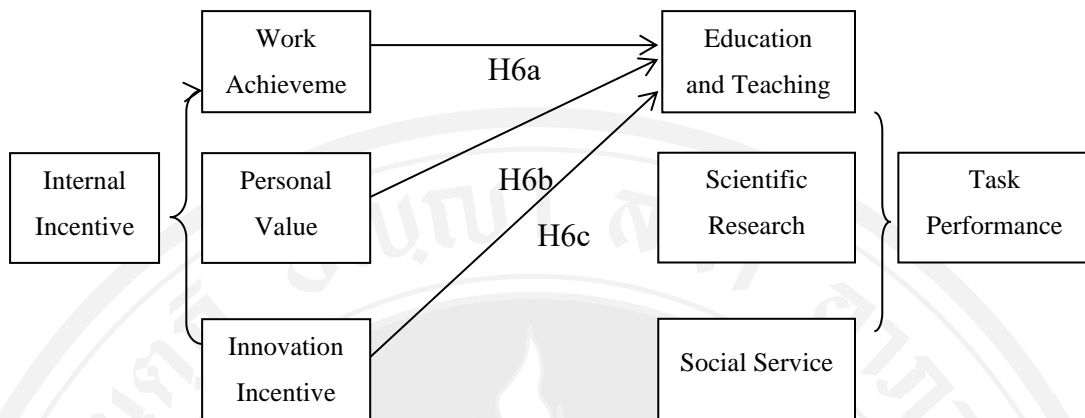
Figure 2.18 Hypothetical Path Map of the Influence of Each Dimension of Intrinsic
            Motivation on Education and Teaching Dimension in Task Performance

Note: Compiled by researchers

2.9.2.2 G. The Influence of Various Dimensions of Internal Motivation
         on Scientific Research Dimension

1) The relationship between work achievement and scientific research

Scientific research in Colleges and universities mainly includes the scientific research projects applied for and the publication of academic papers. Scientific research is the approval of teachers' scientific research work and it is made by pouring painstaking efforts. College Teachers' unremitting pursuit for scientific research is driven by teachers' strong demand for self-realization and achievement (Yin & Wang, 2004). H. Li and Shao (2009) think that teachers' incentive should starting from teachers' own personality and characteristics. Specifically, they constantly devote themselves into scientific research and academic value on the basis of self-realization. In return, they are able to plunge themselves in scientific research with a greater enthusiasm. Ni (2014) believes that under the condition of educational background and scientific research achievements, teachers' pay more attention to their own career development prospects and have a strong demand for achievement thus promoting themselves and pursue the higher scientific

research. Accordingly, this study puts forward the hypothesis that the work itself is positively correlated with scientific research.

H7a Work achievement in intrinsic motivation has a positive impact on the scientific research dimension under task performance, and the two are positively correlated.

2) The relationship between personal value and scientific research

The value of teachers in scientific research reflects the underlying spirit of teachers. Scientific research in Colleges and universities is a specific form of innovation. This is because teachers feel more motivated and passionate to conduct scientific research when their interests are consistent with their work. Teachers' interest in scientific research is the powerful driving force to promote teachers to dedicate themselves into scientific research innovation. Specifically, teachers' passion and devotion to the scientific research contributes to the brand-new results in the circle. Therefore, teachers' value incentive has a positive role in promoting scientific research, which is helpful to the continuous improvement of scientific research in Colleges and universities. Accordingly, this study proposes the hypothesis that value incentive is positively related to scientific research.

H7b Personal value in intrinsic motivation has a positive impact on the scientific research dimension under task performance, and the two are positively correlated.

3) The relationship between innovation incentive and scientific research

Scientific research innovation provides an approach to promote teachers' scientific research forward. However, the difficulty is everywhere due to the uncontrollable characteristics of innovation. When teachers want to make innovations to the scientific research, they have to equip themselves with certain enthusiasm and passion, so as to promote teachers' scientific research and in return promote their academic development to a certain extent. Some scholars believe that there is no relationship between scientific innovation and interests , as well as wealth and fame, effective innovation incentive will affect and promote teachers' scientific research to some extent, (Yuwen Liu & Zhang, 2010). Accordingly, this study

proposes the hypothesis that innovation incentive is positively correlated with scientific research.

H7c The innovation incentive in intrinsic motivation has a positive impact on the scientific research dimension under task performance, and the two are positively correlated.

The hypothesis is as follows:
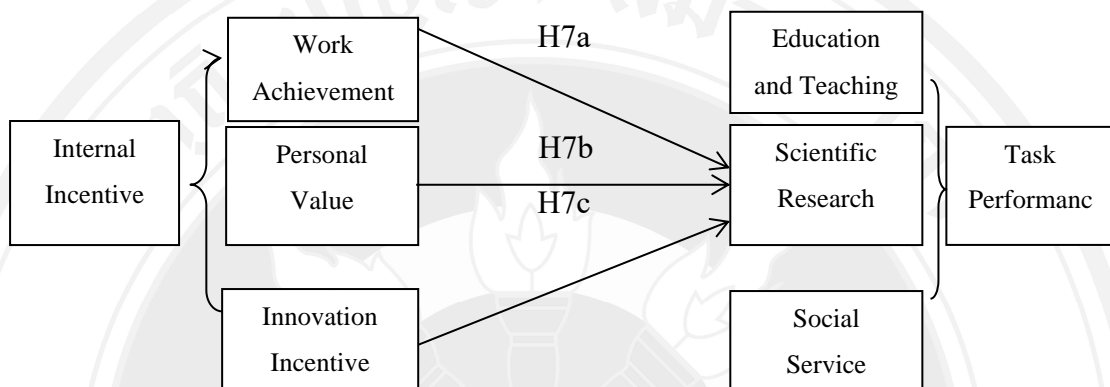
Figure 2.19 Hypothetical Path Map of The Impact of Each Dimension of Intrinsic Motivation on Scientific Research Dimension in Task Performance

Note: Compiled by researchers

2.9.2.3 H. The Influence of Internal Motivation Dimensions on Social Service

1) The relationship between work achievement and social service

University teachers are always curious to explore and learn something new. Y. Du (2003) proposed that teachers should constantly pursue knowledge initiatively based the realization self-improvement, as reflected in constantly imparting their knowledge system by teaching hardware facilities ,which helps to complete the work successfully and become more competent for the current work in return. This acts a foundation for teachers to serve the society. Thus, the hypothesis that work itself is positively correlated with social service is put forward.

H8a Work achievement in intrinsic motivation has a positive impact on social service dimension under task performance, and the two are positively correlated.

2) The relationship between personal value and social service

The personal value concept serves as an anchor for university teachers. Some scholars pointed out that colleges and universities should navigate teachers in terms of personality and spirit, make teachers aware of their own strength through various effective ways, and keep them maintain a positive spiritual outlook, so as to serve the society with their own knowledge. This provides an access for the university to realize the role as a social member (X. Ren & Zhang, 2003). Accordingly, the hypothesis of positive correlation between value incentive and social service is put forward.

H8b Personal value in intrinsic motivation has a positive impact on social service dimension under task performance, and the two are positively correlated.

3) The relationship between innovation incentive and social service

The social service is to stretch the talents' ability to the maximum and promote the overall advancement under the premise of ensuring the smooth development of teaching and other basic work. (L. Li, 1990). The environment of colleges and universities has a solid bedrock for teachers' innovation. However, due to their own special characteristics, colleges and universities should integrate human resources and equipment resources effectively, so as to provide more specific services for local economy and culture, which is conducive for identifying the talent. Combining university resources with social resources cooperatively and innovatively, and guiding teachers to realize the perfect marriage of existing resources with local actual situation is of great help to conduct social service and promote overall work performance to a certain extent (K. Liu, 2014). Accordingly, the hypothesis is that social services are positively correlated with innovation incentive.

H8c the innovation incentive in the intrinsic motivation has a positive impact on the social service dimension under the task performance, and the two are positively correlated.

The influence of each dimension of intrinsic motivation on the social service dimension of task performance is assumed.
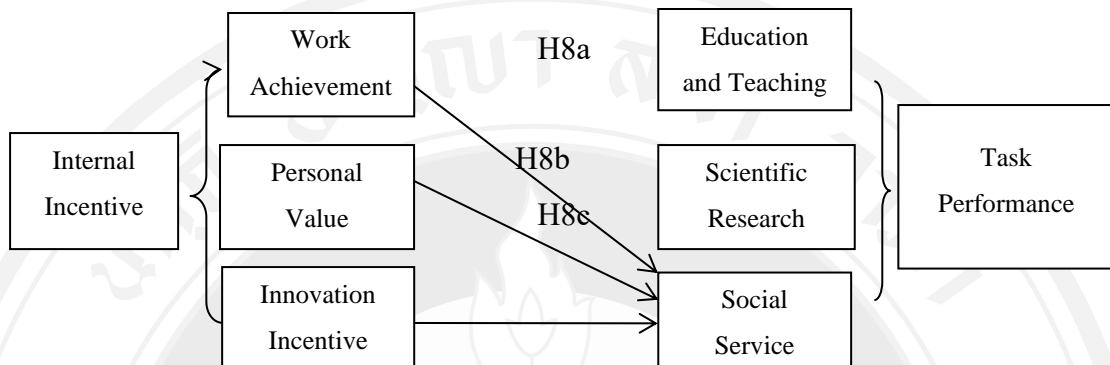
Figure 2.20 Hypothetical Path Map of The Impact of Each Dimension of Intrinsic Motivation on Social Service Dimension in Task Performance

Note: Compiled by researchers

2.9.2.4 I. The Influence of Each Dimension of Internal Motivation on the Dimension of Peripheral Relationship

1) The relationship between work achievement and peripheral relationship

The teachers' com medication level is related to teaching itself, because the work needs to be done via cooperation and in return it helps to improve teachers' interpersonal relationship. This serves as a motivator to improve their task performance (Jing & Yang, 2013). L. Zhou (2004) pointed out that university teachers are more concerned about interpersonal relationship and work interest. C. Yang (2006) found that teachers' job satisfaction depends on the teachers themselves, peripheral surroundings and career development, which further affects their job performance. Yun (2010) found that the main factors affecting teachers' work enthusiasm include organizational environment, work itself, salary and welfare, personal development, peripheral relations, etc. Some scholars found that the work itself and leadership style of teachers are the main factors influencing teachers' work

enthusiasm. Accordingly, this study proposes the hypothesis that work itself is positively correlated with peripheral relationship.

H9a the work achievement in internal motivation has a positive impact on the peripheral relationship dimension under the relational performance dimension, and the two are positively correlated.

2) The relationship between personal value and peripheral relationship

As for the research on the relationship between personal value and performance, some scholars take work values as mediating variables to study employees, thus analyzing the relationship between values and job performance (Ji & Zeng, 2008). X. Zhou, Zhang, and Tang (2010) believe that work values should be regarded as influencing or motivating factors to investigate and study the employees under 40 years old, thus discovering that the work values do affect the job performance. Accordingly, this study proposes a hypothesis that value incentive is positively correlated with peripheral relationship.

H9b in the internal incentive, the personal price incentive has a positive impact on the peripheral relationship dimension under the relational performance dimension, and the two are positively correlated.

3) The relationship between innovation and its surroundings

The development of colleges and universities lies in the innovation of colleges and universities. This means that the university administrator should adopt the innovation incentive to guide the teacher to be dedicated in the cooperative innovation so as to enhance their relationship with colleagues and students. (Y. Xu, 2013). W. Zhu (2011a) conducted the research on the relationship between the innovation incentive and he found that when the innovation of teachers is recognized by leaders, colleagues and students, they will be simulated to devote themselves to the work. Therefore, this study proposes a hypothesis that innovation motivation is positively correlated with its surroundings.

H9c the innovation incentive in the internal incentive has a positive impact on the peripheral relationship dimension under the relational performance dimension, and the two are positively correlated.

The hypotheses are as follows:
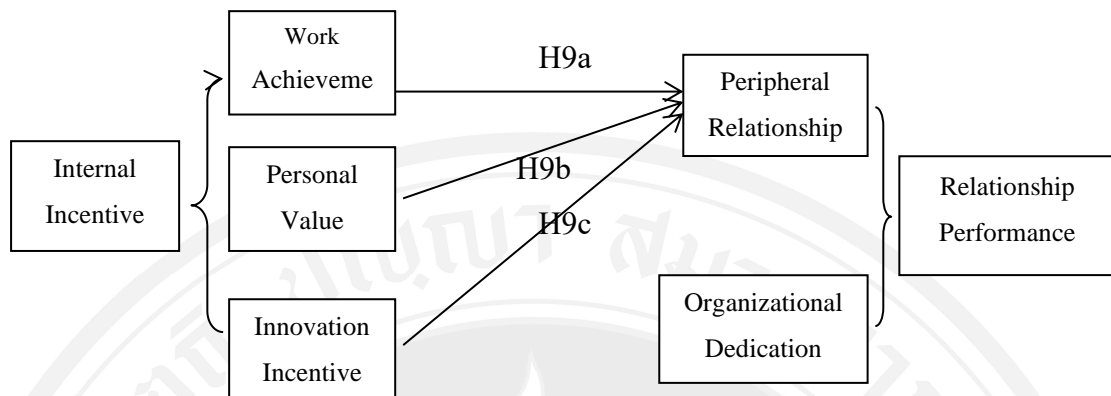
Figure 2.21 Hypothetical Path Map of the Influence of Each Dimension of Internal
Motivation on Peripheral Relationship Dimension in Relationship
Performance

Note: Compiled by researchers

2.9.2.5 J. The Influence of Various Dimensions of Internal Motivation
on Organizational Dedication

1) Relationship between work achievement and
organizational dedication

It is found that the degree of teachers' dedication to the
organization is affected by the introduction and application of multimedia and various
databases, and the arrangement of teachers for the classroom. (L. Mao & Chen, 2010).
Scholar Ling (1982) found that it is hard for teachers to arrange classroom content and
teaching form independently, because it restrict and hinder the organization members'
organizational dedication. Work achievement refers to what the teacher has arranged
in his work, which reflects the level of self-worth and performance. The higher work
achievement the teacher realizes, the higher identity of the organization the teacher
will have. Thus, the teacher may feel more motivated and make more contributions to
the organization. (Owens, 2001). Accordingly, this study proposes the hypothesis that
work achievement is positively correlated with organizational dedication.

H10a Work achievement in internal motivation has a positive impact on organizational dedication dimension under relational performance dimension.

2) The relationship between personal value and organizational dedication

J. Hu and Mo (2004) studied 356 teachers from 8 universities in Zhejiang Province, and found that teachers' personal values have a significant impact on job performance, and in terms of explanatory power, work values can clearly explain teachers' job performance. Some scholars have found that teachers' self-development satisfaction will affect their organizational commitment (A. Song & Cai, 2005). As the important site of cultivating talent, the administrator in colleges and universities should attach great importance to the effective value incentive on teachers so as to promote the school forward. Accordingly, this study proposes a hypothesis that value incentive is positively correlated with organizational dedication.

H10b The individual value in internal motivation has a positive impact on the organizational dedication dimension under the dimension of relational performance.

3) The relationship between innovation incentive and organizational dedication

D. Zhu (2010) believes that schools should pay more attention to and care for teachers, so as to ensure teachers' innovation enthusiasm and dedication. This is beneficial for the organization to realize the long-term and effective development. The innovation in colleges and universities is based on organizational objectives and organizational tasks, so the administrator should adopt existing resources to shape an innovative atmosphere and carry out new and unique activities to stimulate their working enthusiasm (Lu & Hou, 2006b) Therefore, enhancing the innovation incentive of university teachers has a positive impact on enhancing teachers' dedication to their work, even out of their circles. This study proposes a hypothesis that innovation incentive is positively correlated with organizational dedication.

H10c The innovation incentive in internal motivation has a positive impact on the organizational dedication dimension under the dimension of relational performance, and the two are positively correlated.

The hypotheses are as follows:
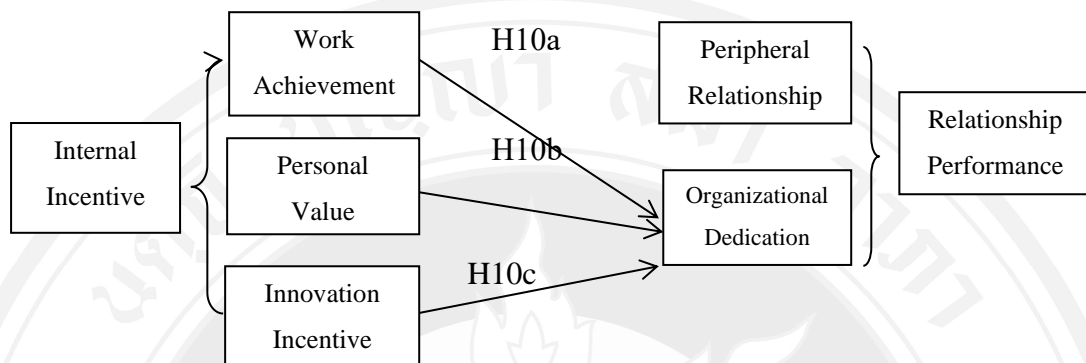
Figure 2.22 Hypothetical Path Map of The Impact of Internal Motivation Dimensions on Organizational Dedication in Relational Performance

Note: Compiled by researchers

2.9.3 The Mediating and Moderating Effect of Achievement Desire on Job Performance of University Teachers' Internal and External Incentives

1) The mediating role of achievement desire in the mechanism of internal and external incentives on job performance

Mcclelland and Rumelhart (1981) believed that the level of achievement motivation (desire) affected employee performance. Weiner (2000) showed that success and failure were attributed to controllable and stable internal causes. For example, if success was attributed to ability, effort and personality, people tended to study and work harder. Kent and Atkinson (1998) suggested that people with high achievement motivation (desire) tended to set high goals for their themselves and strive for it. Scholar Y. Sun (2009) found the achievement desire plays moderating effect on employee turnover intention. L. Zhao (2005) and others showed that achievement desire played a moderating role in the influence of goal orientation on interest. J. Zhao (2012) concluded that there was a correlation between performance pay and job performance. Specifically, the achievement desire is

positively correlated with the structure and level of welfare and salary; the achievement desire is negatively correlated with the satisfaction degree of salary system, but positively correlated with task performance. Yang Wang (2007b) made a survey on enterprise employees and concluded that achievement motivation is positively correlated with job performance and the effect was evident; the achievement desire can predict the task performance significantly. X. Ma (2011) found that employee's work motivation mainly comes from welfare and salary, because and direct benefit is the main building block in achievement motivation, which can fully explain the effectiveness. In the further research, achievement motivation was divided into the pursuit of success and the avoidance of failure, It is found that job performance is mainly motivated by the avoidance of failure. Thus, negative work may occur in order to avoid failure in the actual situation. The predictive and explanatory effects are relatively evident in the process. The influence mechanism is affected by emotional intelligence as a mediating variable, so the mediating variable of emotional intelligence does work to a great extent. It is found that job performance is affected by achievement motivation based on regression analysis. More specifically, the higher the individual achievement motivation is, the higher the job performance will be. To sum up, there is a positive relationship between the two. M. Ren (2014) found that achievement motivation and all dimensions of job performance are significantly positively correlated, and achievement motivation can significantly predict job performance.

Therefore, this study proposes that achievement motivation (desire) plays a mediating role in the influence of external motivation on job performance based on the above research.

Based on the above research, this study proposes:

(1) H11a-H11e：

The mediating effect of the desire for achievement in the influences on education and teaching performance by external incentive he is mediating effect of the desire for achievement in the influences on scientific research performance by external incentive

The mediating effect of the desire for achievement in the influences on social service performance by external incentive.

The mediating effect of the desire for achievement in the influences on peripheral relationship performance by external incentive.

The mediating effect of the desire for achievement in the influences on organizational dedication performance by external incentive.

(2) H12a-H12e:

The mediating effect of the desire for achievement in the influences on education and teaching performance by internal incentive.

The mediating effect of the desire for achievement in the influences on scientific research performance by internal incentive.

The mediating effect of the desire for achievement in the influences on social service performance by internal incentive.

The mediating effect of the desire for achievement in the influences on peripheral relationship performance by internal incentive.

The mediating effect of the desire for achievement in the influences on organizational dedication performance by internal incentive.

To sum up, the research hypotheses are drawn as shown in Figure 2.23.
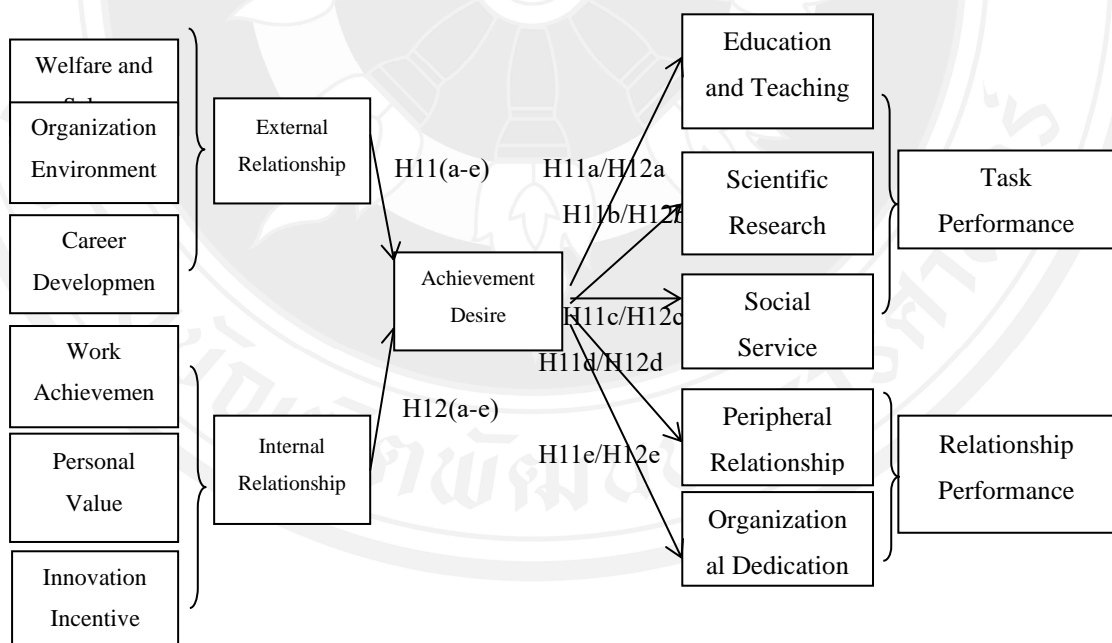
Figure 2.23 Research Hypothesis Graph --- Mediating Effect (1)

Note: Compiled by researchers

2) The moderating role of achievement desire in the mechanism of internal and external incentives on job performance of University Teachers

Achievement motivation moderates the relationship between information communication and performance. Specifically, the stronger the achievement motivation is, the stronger the relationship between them will be (Rao, 2009). Schülera et al. (2010) found that if we need to consider the difference of individual achievement needs, it should be measured by implicit (projection) rather than explicit (self-report) method. According to the result, there is no moderating capacity effect on the measured explicit demand. Huang (2015) suggested that other variables should be took into consideration in the study to discuss the moderating effect of achievement motivation. The employees will be very sensitive if the performance of employees is related to salary. Therefore, it is necessary to formulate corresponding salary based on performance in order to improve the performance of employees. When the employee's salary and performance get promoted, they will feel more satisfied with the organization as well. It is suggested to explore other factors such as achievement motivation (Schay, 1998). Ming Wu (2017) conducted a research where the salary satisfaction was regarded as an independent variable, achievement motivation as a moderating variable and performance as a dependent variable respectively, and found that the moderating effect was evident. To illustrate, the achievement motivation as a moderating variable had a positive moderating effect on the relationship between salary satisfaction and job performance. The higher the achievement motivation, the more obvious the positive effect of salary satisfaction on performance, and the less obvious on the contrary. It is suggested that it can be applied to other groups of people in the further study. Balogun et al. (2017) found that achievement motivation significantly moderates the negative correlation between test anxiety and academic performance. This means that students with high achievement motivation and high-test anxiety are more likely to perform better in their studies. Aloysius (2011) found that the level of career development demand of employee has no moderating effect on the relationship between job characteristics and job satisfaction.

Based on the above research, this study proposes:

(3) H13a-H13e：

The regulating effect of the desire for achievement in the influences on education and teaching performance by external incentive.

The regulating effect of the desire for achievement in the influences on scientific research performance by external incentive.

The regulating effect of the desire for achievement in the influences on social service performance by external incentive.

The regulating effect of the desire for achievement in the influences on peripheral relationship performance by external incentive.

The regulating effect of the desire for achievement in the influences on organizational dedication performance by external incentive.

(4) H14a-H14e：

The regulating effect of the desire for achievement in the influences on education and teaching performance by internal incentive.

The regulating effect of the desire for achievement in the influences on scientific research performance by internal incentive.

The regulating effect of the desire for achievement in the influences on social service performance by internal incentive.

The regulating effect of the desire for achievement in the influences on peripheral relationship performance by internal incentive.

The regulating effect of the desire for achievement in the influences on organizational dedication performance by internal incentive.

To sum up, the research hypotheses are as follows:

Figure 2.24 Research Hypothesis Graph --- Regulatory Effect (2)

Note: Compiled by researchers

CHAPTER 3

RESEARCH METHOD

This chapter is divided into six parts. The first aspect is the research method which explains the specific research methods; the second part is the research object describing the research object and sample situation; the third part is the development and compilation of the questionnaire based on the previous research to illustrate the significance of each dimension and the following items to be compiled through collecting the relevant questionnaires and combining with the actual situation of this study. The fourth part is the data analysis method, which explains the main analysis methods of this research data. The fifth and sixth parts mainly introduce the related situation before carrying out the questionnaire.

3.1 Research Method

1) By literature analysis

The research framework is concluded not only by collecting relevant literature, including English and Chinese versions related research in the database and listing the dimensions, concepts and influencing factors involved in the article, but also by combining with practical situations.

2) By questionnaire survey and structural equation modeling (SEM)

Questionnaire survey is the most important and essential way to obtain data. This study adopts this form to explore the impact of non-media and media teachers' motivation and job performance in Chinese universities.

3.2   Research Subject

The subjects of this study are non-media teachers and media teachers, mainly teaching in research-oriented universities. The questionnaire data are from Shanghai Drama College, Shaanxi Normal University, Shanghai Normal University, Sichuan Conservatory of music, Beijing Film Academy, Chongqing Normal University, Weinman Normal University, Yunnan Normal University. However, the number of non-media teachers is larger than that of media teachers. According to Minglong Wu (2009) on the number of samples, generally speaking, more than 200 samples can be called a medium-sized sample. If we want to pursue stable SEM analysis results, the number of samples tested should be 200 or above. Accordingly, given the research objectives, the overall framework of the study, the differences between the characteristics of non-media teachers and media teachers, this study adopts sampling method and distributes 350 and 320 questionnaires for non-media teachers and media teachers respectively. Questionnaires are distributed in the field, online and academic conferences.

3.3   Development and Compilation of Questionnaire

Zhongming Wang (1990) held that the process of sampling survey includes defining the whole, sampling samples, statistical inference, determining the whole and whether the sampling (representativeness) is reasonable or not is the key to the quality of data. In terms of the design principles and reliability of the questionnaire, H. Li (2004) considered that, first of all, the questions should be clarified and the subject of the questionnaire should be defined so that the respondents could fill in the questionnaire according to their actual situation; secondly, appropriate sampling techniques should be used to select the respondents.

In the same level analysis presented in the study by Anderson (2014), the authors are suggested to associate the independent variables with dependent variables to explain how interaction variables affect this mechanism. Therefore, the background variables are age, marital status, educational background, professional title, gender, and city.

Based on the relevant literature and the current situation of the incentive factors and performance relations of college teachers, the author sets the dependent variables as education, teaching, scientific research, social service, peripheral relationship and organizational dedication, and at the same time, explains the dependent variables; sets the variables as salary benefits, organizational environment, career development, work achievement, personal value, innovation incentive. As the intermediary variables, the achievement desire is divided into the pursuit of success and avoiding of failure, in the design of study, it makes clear to the respondents that there is no right or wrong for the answers by filling in the form, the respondents should use easy-to-understand language as far as possible, and the variables use reverse language strategy in different degrees; in the design of the sampling, the sampling of the prediction test takes the judgment sampling to ensure the representativeness of the sample. In this chapter, we will get the relevant items according to the explanation of the explanatory variables and the interpreted variables and use the closed-ended questionnaire to analyze and construct the scale.

The questionnaire design of this study follows the following steps:

1) Preliminary formation of the item index. List the relevant indicators by sorting out the existing literature and select one of the dimensions with high similarity by adopting the correlation combination method. If the two questionnaires consider different questions, then it can be selected based on the study direction of the most fundamental study question. Discuss with the teacher, ask the relevant experts to select, determine the dimensions, and finally the indicators will be aggregated, and after continuous improvement, the final indicators will be formed.

2) The indexes were distributed in the form of Likert six points. When the questionnaire is collected, the data are analyzed and processed to simplify the item. Through the reliability and validity test, the final questionnaire is formed.

The questionnaire of this study is divided into introduction of questionnaire, basic data, dimension of work achievement in internal incentive, dimension of personal value, dimension of innovation incentive, dimension of salary benefits in external incentive, dimension of organizational environment, dimension of career development, dimension of education and teaching in task performance, dimension of scientific research, dimension of social service, dimension of peripheral

relationship in relationship performance, dimension of organizational dedication, desire of achievement, and conclusion, etc. Using the Likert six-point scoring method, it is divided into very agree, agree, a little agree, a little disagree.

J. Shi (2011) constructed a non-economic incentive questionnaire for knowledge-based employees, which includes three parts: work itself, personal development and external environment, including 19 items. Pan (2007) compiled the "College Interpersonal Atmosphere Scale" through the study, including interpersonal interaction, interpersonal harmony, interpersonal attitude and interpersonal distance, with a total of 18 items. Ruan (2011), through revising the others scale, divided the incentive mechanism into three aspects: internal incentive, salary and reward, and organizational innovation atmosphere, with a total of 20 items. D. Wang (2014) developed the *Incentive Mechanism Scale for Knowledge-based Employees*, which is divided into three aspects: income incentive, development incentive and work incentive. Y. Zheng (2009) divided the incentive structure into incentive factors and health factors, in terms of incentive factors, it includes four aspects: organizational recognition, work itself, personal growth, and work achievement, with a total of 15 items. Health factors are divided into three aspects: school normal, working environment, and wages and treatment, with a total of 14 items. W. Cheng, Zhang, and Dong (2010) designed the "Senior Researcher Incentive Factor Scale," which is divided into six parts: growth incentive, value incentive, identity incentive, work incentive, environment incentive and guarantee incentive, with a total of 23 items. Some scholars have found that people are concerned not only with the absolute reward of their efforts, but also with the relative reward by comparing themselves with others (W. Chen, 2001). Jingan Chen and Jing (2005) divided the incentive factors of knowledge-based employees into four dimensions: business achievement, work environment, salary benefits, and personal development. In the study, D. Sun (2018) divided the job satisfaction into four dimensions: interpersonal support and work itself, further study and promotion, school management and work report, with a total of 15 items, and divided the work performance into two dimensions of scientific research performance and teaching performance, with a total of 11 items. D. Wang (2012) listed 12 items of task performance and relationship performance in his study. B. Wang (2012) divided the work performance into teaching, scientific research,

interpersonal promotion, work dedication, learning and innovation in consideration of the influence of teacher engagement on work performance, with a total of 33 items. T. Guo (2012) divided the engagement into four dimensions: job characteristics, salary benefits, training development and organizational atmosphere, with a total of 16 items, when studying the relationship between engagement influence factors of teachers in universities and colleges and work performance.

In this paper, the measurement scale of incentive mechanism of teachers in universities and colleges is based on the "Questionnaire of Performance Incentive of Teachers in Universities and Colleges" compiled by H. Yu (2016). With regard to the achievement incentive scale and dimensions, the Chinese version of the questionnaire, compiled and revised by Norwegian psychologists Gjesme and Nygard in 1970, and co-translated by Chinese researchers R. Ye and Hagtvet (1992) in 1992, is referred and attached.

Based on the study of the scholars and the actual situation of this paper, this paper lists the dimensions, items and sources of the "Questionnaire of Incentive of Teachers in Universities and Colleges," as shown in Table 3.1.

Table 3.1 List of External Incentive Questionnaire Items

Incentive Classification	Dimension	Serial No.	Item	Source
External incentive	XCFL	1.	The income will affect my work enthusiasm.	W. Yu (2015)
		2.	The income gap with others will affect my work enthusiasm.	
		3.	The salary will affect my enthusiasm for the job.	
		4.	The more the class hours, the higher the reward.	
		5.	I was paid accordingly for my work.	

Incentive Classification	Dimension	Serial No.	Item	Source
	ZZHJ	1.	I can accept all the rules and regulations of the school.	Jin Zhang (2014)
		2.	I have the opportunity to participate in school decision-making and management.	
		3.	At present, I am satisfied with the school's teaching facilities, conditions and so on.	
		4.	School management can listen to teachers.	
		5.	I quite agree with the idea of running a school.	
		6.	The school has created a good condition for me to learn and study further.	
	ZYFZ	1.	I am satisfied with the present promotion system.	D. Wang (2014)
		2.	I attach great importance to the promotion of positions and titles.	
		3.	Promotion, and training, etc. can stimulate my enthusiasm for work.	
		4.	There is a chance of promotion through hard work.	
		5.	Promotion is the	

Incentive Classification	Dimension	Serial No.	Item	Source
			embodiment of personal development.	
Internal incentive	GZCJ	1.	I enjoy the growth brought by my work	Q. Cheng (2010)
		2.	I have strong autonomy in my work and can arrange my time reasonably.	
		3.	The new courses and scientific research are challenging and give me incentive.	
		4.	I am loved by my students and respected by my peers.	
		5.	I can arrange the contents of the class according to the actual situation.	
	GRJZ	1.	At the moment, my job is what interests me.	Jin Zhang (2014)
		2.	My work gives expression to my value.	
		3.	I love my job.	
		4.	My work keeps motivating me.	
		5.	I can work for a long time in a row and I enjoy the process.	
	CXJL	1.	I am open to new challenges and new things at work.	H. Yu (2016)
		2.	Solving new problems can	

Incentive Classification	Dimension	Serial No.	Item	Source
			make me happy.	
		3.	I will try to solve the dilemma in a new way.	
		4.	I like to bring up new ideas, philosophy and invent new technologies.	
		5.	I enjoy my free play very much.	
Task performance	JYJX	1.	My teaching task has met the requirements of the school.	L. Zhang (2018)
		2.	Compared with others, I have a higher workload.	
		3.	People around me have a high opinion of my course.	
		4.	I often take part in educational reform and other activities.	
		5.	I will use a variety of teaching methods in class.	
		6.	I have a good grasp of the textbook.	
		7.	I pay great attention to the connection between theory and practice in students' study.	
		8.	I often guide students to participate in social practice, and scientific	

Incentive Classification	Dimension	Serial No.	Item	Source
			research projects, etc.	
	KXYJ	1.	The school is very clear about the rewards and punishments for scientific research.	D. Wang (2012)
		2.	The scientific research subject I am chairing exceeds the average of the number.	
		3.	I put a lot of effort into scientific research.	
		4.	I will try my best to make the results of scientific research instructive.	
		5.	My thesis and so on often get the award, with the high academic influence.	
	SHFW	1.	I often take an active part in school and social work, providing technical support, etc.	H. Yu (2016)
		2.	I often chair or participate in horizontal projects in the enterprise.	
		3.	I often participate in technical exchanges or management consulting activities.	
		4.	I often give lectures, and	

Incentive Classification	Dimension	Serial No.	Item	Source
			training, etc.	
Relationship performance	ZBGX	1.	The people around me are friendly and trusting.	J. Shi (2011)
		2.	I often communicate with my colleagues and learn from each other.	
		3.	I often help my colleagues deal with the unpleasantness of their relationships.	
		4.	I have the respect and understanding of the people around me.	
		5.	The atmosphere of teamwork is harmonious.	
		6.	I am good at dealing with interpersonal relationships.	
	ZZFX	1.	If necessary, I will help my colleagues to finish the work.	D. Wang (2012)
		2.	I am very concerned about the future development of the school.	
		3.	I pay a lot of effort into school affairs besides my job.	
		4.	I work overtime to accomplish other school affairs when I finish my share of work.	

Incentive Classification	Dimension	Serial No.	Item	Source
		5.	I'm willing to take on other work besides my job.	
Achievement desire	ZQCG	1.	I like new and difficult tasks, and I am even willing to taking risks for it.	Complied by Gjesme, and Nygard (1970), co-translated by R. Ye and Hagtvet (1992)
		2.	I feel happy when I finish a difficult task.	
		3.	I'm attracted to jobs that know how talented I am.	
		4.	Facing the opportunity that can measure my ability, I feel a kind of spur and challenge.	
		5.	I like to work tirelessly on problems that I'm not sure I can solve.	
		6.	I like to do my best to finish the work.	
	BMSB	1.	When I come across a problem that I can't understand right away, I get nervous.	
		2.	I don't want to do the work that will give full play to my ability.	
		3.	I'm worried about the job I'm not sure I'm up to.	
		4.	I feel uneasy about finishing a novel and difficult job.	

Incentive Classification	Dimension	Serial No.	Item	Source
		5.	I feel uneasy about situations that measure my ability.	
		6.	I was afraid of failure when I finished what I thought was a difficult task.	

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

3.4   Data Analysis Method

1)   Descriptive statistics of the questionnaire. Descriptive statistics refers to the statistical analysis of a large number of data obtained through questionnaires, using statistical methods, and aiming at the demographic characteristic variables of the sample (including gender, age, marriage, education, professional title, current tenure, teaching age, school type, as well as school location, etc.), and calculating the mean frequency and percentage of the data, so as to describe the overall picture of the data. Display the distribution characteristics of the data, reflect the weight of the data concentration trend and reflect the dispersion of the data, show the nature of things. Descriptive statistical analysis is the basis and premise of other statistical analysis.

2)   Test the reliability and validity of the questionnaire. Reliability analysis is to measure whether there is an internal consistency among all items in the questionnaire, and the coefficient is calculated by means of Cronbach coefficient -- Cronbach'α to test the reliability and validity of the questionnaire. Cronbach'α should be above 0.7. The higher the coefficient is, the higher the reliability of the scale will be, the more reliable the scale will be (Nunnally, 1994). Validity is the accuracy of the questionnaire item measurement, specifically the degree to which the questions in the questionnaire can be measured by researchers. Validity is an important index to test whether the questionnaire is operable and effective. It is divided into convergent validity and differential validity.

3)   Confirmatory factor analysis is conducted. Verify the scale by AMOS, adopt the way from single to compound, make the fitting degree reach a certain condition, and add other factors to verify. When verifying the fit degree of the model, use the ratio parameter of chi-square degree of freedom and approximate error to analyze. Specific flow chart is shown in Figure 3.1.
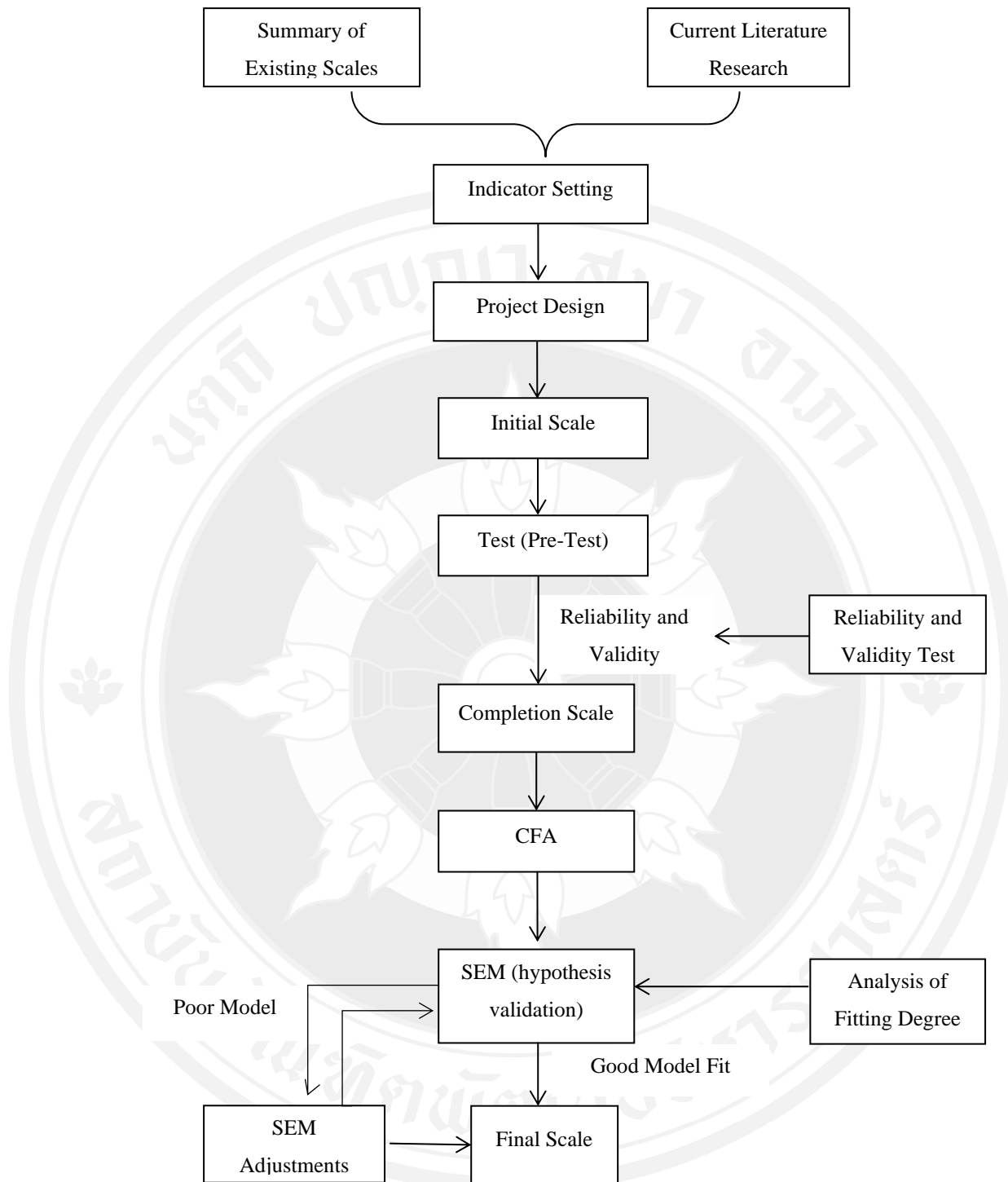
Figure 3.1 Study Flow Chart

Note: Compiled by researchers

4) By using the bootstrap program in AMOS,1000 bootstrap samples are extracted from the original data by the method of repeated sampling, and 1 approximate sampling distribution is generated. The confidence interval of 95% intermediate effect is estimated by using the 2.5 percentile and 97.5 percentile.

5) On the statistical test of regulation effect, Baron and Kenny (1986) considered that it can be tested by hierarchical regression analysis. Based on the test method of the adjusting variable, the independent variable and the adjusting variable are first centralized (the variable subtracts its average and generates a new value) in order to reduce the collinearity of the variable in the regression model. Second, the independent variable is multiplied with the regulated variable to obtain the interaction item. Using hierarchical regression analysis to enter the order of the equation, the first layer is the independent variable and the adjustment variable, and the second layer is the interaction item, filtering out the influential variable. Once the regression coefficient corresponding to the interaction item is significant, it indicates that the adjustment effect is significant.

6) Summary of this chapter:

On the basis of the existing study results, this paper draws up the questionnaire with reference to the existing incentive scale and performance scale for teachers in universities and colleges, and makes the questionnaire in combination with the actual situation of the study. In the next step, the questionnaire will be pre-tested, and the model will be revised on the basis of the pre-test, which will provide the basis for the later research.

3.5 Reliability Analysis of Pretest Questionnaire

The method used to test the reliability of structure measurement is that Cronbach's alpha value is greater than 0.7 Hair, Ringle, and Sarstedt (2011). According to table 3.2, the Cronbach's alpha coefficient of the whole scale is 0.949, which is greater than 0.7, and the Cronbach's alpha coefficients of each variable are greater than 0.7, indicating that the questionnaire has good internal consistency and reliability.

Table 3.2 Reliability Analysis of Prequestionnaire

The First Hierarchy	Cronbach's a Coefficient	The Second Hierarchy	Cronbach's a Coefficient	Total Cronbach's a Coefficient
XCFL	.756	WZJL	.851	.949
ZZHJ	.842			
ZYFZ	.758			
GZCJ	.782	NZJL	.910	
GRJZ	.859			
CXJL	.844			
JYJX	.823	RWJX	.887	
KXYJ	.807			
SHFW	.747			
ZBGX	.825	GXJX	.875	
ZZFX	.802			
ZQCG	.852	CJYW	.777	
BMSB	.843			

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation,

NZJL = Intrinsic motivation, RWJX = Task performance,

GXJX = Relationship performance, CJYW = Desire for achievement.

3.6   Validity Analysis of Pretest Questionnaire

In this study, firstly, kmo test and Bartlett test were used to test the data of 13 variables in 386 valid questionnaires, including external motivation, internal motivation, task performance, relational performance and achievement desire. The result is as shown in Table 3.3.

Table 3.3 Validity Analysis of Pretest Questionnaire

Variable	Kmo Test	Bartlett Test
	Kmo Value	Significance Level
Overall validity	.913	0.000
WZJL	.866	0.000
NZJL	.917	0.000
RWJX	.891	0.000
GXJX	.891	0.000
CJYW	.845	0.000

Note: WZJL = External motivation, NZJL = Intrinsic motivation,

RWJX = Task performance, GXJX = Relationship performance,

CJYW = Desire for achievement.

The overall kmo value of the questionnaire was 0.913, each of kmo value of each variable was greater than 0.5,indicating the overall interpretation of the questionnaire was high; the significance level of Bartlett's spherical test (SIG.) was less than 0.01 (very significant), and the significance level of each variable was less than 0.01. The hypothesis that the variables were independent was rejected (Hair et al., 2011). The scale was so valid that it was suitable for factor analysis.

This study adopts principal component analysis method to carry out exploratory factor analysis on the sample data, and formed the factor load matrix including the factor composition type, eigenvalue and variance contribution rate of measurement items, which is conducive for extracting the eigenvalue greater than 1.

The maximum variance method can be used to rotate the measurement items with multiple common factors in order to make the meaning of each factor clearer. The scale has good validity limited when the factor load of each measurement item is greater than 0.5 and less than 0.95 (Minglong Wu, 2009).

Table 3.4 Principal Component Extraction and Analysis Table

	Total Variance Interpretation								
Item	Initial Eigenvalue			Extract the Sum of Squares of Loads			Sum of Squares of Rotating Loads		
	Grand Total	Variance Percentage	Cumulative Percentage	Grand Total	Variance Percentage	Cumulative Percentage	Grand Total	Variance Percentage	Cumulative Percentage
1.	17.795	25.063	25.063	17.795	25.063	25.063	5.606	7.895	7.895
2.	4.678	6.589	31.652	4.678	6.589	31.652	4.622	6.509	14.405
3.	3.859	5.435	37.087	3.859	5.435	37.087	4.551	6.410	20.814
4.	3.435	4.837	41.924	3.435	4.837	41.924	4.447	6.263	27.077
5.	2.924	4.119	46.043	2.924	4.119	46.043	3.950	5.564	32.641
6.	2.231	3.142	49.185	2.231	3.142	49.185	3.620	5.099	37.740
7.	2.039	2.872	52.056	2.039	2.872	52.056	3.490	4.916	42.656
8.	1.590	2.239	54.296	1.590	2.239	54.296	2.883	4.060	46.716
9.	1.517	2.136	56.432	1.517	2.136	56.432	2.755	3.881	50.597
10.	1.455	2.049	58.481	1.455	2.049	58.481	2.672	3.763	54.359
11.	1.297	1.827	60.308	1.297	1.827	60.308	2.199	3.098	57.457
12.	1.174	1.653	61.961	1.174	1.653	61.961	2.174	3.061	60.519
13.	1.023	1.440	66.440	1.023	1.440	66.440	1.351	1.903	66.440
14.	.982	1.383	67.823	-	-	-	-	-	-

As can be seen from table 3.5 of total variance interpretation, a total of 13 factors were extracted, and the cumulative variance contribution rate was 66.440%. The explanation power here is evident. The next table is the rotated component matrix.

Table 3.5 Composition Matrix After Rotation

	XCFL	ZZHJ	ZYFZ	GZCJ	GRJZ	CXJL	JYJX	KXYJ	SHFW	ZBGX	ZZFX	ZQCG	BMSB
XCFL1	.883	-	-	-	-	-	-	-	-	-	-	-	-
XCFL2	.884	-	-	-	-	-	-	-	-	-	-	-	-
XCFL3	.915	-	-	-	-	-	-	-	-	-	-	-	-
XCFL4	.597	-	-	-	-	-	-	-	-	-	-	-	-
XCFL5	.655	-	-	-	-	-	-	-	-	-	-	-	-
ZZHJ1	-	.625	-	-	-	-	-	-	-	-	-	-	-
ZZHJ2	-	.690	-	-	-	-	-	-	-	-	-	-	-
ZZHJ3	-	.699	-	-	-	-	-	-	-	-	-	-	-
ZZHJ4	-	.804	-	-	-	-	-	-	-	-	-	-	-
ZZHJ5	-	.757	-	-	-	-	-	-	-	-	-	-	-
ZZHJ6	-	.749	-	-	-	-	-	-	-	-	-	-	-
ZYFZ1	-	-	.739	-	-	-	-	-	-	-	-	-	-
ZYFZ2	-	-	.823	-	-	-	-	-	-	-	-	-	-
ZYFZ3	-	-	.812	-	-	-	-	-	-	-	-	-	-
ZYFZ4	-	-	.547	-	-	-	-	-	-	-	-	-	-
ZYFZ5	-	-	.733	-	-	-	-	-	-	-	-	-	-
GZCJ1	-	-	-	.526	-	-	-	-	-	-	-	-	-
GZCJ2	-	-	-	.759	-	-	-	-	-	-	-	-	-

	XCFL	ZZHJ	ZYFZ	GZCJ	GRJZ	CXJL	JYJX	KXYJ	SHFW	ZBGX	ZZFX	ZQCG	BMSB
GZCJ3	-	-	-	.620	-	-	-	-	-	-	-	-	-
GZCJ4	-	-	-	.587	-	-	-	-	-	-	-	-	-
GZCJ5	-	-	-	.702	-	-	-	-	-	-	-	-	-
GRJZ1	-	-	-	-	.604	-	-	-	-	-	-	-	-
GRJZ2	-	-	-	-	.657	-	-	-	-	-	-	-	-
GRJZ3	-	-	-	-	.814	-	-	-	-	-	-	-	-
GRJZ4	-	-	-	-	.778	-	-	-	-	-	-	-	-
GRJZ5	-	-	-	-	.718	-	-	-	-	-	-	-	-
CXJL1	-	-	-	-	-	.660	-	-	-	-	-	-	-
CXJL2	-	-	-	-	-	.778	-	-	-	-	-	-	-
CXJL3	-	-	-	-	-	.762	-	-	-	-	-	-	-
CXJL4	-	-	-	-	-	.718	-	-	-	-	-	-	-
CXJL5	-	-	-	-	-	.640	-	-	-	-	-	-	-
JYJX1	-	-	-	-	-	-	.636	-	-	-	-	-	-
JYJX2	-	-	-	-	-	-	.689	-	-	-	-	-	-
JYJX3	-	-	-	-	-	-	.737	-	-	-	-	-	-
JYJX4	-	-	-	-	-	-	.516	-	-	-	-	-	-
JYJX5	-	-	-	-	-	-	.715	-	-	-	-	-	-
JYJX6	-	-	-	-	-	-	.656	-	-	-	-	-	-
JYJX7	-	-	-	-	-	-	.613	-	-	-	-	-	-

	XCFL	ZZHJ	ZYFZ	GZCJ	GRJZ	CXJL	JYJX	KXYJ	SHFW	ZBGX	ZZFX	ZQCG	BMSB
JYJX8	-	-	-	-	-	-	.543	-	-	-	-	-	-
KXYJ1	-	-	-	-	-	-	-	.524	-	-	-	-	-
KXYJ2	-	-	-	-	-	-	-	.710	-	-	-	-	-
KXYJ3	-	-	-	-	-	-	-	.596	-	-	-	-	-
KXYJ4	-	-	-	-	-	-	-	.712	-	-	-	-	-
KXYJ5	-	-	-	-	-	-	-	.821	-	-	-	-	-
SHFW1	-	-	-	-	-	-	-	-	.710	-	-	-	-
SHFW2	-	-	-	-	-	-	-	-	.797	-	-	-	-
SHFW3	-	-	-	-	-	-	-	-	.710	-	-	-	-
SHFW4	-	-	-	-	-	-	-	-	.559	-	-	-	-
ZBGX1	-	-	-	-	-	-	-	-	-	.807	-	-	-
ZBGX2	-	-	-	-	-	-	-	-	-	.795	-	-	-
ZBGX3	-	-	-	-	-	-	-	-	-	.510	-	-	-
ZBGX4	-	-	-	-	-	-	-	-	-	.743	-	-	-
ZBGX5	-	-	-	-	-	-	-	-	-	.771	-	-	-
ZBGX6	-	-	-	-	-	-	-	-	-	.548	-	-	-
ZZFX1	-	-	-	-	-	-	-	-	-	-	.516	-	-
ZZFX2	-	-	-	-	-	-	-	-	-	-	.505	-	-
ZZFX3	-	-	-	-	-	-	-	-	-	-	.779	-	-
ZZFX4	-	-	-	-	-	-	-	-	-	-	.864	-	-

	XCFL	ZZHJ	ZYFZ	GZCJ	GRJZ	CXJL	JYJX	KXYJ	SHFW	ZBGX	ZZFX	ZQCG	BMSB
ZZFX5	-	-	-	-	-	-	-	-	-	-	.782	-	-
ZQCG1	-	-	-	-	-	-	-	-	-	-	-	.771	-
ZQCG2	-	-	-	-	-	-	-	-	-	-	-	.737	-
ZQCG3	-	-	-	-	-	-	-	-	-	-	-	.807	-
ZQCG4	-	-	-	-	-	-	-	-	-	-	-	.832	-
ZQCG5	-	-	-	-	-	-	-	-	-	-	-	.848	-
ZQCG6	-	-	-	-	-	-	-	-	-	-	-	.693	-
BMSB1	-	-	-	-	-	-	-	-	-	-	-	-	.708
BMSB2	-	-	-	-	-	-	-	-	-	-	-	-	.713
BMSB3	-	-	-	-	-	-	-	-	-	-	-	-	.816
BMSB4	-	-	-	-	-	-	-	-	-	-	-	-	.835
BMSB5	-	-	-	-	-	-	-	-	-	-	-	-	.818
BMSB6	-	-	-	-	-	-	-	-	-	-	-	-	.819

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development,

GZCJ = Work achievement, GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research, SHFW = Social services,

ZBGX = Peripheral relations, ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

According to Table 3.5, the factor loads of all measurement items are between 0.5 and 0.95 (Minglong Wu, 2009), indicating that each measurement variable can effectively reflect the factor construction. Therefore, the questionnaire is in a good validity. To sum up, the questionnaire has good internal consistency reliability. Therefore, the revised questionnaire can be used for the second round of quantitative analysis.

CHAPTER 4

RESEARCH RESULT

4.1   Data Analysis of Non-Media Teachers

The subjects of this study are media teachers and non-media teachers in Colleges and universities, mainly teaching in research-oriented universities. A total of 550 questionnaires are distributed. Questionnaires are distributed in the field, online and academic conferences. Among them, there are 200 effective questionnaires for media college teachers and 337 valid questionnaires for non-media college teachers. See Table 4.1 for details.

Table 4.1 Distribution of Performance Incentive Samples of Non-Media and Media Teachers in Colleges and Universities

Non-Media College Teachers							
Demographic Variables	Classification	Number	Percentage	Demographic Variables	Classification	Number	Percentage
Gender	M	131	38.8	Educational background	bachelor's degree and under bachelor's degree	52	15.4
	F	206	61.1		master's degree	215	63.7
Age	under 30	54	16		doctor's degree	70	20.7
	31-35years old	60	17.8		-	-	-
	36-40 years old	83	24.6	School type	General undergraduate institutions	302	89.6
	41-45 years	55	16.3		211-project	35	10.3

			Non-Media College Teachers				
Demographic Variables	Classification	Number	Percentage	Demographic Variables	Classification	Number	Percentage
	old				college or above		
	46-50 years old	35	10.3	Concurrent administrative position	yes	111	32.9
	over 50	50	14.8		no	226	67
Marital status	married	72	21.3	years of teaching	within one year	39	11.5
	unmarried	265	78.6		2-10 years	99	29.3
Professional title	assistant teacher	65	19.2		11-20 years	115	34.1
	lecturer	123	34.6		21-30 years	54	16
	associate professor	103	30.5		over 30 years	30	8.9
	professor	46	13.6	-	-	-	-

			Media College Teachers				
Demographic Variables	Classification	Number	Percentage	Demographic Variables	Classification	Number	Percentage
Gender	M	54	26.8	Educational background	bachelor's degree or lower	6	2.9
	F	147	73.1		master's degree	157	78.1
Marital status	unmarried	103	51.2		doctor's degree	38	18.9
	married	98	48.7	School type	General public university	184	91.5
Professional title	assistant teacher	60	29.8		211-project university or above	17	8.4
	lecturer	71	35.5	Concurrent administrative position	yes	74	36.8
	associate professor	53	26.3		no	127	63.1
	professor	17	8.4	years of teaching	within one year	72	35.8
Age	under 30	64	31.8		2-10years	70	34.8
	31-35years old	46	22.8		11-20years	42	20.8

Media College Teachers							
Demographic Variables	Classification	Number	Percentage	Demographic Variables	Classification	Number	Percentage
	36-40 years old	49	24.3		21-30years	16	7.9
	41-50 years old	22	10.9		above 30	1	0.4
	46-50years old	16	7.9		-	-	-
	5above 51	4	1.9		-	-	-

Note: Compiled by researchers

It is obvious that the distribution of non-media and media teachers in Chinese colleges and universities is quite reasonable through analyzing the data given above. The study of mean value and standard deviation through the analysis of various items of external motivation, shows the basic situation of media teachers in Chinese colleges and universities, which provides a solid bedrock for further research.

For the convenience's sake, this study uses XCFL for salary and welfare, ZZHJ for organizational environment, GZCJ for work achievement, ZYFZ for career development, GRJZ for personal value, CXJL for innovation incentive, JYJX for education and teaching, KXYJ for scientific research, SHFW for social service, ZBGX for peripheral relationship, ZZFX for organizational dedication. The number of items is arranged in order.

4.1.1   Reliability and Validity Analysis of Non-Media College Teachers

1) Reliability and validity of external motivation for non-media teachers

Thompson (2004) found that it is impossible to conclude correlation structure in the SEM model with the insufficient reliability and validity of the items in the measurement model. Therefore, the reliability and validity of the items were also tested while the reliability and validity of the dimensions were analyzed.

According to the analysis, the Cronbach's alpha coefficient of the reliability of each item of the external motivation questionnaire for non-media teachers was 0.850, showing that the external incentive in the questionnaire has a very good reliability. The reliability of each sub-item in the questionnaire is measured, including the reliability of items set under incentive salary and welfare, organizational environment and career development with the Cronbach's alpha coefficients 0.750, 0.848 and 0.769, respectively. The reliability coefficients of all external motivation sub-scales met the standard, indicating that they had high reliability and the measurement results were relatively reliable. In addition to the reliability test of each dimension, this study conducted kmo and Bartlett's spherical test on the items of each dimension of external motivation, and found that the kmo measure index on the items was 0.856, and the significance probability of Bartlett's spherical test was 0.000. In conclusion, the items in each dimension of external motivation had significant structural validity.

2) Reliability and validity of internal motivation for non-media teachers

According to the analysis, the Cronbach's alpha coefficient of the reliability of each item of the internal motivation questionnaire for non-media teachers was 0.909, showing that the internal incentive in the questionnaire has a very good reliability. The reliability of each sub-item in the questionnaire is measured, including the reliability of items set under incentive of work achievement, personal value and innovation motivation with the Cronbach's alpha coefficients 0.771, 0.858 and 0.843, respectively. The reliability coefficients of all internal motivation sub-scales met the standard, indicating that they had high reliability and the measurement results were relatively reliable. In addition to the reliability test of each dimension, this study conducted kmo and Bartlett's spherical test on the items of each dimension of external motivation, and found that the KMO measure index on the items was 0.981, and the significance probability of Bartlett's spherical test was 0.000. In conclusion, the items in each dimension of internal motivation had significant structural validity.

3) Reliability and validity of non-media teachers' task performance

According to the analysis, the Cronbach's alpha coefficient of the reliability of each item of the task performance for non-media teachers was 0.888, showing that the task performance questionnaire has a very good reliability. The reliability of each sub-item in the questionnaire is measured, including the reliability of items set under education and teaching, scientific research and social service with the Cronbach's alpha coefficients 0.820, 0.813 and 0.757, respectively. The reliability coefficients of all task performance sub-scales met the standard, indicating that they had high reliability and the measurement results were relatively reliable. In addition to the reliability test of each dimension, this study conducted kmo and Bartlett's spherical test on the items of each dimension of task performance, and found that the KMO measure index on the items was 0.887, and the significance probability of Bartlett's spherical test was 0.000. In conclusion, the items in each dimension of task performance had significant structural validity.

4) Reliability and validity analysis of non-media teacher's relationship performance

According to the analysis, the Cronbach's alpha coefficient of the reliability of each item of the relational performance for non-media teachers was 0.876, showing that the relational performance questionnaire has a very good reliability. The reliability of each sub-item in the questionnaire is measured, including the reliability of items set under peripheral relations, organization dedication with the Cronbach's alpha coefficients 0.834, 0.795respectively. The reliability coefficients of all relationship performance sub-scales met the standard, indicating that they had high reliability and the measurement results were relatively reliable. In addition to the reliability test of each dimension, this study conducted kmo and Bartlett's spherical test on the items of each dimension of relationship performance, and found that the KMO measure index on the items was 0.892, and the significance probability of Bartlett's spherical test was 0.000. In conclusion, the items in each dimension of relationship performance had significant structural validity.

5) Reliability and validity analysis of achievement desire of non-media teachers

According to the analysis, the Cronbach's alpha coefficient of the reliability of each item of the achievement desire for non-media a teacher was 0.773, showing that the achievement desire questionnaire has a very good reliability. The reliability of each sub-item in the questionnaire is measured, including the reliability of items set under the pursuit of success and avoiding failure with the Cronbach's alpha coefficients 0.857, 0.839 respectively. The reliability coefficients of all achievement desire sub-scales met the standard, indicating that they had high reliability and the measurement results were relatively reliable. In addition to the reliability test of each dimension, this study conducted kmo and Bartlett's spherical test on the items of each dimension of achievement desire, and found that the KMO measure index on the items was 0.842, and the significance probability of Bartlett's spherical test was 0.000. In conclusion, the items in each dimension of achievement desire had significant structural validity.

4.1.2 Model Fitness

On the standard reference terms of model fitting degree, Dennis, Jackson, and Arthur Gillaspy (2009) analyzed the fitting degree items reported in 173 papers in the past, and found that NC, CFI, RMSEA, NFI, IFI, etc. were commonly used discriminant terms. Therefore, this study mainly checked whether the values of Chi square, NC, RMSEA, IFI, CFI, TLI were up to standard when verifying the fitting degree of the model.

Table 4.2 Model Fitting Index Table

Statistic Value		Standard of Fitment
Absolute fitness index	NC (CMIN/df)	1<NC<3（DI）
	GFI	>0.80（CR），>0.9(DI)
	AGFI	>0.80（CR），>0.9(DI)
	RMSEA	<0.08）（CR），<0.05(DI)
Value added fitness index	NFI	>0.80（CR），>0.9(DI)
	RFI	
	IFI	
	CFI	
	TLI	
Simple fitness index	PGFI	>0.5(DI)
	RNFI	
	PCFI	

Source: Jackson, Gillaspy Jr, and Purc-Stephenson, 2009.

Brown (2006) pointed out that in many cases, the problem of fitting degree and fitting degree of SEM model is caused by the operation of CFA. Anderson and Gerbing (1982) proposed that a good measurement of potential variables is a prerequisite for analyzing the causal relationship between potential variables. The poor measurement property of the measurement model may change the value size, direction and relationship strength of the structural model and only CFA can provide a strict and correct estimation of the direction Segars (1997). Kenny (2006) suggested researcher can be equipped with more information and knowledge in CFA rather than in SEM in the research of social science and behavioral science. This is because CFA test provides enough information for model specification and measurement with detail, which ensures the researcher is confident in in the prediction of results.

In order to further verify the rationality of the three dimensions of external incentive structure by applying SEM to analyze the model fitting degree of external incentive structure, proposed that during the operation of SEM, researchers need to test the measurement model before evaluating and verifying the structural model, so as to ensure whether all items in the measurement model can accurately reflect the required factors (with 0.45 as the defined value). Meanwhile, Hooper, Coughlan, and Mullen (2008) pointed out that the items with lower multiple R2 (SMC = 0.2) should be deleted from the measurement model. In this study, items with load less than 0.45 and SMC less than 0.2 will be deleted.

4.1.3 Verification of Measurement Model of Non-Media College Teachers

1) Verification of measurement model of external motivation of non-media teachers

(1) Verification of measurement model of welfare and salary of non-media teachers

Each facet requires multiple items to measure, and each item only represents and belongs to one facet (Aaker & Bagozzi, 1979). According to the analysis of measurement model of welfare and salary of non-media teachers, it is found that the fitting degree Cmin/DF = 6.898, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.132, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.962; The modified goodness of fit index AGFI is 0.887, the normative fit index NFI is 0.954, the incremental fit index IFI is 0.960, the comparative fit index CFI is 0.960, all of which meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial salary and welfare model. To illustrate, XCFL4 (the more class hours, the higher the reward), XCFL5 (I got the corresponding reward for my pay)will be deleted and retain XCFL1 (income will affect my work enthusiasm), XCFL2 (income gap with others will affect my work enthusiasm), XCFL3 (salary will affect my work enthusiasm) based on the modified model so that the model can be right for identification.

(2) Verification of measurement model of working environment of non-media teachers

According to the analysis of measurement model of working environment of non-media teachers,, it is found that the fitting degree Cmin/DF equals to 4.399, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.101, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.963; The modified goodness of fit index AGFI is 0.913, the normative fit index NFI is 0.949, the incremental fit index IFI is 0.960, the comparative fit index CFI is 0.960, all of which meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial working environment model. To illustrate, ZZHJ5 (I completely agree with the management philosophy) will be deleted and retain ZZHJ1 (I applaud on all the rules and regulations), and ZZHJ2 (I have the chance to participate in the decision and management of school), ZZHJ3 (I am satisfied with the facilities), ZZHJ4（school administrator should listen to the staff more), ZZHJ6 (the school provides me with a good place to study) based on the modified model so that the model can be right for identification.

(3) Verification of non-media teachers' professional development measurement model

According to the analysis of measurement model of career development of non-media teachers, it is found that the fitting degree Cmin/DF equals to 19.743, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.236, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.815; The modified goodness of fit index AGFI is 0.664, the normative fit index NFI is 0.809, the incremental fit index IFI is 0.817, the comparative fit index CFI is 0.815, some of which don't meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial career development model. To illustrate, ZYFZ1 (being satisfied with the current promotion system), ZYFZ4 (having access to promotion through effort) will be deleted and retain ZYFZ2 (I cherish the chance to get

promoted), ZYFZ3 (promotion and training can inspire me to work harder), ZYFZ5 (promotion is the reflection of self-development based on the. Minglong Wu (2009) pointed out that when the freedom degree of the model is 0, other fitness indicators cannot be estimated, then the model can be right for identification.

        2) Verification of measurement model of internal motivation of non-media teachers

        (1) Verification of the work achievement measurement model of non-media teachers

        According to the analysis of measurement model of internal motivation of non-media teachers, it is found that the fitting degree Cmin/DF equals to 4.716, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.105, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.953; The modified goodness of fit index AGFI is 0.917, the normative fit index NFI is 0.942, the incremental fit index IFI is 0.954, the comparative fit index CFI is 0.953, all of which meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial work achievement model. To illustrate,GZCJ5 (I can arrange the content in classroom according to the real situation) will be deleted and retain GZCJ1 (I enjoy the sense of achievement brought by work), GZCJ2 (I have strong work autonomy and can reasonably arrange my time), GZCJ3 (New Curriculum and scientific research are challenging, which makes me generate motivation), GZCJ4 (my classmates like me and respect me) based on modified model, so that the model can be right for identification.

        (2) Verification of non-media teachers' personal value measurement model

        According to the analysis of measurement model of personal value of non-media teachers, it is found that the fitting degree Cmin/DF equals to 8.642, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.151, which does not meet the upper limit of RMSEA <

0.08; the goodness of fit index GFI is 0.949; The modified goodness of fit index AGFI is 0.848, the normative fit index NFI is 0.946, the incremental fit index IFI is 0.952, the comparative fit index CFI is 0.951, some of which do not meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial personal value model. To illustrate, the first item of personal value will be deleted based on modified model, so that the model can be right for identification.

(3) Verification of measurement model of innovation incentive for non-media college teachers

According to the analysis of measurement model of innovation incentive of non-media teachers, it is found that the fitting degree Cmin/DF equals to 8.783, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.152, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.943; The modified goodness of fit index AGFI is 0.853, the normative fit index NFI is 0.937, the incremental fit index IFI is 0.944, the comparative fit index CFI is 0.943, all of which meet indicators above 0.80. To sum up, there is still room for improvement in the fitting degree of the initial innovation incentive model. To illustrate, CXJL2 (solving new problems makes me happy) will be deleted and keep CXJL1 (I am willing to contact new challenges and new things in my work), CXJL3 (I will try to solve difficulties in new ways), CXJL4 (I like to put forward new ideas, ideas and invent new technologies), CXJL5 (I enjoy being free to play) based on modified model, so that the model can be right for identification.

3) Verification of measurement model of non-media teachers' task performance

(1) Verification of measurement model for non-media teachers' teaching quality

According to the analysis of measurement model of teaching quality of non-media teachers, it is found that the fitting degree Cmin/DF equals to 6.847, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.132, which does not meet the upper limit of

RMSEA < 0.08; the goodness of fit index GFI is 0.917; The modified goodness of fit index AGFI is 0.851, the normative fit index NFI is 0.855, the incremental fit index IFI is 0.873, the comparative fit index CFI is 0.873, all of which meet indicators above 0.85. To sum up, there is still room for improvement in the fitting degree of the initial teaching quality model. To illustrate, JYJX2 (compared with others, my workload is higher) and JYJX7 (I attach great importance to the connection between theory and practice in students' learning) will be deleted and keep JYJX8 (I often guide students to participate in social practice, scientific research projects, etc.), retain JYJX1 (my teaching task meets the requirements of the school), JYJX3 (people around me have higher evaluation on my course), JYJX4 (I often participate in teaching reform and other activities), JYJX5 (I will use a variety of teaching methods in class), JYJX6 (I have a good grasp of the textbook) based on modified model, so that the model can be right for identification.

(2) Verification of scientific research measurement model for non-media teachers

According to the analysis of measurement model of scientific research of non-media teachers, it is found that the fitting degree Cmin/DF equals to 5.812, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.120, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.964; The modified goodness of fit index AGFI is 0.892, the normative fit index NFI is 0.950, the incremental fit index IFI is 0.959, the comparative fit index CFI is 0.958, all of which meet indicators above 0.85. To sum up, there is still room for improvement in the fitting degree of the initial scientific research model. To illustrate, KXYJ3 (I put more energy into scientific research) will be deleted and retain KXYJ1 (the reward and punishment of the school for scientific research is very clear), KXYJ2 (the average number of scientific research projects that I presided over exceeds the number of average), KXYJ4 (I will try to make the scientific research achievements have guiding value), KXYJ5 (my papers and so on often win awards and have high academic influence) based on modified model, so that the model can be right for identification.

(3) Verification of social service measurement model for non-media teachers

According to the analysis of measurement model of social service of non-media teachers, it is found that the fitting degree Cmin/DF equals to 1.776, which meets the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.048, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.996; The modified goodness of fit index AGFI is 0.974, the normative fit index NFI is 0.990, the incremental fit index IFI is 0.996, the comparative fit index CFI is 0.996, all of which meet indicators above 0.85. To sum up, the initial model of social services has good fitting. However, because there are SMC values less than 0.2, shfw4 (I often offer lectures, training, etc.) will be deleted and retain SHFW1 (I often actively participate in school and social work, provide technical support, etc.), SHFW2 (I often preside over or participate in horizontal topics of enterprises), SHFW3 (I often participate in technical exchanges or management consulting activities of enterprises) based on modified model, so that the model can be right for identification.

4) Verification of the measurement model of non-media teachers' relationship performance

(1) Verification of measurement model of non-media teachers' peripheral relationship

According to the analysis of measurement model of peripheral relationship of non-media teachers, it is found that the fitting degree Cmin/DF equals to 3.062, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.078, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.975; The modified goodness of fit index AGFI is 0.941, the normative fit index NFI is 0.963, the incremental fit index IFI is 0.975, the comparative fit index CFI is 0.974, all of which meet indicators above 0.85. To sum up, there is still room for improvement in the fitting degree of the initial peripheral relationship model. ZBGX6 (I am good at handling interpersonal relationships) will be deleted and retain ZBGX1 (people around me are very friendly and trust), ZBGX2

(I often communicate with colleagues and learn from each other), ZBGX3 (I often help colleagues deal with interpersonal unhappiness), ZBGX4 (I often help colleagues deal with interpersonal unhappiness), ZBGX5 (the atmosphere of teamwork is harmonious) based on modified model, so that the model can be right for identification.

(2) Verification of measurement model of non-media teachers' organizational dedication

According to the analysis of measurement model of organizational dedication of non-media teachers, it is found that the fitting degree Cmin/DF equals to 1.085, which meets the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.016, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.999; The modified goodness of fit index AGFI is 0.981, the normative fit index NFI is 0.989, the incremental fit index IFI is 0.999, the comparative fit index CFI is 0.999, all of which meet indicators above 0.85. To sum up, indicators of organizational dedication fit the ideal.

5) Verification of measurement model of achievement desire of non-media teachers

(1) Verification of the measurement model of non-media teachers' pursuit of success

According to the analysis of measurement model of pursuit of success of non-media teachers, it is found that the fitting degree Cmin/DF equals to 2.697, which meets the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.071, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.982; The modified goodness of fit index AGFI is 0.949, the normative fit index NFI is 0.972, the incremental fit index IFI is 0.982, the comparative fit index CFI is 0.982, all of which meet indicators above 0.85. To sum up, there is still room for improvement in the fitting degree of the initial pursuit of success model. To illustrate, ZQCG6 (I like to do my best) will be deleted and keep zqcg1 (I like novel and difficult tasks, and even take risks), ZQCG2 (I feel happy when I finish difficult tasks), ZQCG3 (I am attracted to work that can understand how

intelligent I am), ZQCG4 (I feel impelled and challenged by the opportunity to measure my ability) Challenge), ZQCG5 (I like to make unremitting efforts to solve the problems I am not sure to solve) based on modified model, so that the model can be right for identification.

(2) Verification of measurement model of non-media teachers' avoidance of failure

According to the analysis of measurement model of avoidance of failure of non-media teachers, it is found that the fitting degree Cmin/DF equals to 4.685, which does not meet the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.105, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.963; The modified goodness of fit index AGFI is 0.914, the normative fit index NFI is 0.951, the incremental fit index IFI is 0.961, the comparative fit index CFI is 0.961, all of which meet indicators above 0.85. To sum up, there is still room for improvement in the fitting degree of the initial avoidance of failure model. To illustrate, BMSB2 (I don't want to do the work that needs to develop my ability) and BMSB5 (I feel uneasy about situations that measure my ability)will be deleted and keep BMSB1 (when I encounter problems that I can't understand immediately), BMSB3 (I'm worried about not being able to do the job I'm capable of), BMSB4 (I'm uneasy about completing novel and difficult work), and, BMSB6 (when I finish the task which I think is difficult, I am afraid of failure) based on modified model, so that the model can be right for identification.

4.1.4   Confirmatory Factor Analysis (non-media college teachers)

This study verified and analyzed various dimensions left in the incentive factors by using the Maximum Likelihood Estimate. The CFA standard model is shown in Figure 4.1.
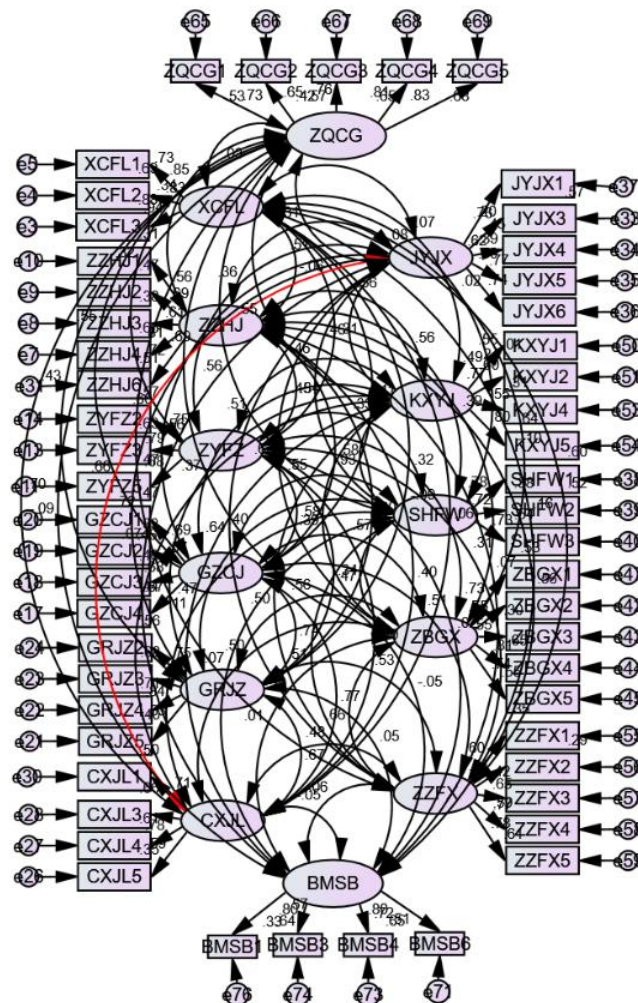
Figure 4.1 Standardized Estimates in CFA Model (non-media college teachers)

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

Chi square value is the fitness degree between the model and the actual data. The smaller the chi square value is, the better the fitness is (Minglong Wu, 2009). In this study, the chi square value is 2544.876, the freedom degree is 1299, and the significance level is 0.000.It is necessary to combine other indicators to judge the fitness because the chi square value is affected by the sample size and other factors. To illustrate, the ratio of chi square and degree of freedom is 1.959, less than 3, which indicates that the model fitting degree meets the standard. The comparison fitting index CFI is 0.864, the increasing fitting index IFI is 0.866, the relative fitting index TLI = 0.850,all of which meet the criterion where the fitting index is greater than 0.80, RMSEA = 0.053, less than 0.08, so the fitting degree meets the standard.

Reliability test is the criteria to evaluate the internal consistency and stability of the questionnaire (Hair et al., 2011). Generally, if Cronbach 'α alpha is greater than 0.7, the questionnaire has good reliability (Nunnally, 1994). Cronbach's alpha values of 13 dimensions are: 0.905 is for salary and welfare , 0.811 is for organizational environment, 0.782 is for career development, 0.747 is for work achievement, 0.841 is for personal value, 0.890 is for innovation incentive, 0.795 is for education and teaching, 0.750 is for scientific research, 0.791 is for social service,0.838 is for peripheral relationship,0.795 is for organizational contribution, 0.867 is for the pursuit of success, 0.841 is for the avoidance of failure. It is obvious that the results are all greater than 0.7, (as shown in the table) showing that the questionnaire has good reliability.

In the analysis of CITC value of the items' overall correlation coefficient, Kohli, Jaworski, and Kumar (1993) thought that the CITC coefficient greater than 0.4 should be considered effective. If not, the items corresponding to the value should be deleted. At the same time, Cronbach's alpha coefficient can be used to target the inappropriate items and delete them, which could pave the way for more proper items to improve Cronbach's alpha coefficient. In order to improve the overall reliability of the questionnaire, the subjective item correlation coefficient value of 0.4 is used as the defined value. If the CITC value is less than 0.4, it will be deleted directly. If not, the items should be reserved. The results that show that CITC values of the questionnaire are all greater than 0.4 are shown in table.

Table 4.3 Cronbach's Alpha (non-media college teachers)

Factor	Item	Corrected Item -Total Correlation	Cronbach's Alpha If Item Deleted	Cronbach's Alpha
XCFL	XCFL1	0.798	0.872	0.905
	XCFL2	0.778	0.889	-
	XCFL3	0.854	0.827	-
ZZHJ	ZZHJ1	0.517	0.797	0.811
	ZZHJ2	0.61	0.771	-
	ZZHJ3	0.562	0.785	-
	ZZHJ4	0.709	0.738	-
	ZZHJ6	0.598	0.774	-
ZYFZ	ZYFZ2	0.628	0.686	0.782
	ZYFZ3	0.676	0.639	-
	ZYFZ5	0.55	0.778	-
GZCJ	GZCJ1	0.543	0.673	0.747
	GZCJ2	0.5	0.706	-
	GZCJ3	0.565	0.66	-
	GZCJ4	0.545	0.682	-
GRJZ	GRJZ2	0.628	0.8	0.841
	GRJZ3	0.727	0.761	-
	GRJZ4	0.755	0.747	-
	GRJZ5	0.569	0.841	-
CXJL	CXJL1	0.569	0.784	0.809
	CXJL3	0.719	0.715	-
	CXJL4	0.696	0.72	-
	CXJL5	0.52	0.805	-
JYJX	JYJX1	0.383	0.801	0.795
	JYJX3	0.649	0.711	-
	JYJX4	0.5	0.764	-
	JYJX5	0.693	0.694	-
	JYJX6	0.624	0.72	-
KXYJ	KXYJ1	0.425	0.754	0.75
	KXYJ2	0.657	0.624	-
	KXYJ4	0.494	0.721	-
	KXYJ5	0.622	0.646	-

Factor	Item	Corrected Item -Total Correlation	Cronbach's Alpha If Item Deleted	Cronbach's Alpha
SHFW	SHFW1	0.606	0.742	0.791
	SHFW2	0.622	0.727	-
	SHFW3	0.669	0.674	-
ZBGX	ZBGX1	0.678	0.786	0.838
	ZBGX2	0.676	0.784	-
	ZBGX3	0.487	0.842	-
	ZBGX4	0.695	0.783	-
	ZBGX5	0.654	0.791	-
ZZFX	ZZFX1	0.511	0.776	0.795
	ZZFX2	0.446	0.794	-
	ZZFX3	0.586	0.753	-
	ZZFX4	0.708	0.712	-
	ZZFX5	0.64	0.734	-
ZQCG	ZQCG1	0.652	0.846	0.867
	ZQCG2	0.607	0.855	-
	ZQCG3	0.709	0.83	-
	ZQCG4	0.71	0.831	-
	ZQCG5	0.762	0.816	-
BMSB	BMSB1	0.523	0.814	0.814
	BMSB3	0.696	0.738	-
	BMSB4	0.687	0.74	-
	BMSB6	0.635	0.766	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.1.5 CR and AVE Analyze (non-media college teachers)

Composite reliability (CR) is the criteria to evaluate the consistency and stability of the dimensions. It is suggested that ideal value shall be greater than 0.5, and the acceptable threshold value is 0.36 to 0.5 (Fornell & Larcker, 1981). In this study, the CR values are 0.906, 0.844, 0.789, 0.800, 0.848, 0.817, 0.850, 0.788, 0.841, 0.822, 0.835, 0.868 and 0.817, respectively. All index values are greater than 0.6, indicating the consistency of each dimension is good. Average Variance Extracted is to evaluate whether items can reflect dimensions.it is suggested that if the AVE is greater than 0.5, it indicates good convergence validity (Fornell & Larcker, 1981). In this study, AVE was 0.764, 0.521, 0.556, 0.501, 0.585, 0.530, 0.533, 0.554, 0.519, 0.542, 0.505, 0.571 and 0.532, respectively, indicating that items have good convergence validity.

Table 4.4 CR and AVE (non-media college teachers)

Variable	Item	Unstd	S.E.	T-Value	P	Std	CR	AVE
XCFL	XCFL3	1.000	-	-	-	.936	.906	.764
	XCFL2	.954	.046	20.545	***	.829	-	-
	XCFL1	.979	.045	21.553	***	.853	-	-
ZZHJ	ZZHJ4	1.184	.090	13.157	***	.815	.844	.521
	ZZHJ3	.781	.076	10.236	***	.613	-	-
	ZZHJ2	1.020	.089	11.411	***	.688	-	-
	ZZHJ1	.703	.075	9.369	***	.761	-	-
	ZZHJ6	1.000	-	-	-	.716	-	-
ZYFZ	ZYFZ5	1.000	-	-	-	.684	.789	.556
	ZYFZ3	1.023	.090	11.395	***	.794	-	-
	ZYFZ2	1.021	.092	11.146	***	.754	-	-
GZCJ	GZCJ4	.797	.074	10.744	***	.679	.800	.501
	GZCJ3	1.009	.093	10.887	***	.676	-	-
	GZCJ2	.959	.102	9.386	***	.784	-	-
	GZCJ1	1.000	-	-	-	.686	-	-
GRJZ	GRJZ5	1.000	-	-	-	.631	.848	.585

Variable	Item	Unstd	S.E.	T-Value	P	Std	CR	AVE
	GRJZ4	1.047	.086	12.186	***	.841	-	-
	GRJZ3	1.004	.084	12.009	***	.822	-	-
	GRJZ2	.987	.088	11.236	***	.748	-	-
CXJL	CXJL5	1.000	-	-	-	.592	.817	.530
	CXJL4	1.363	.128	10.665	***	.779	-	-
	CXJL3	1.272	.116	10.922	***	.812	-	-
	CXJL1	1.257	.125	10.055	***	.710	-	-
JYJX	JYJX3	1.341	.171	7.825	***	.757	.850	.533
	JYJX4	1.455	.201	7.225	***	.622	-	-
	JYJX5	1.436	.183	7.862	***	.768	-	-
	JYJX6	1.281	.165	7.761	***	.740	-	-
	JYJX1	1.000	-	-	-	.752	-	-
SHFW	SHFW1	1.000	-	-	-	.776	.788	.554
	SHFW2	1.013	.077	13.160	***	.724	-	-
	SHFW3	.999	.075	13.337	***	.732	-	-
ZBGX	ZBGX2	1.000	-	-	-	.750	.841	.519
	ZBGX3	.795	.083	9.545	***	.546	-	-
	ZBGX4	.930	.065	14.267	***	.806	-	-
	ZBGX5	1.048	.080	13.113	***	.741	-	-
	ZBGX1	.868	.067	12.929	***	.731	-	-
KXYJ	KXYJ1	1.000	-	-	-	.786	.822	.542
	KXYJ2	1.832	.213	8.594	***	.773	-	-
	KXYJ4	1.020	.140	7.284	***	.554	-	-
	KXYJ5	1.835	.211	8.714	***	.802	-	-
ZZFX	ZZFX1	1.000	-	-	-	.595	.835	.505
	ZZFX2	1.019	.124	8.219	***	.741	-	-
	ZZFX3	1.390	.148	9.416	***	.649	-	-
	ZZFX4	1.494	.142	10.550	***	.769	-	-
	ZZFX5	1.695	.159	10.650	***	.782	-	-
ZQCG	ZQCG1	1.000	-	-	-	.729	.868	.571

Variable	Item	Unstd	S.E.	T-Value	P	Std	CR	AVE
	ZQCG2	.821	.072	11.429	***	.648	-	-
	ZQCG3	.900	.067	13.395	***	.757	-	-
	ZQCG4	.931	.065	14.252	***	.805	-	-
	ZQCG5	1.027	.070	14.599	***	.825	-	-
BMSB	BMSB6	1.000	-	-	-	.716	.817	.532
	BMSB4	1.119	.089	12.617	***	.804	-	-
	BMSB3	1.018	.081	12.599	***	.802	-	-
	BMSB1	.698	.074	9.394	***	.570	-	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, GZCJ = Work achievement,
GRJZ = Individual values, CXJL = Innovation incentive,
JYJX = Education and teaching, KXYJ = Scientific research,
SHFW = Social services, ZBGX = Peripheral relations,
ZZFX = Organizational dedication, ZQCG = Pursuing success,
BMSB = Avoid failure.

4.1.6 Discriminant Validity Analyze (non-media college teachers)

The discriminant validity was calculated by the way of root opening. Sort was selected under AVE, and then the AVE was calculated by root opening (Fornell & Larcker, 1981) and the root of each ave is larger than that of other related facets. For example, the correlation value of social service is greater than that of other related dimensions, showing that there is difference validity between social service dimension and other dimensions. By analogy, the root values of AVE of education and teaching, organizational dedication, scientific research, innovation incentive, personal value, social service, work achievement, career development and avoidance of loss are 0.730, 0.711, 0.736, 0.728, 0.765, 0.744, 0.708, 0.746, 0.729, 0.756, 0.720, 0.722 and 0.874, respectively, all of which were greater than those of other dimensions. So, there is there is difference validity between various dimensions given above.

Table 4.5 Discriminant Validity Analyse (non-media college teachers)

Variable	AVE	SHFW	JYJX	ZZFX	KXYJ	CXJL	GRJZ	GZCJ	ZYFZ	BMSB	ZQCG	ZBGX	ZZHJ	XCFL
SHFW	.554	.744	-	-	-	-	-	-	-	-	-	-	-	-
JYJX	.533	.451	.730	-	-	-	-	-	-	-	-	-	-	-
ZZFX	.505	.513	.635	.711	-	-	-	-	-	-	-	-	-	-
KXYJ	.542	.528	.461	.503	.736	-	-	-	-	-	-	-	-	-
CXJL	.530	.470	.657	.479	.463	.728	-	-	-	-	-	-	-	-
GRJZ	.585	.402	.604	.526	.371	.669	.765	-	-	-	-	-	-	-
GZCJ	.501	.546	.694	.507	.513	.708	.704	.708	-	-	-	-	-	-
ZYFZ	.556	.327	.363	.310	.456	.401	.337	.580	.746	-	-	-	-	-
BMSB	.532	.066	.069	.064	.110	.054	.050	.045	.024	.729	-	-	-	-
ZQCG	.571	.559	.509	.624	.546	.697	.427	.551	.316	.093	.756	-	-	-
ZBGX	.519	.468	.625	.664	.393	.501	.557	.571	.320	.010	.558	.720	-	-
ZZHJ	.521	.565	.315	.380	.563	.404	.596	.580	.341	.069	.342	.390	.722	-
XCFL	.764	.024	.084	.099	.067	.056	.094	.107	.312	.163	.027	.009	.057	.874

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development, GZCJ = Work achievement,
GRJZ = Individual values, CXJL = Innovation incentive, JYJX = Education and teaching., KXYJ = Scientific research,
SHFW = Social services, ZBGX = Peripheral relations, ZZFX = Organizational dedication., ZQCG = Pursuing success,
BMSB = Avoid failure.

4.1.7   Multivariate Normal Distribution Test (non-media college teacher)

Bollen (1989) proposed that the chi square test was considered effective and reasonable only when the parameters were in accordance with normal distribution. Kline (2010) believed that if the skewness coefficient of the variable was greater than 3 and the kurtosis coefficient was greater than 8, then the distribution of samples in variables was abnormal. The results of normal distribution show that the observed variables were coincident with the normal distribution.

Table 4.6 Normality of Observed Test (non-media college teachers)

Variable	Skew	C.R.	Kurtosis	C.R.
SHFW3	-0.16	-1.202	-0.541	-2.028
SHFW2	-0.004	-0.028	-0.483	-1.811
SHFW1	-0.36	-2.699	-0.192	-0.72
JYJX1	-0.97	-7.27	1.358	5.09
JYJX6	-0.266	-1.995	0.328	1.23
JYJX5	-0.35	-2.625	0.292	1.094
JYJX4	-0.433	-3.249	-0.096	-0.361
JYJX3	-0.471	-3.529	1.5	5.622
ZZFX1	-0.426	-3.196	0.996	3.73
ZZFX5	-0.464	-3.476	0.284	1.066
ZZFX4	-0.58	-4.348	0.936	3.509
ZZFX3	-0.309	-2.317	-0.066	-0.246
ZZFX2	-0.676	-5.063	1.048	3.929
KXYJ5	-0.015	-0.112	-0.414	-1.551
KXYJ1	-0.766	-5.738	0.509	1.908
KXYJ2	-0.044	-0.331	-0.483	-1.811
KXYJ4	-0.822	-6.159	1.331	4.989
CXJL5	-0.513	-3.842	0.976	3.657
CXJL1	-0.707	-5.298	1.674	6.273
CXJL3	-0.688	-5.153	2.561	9.596
CXJL4	-0.457	-3.429	1.239	4.645

Variable	Skew	C.R.	Kurtosis	C.R.
GRJZ5	-0.347	-2.601	-0.208	-0.78
GRJZ2	-0.767	-5.747	1.077	4.034
GRJZ3	-0.844	-6.327	2.011	7.534
GRJZ4	-0.78	-5.847	1.457	5.461
GZCJ1	-0.632	-4.736	1.128	4.228
GZCJ2	-0.765	-5.736	0.723	2.708
GZCJ3	-0.586	-4.395	0.812	3.044
GZCJ4	-0.455	-3.41	1.727	6.472
ZYFZ5	-0.521	-3.908	0.16	0.601
ZYFZ2	-0.667	-4.995	0.714	2.677
ZYFZ3	-0.832	-6.235	1.488	5.576
BMSB1	-0.472	-3.536	0.614	2.302
BMSB6	-0.519	-3.887	0.414	1.551
BMSB4	-0.33	-2.471	0.023	0.088
BMSB3	-0.608	-4.559	0.684	2.565
ZQCG1	-0.272	-2.035	-0.154	-0.578
ZQCG2	-0.866	-6.49	1.13	4.233
ZQCG5	-0.499	-3.74	0.463	1.737
ZQCG4	-0.901	-6.752	2.178	8.16
ZQCG3	-0.759	-5.689	1.563	5.858
ZBGX1	-0.524	-3.928	1.435	5.379
ZBGX2	-0.646	-4.838	1.143	4.284
ZBGX5	-0.585	-4.387	1.184	4.439
ZBGX4	-0.299	-2.241	1.408	5.277
ZBGX3	-0.324	-2.43	0.315	1.182
ZZHJ6	-0.58	-4.348	-0.096	-0.361
ZZHJ1	-0.784	-5.874	0.554	2.076
ZZHJ2	-0.073	-0.546	-0.51	-1.91
ZZHJ3	-0.513	-3.843	0.152	0.571
ZZHJ4	-0.351	-2.628	-0.574	-2.153

Variable	Skew	C.R.	Kurtosis	C.R.
XCFL1	-0.851	-6.38	0.351	1.316
XCFL2	-0.717	-5.377	0.015	0.057
XCFL3	-0.91	-6.819	0.573	2.146
Multivariate	-	-	873.15	103.055

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.2   Analysis of the Model of Internal and External Incentive Dimensions, Task Performance and Relationship Performance of Non-Media Teachers

This section validates the assumptions of each dimension, task performance and relationship performance of motivating each dimension and internal incentive and provides the basis for the next step to put forward more specific management suggestions or measures.

4.2.1   Initial Model and Hypothesis Verification of Various Dimensions of External Incentive and Task Performance of Non-Media Teachers

Before validating the hypothesis, through constructing the initial model of non-media teachers' external incentive to each dimension of task performance, the model variables include salary benefits, organizational environment, career development, education, teaching, scientific research and social service, the variable relationship is constructed according to the hypothesis (Figure 4.2), and the relationship between variables is verified by AMOS 23.0.
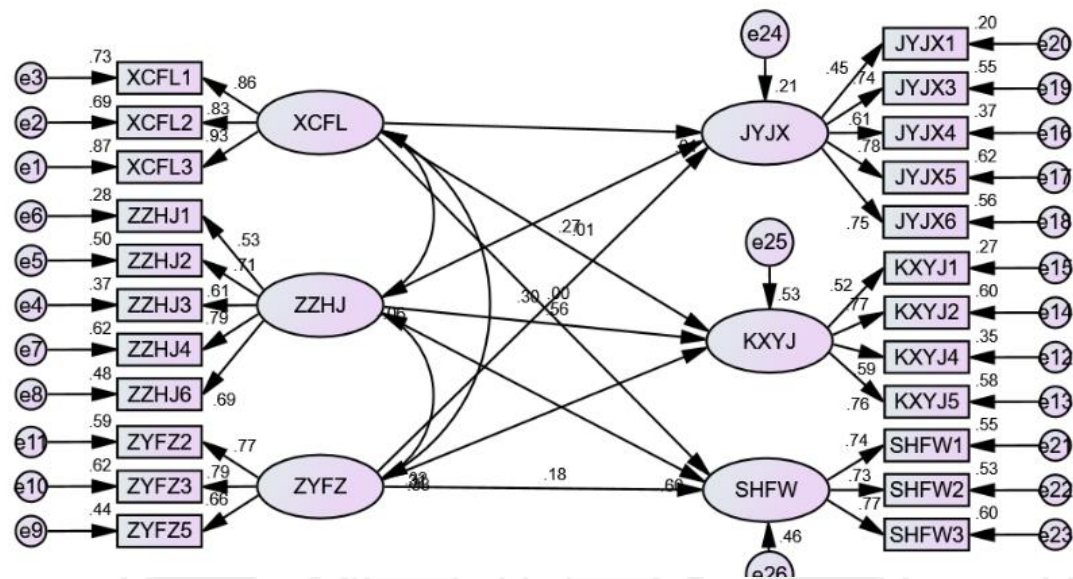
Figure 4.2 Initial Model of Various Dimensions of External Incentive and Task
            Performance for Non-media Teachers

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
       ZYFZ = Career development, JYJX = Education and teaching,
       KXYJ = Scientific research, SHFW = Social services.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 627.083, the degree of freedom is 218, the fitting degree CMIN/df = 2.877, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.074, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; GFI = 0.858, NFI = 0.824, IFI = 0.878, CFI = 0.876, and TLI = 0.856, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including salary benefits, organizational environment, and career development to the dependent variables including education and teaching, scientific research and social service are shown in Table 4.7.

Table 4.7 Regression Coefficient of Various Dimensions of External Incentive and
Task Performance for Non-Media Teachers

			Std	Unstd	S.E.	C.R.	P
JYJX	<---	XCFL	0.005	0.003	0.037	0.083	0.934
KXYJ	<---	XCFL	-0.005	-0.003	0.03	-0.096	0.924
SHFW	<---	XCFL	0.003	0.003	0.046	0.059	0.953
JYJX	<---	ZZHJ	0.269	0.268	0.072	3.699	***
KXYJ	<---	ZZHJ	0.557	0.504	0.077	6.515	***
SHFW	<---	ZZHJ	0.597	0.79	0.109	7.232	***
JYJX	<---	ZYFZ	0.298	0.257	0.068	3.774	***
KXYJ	<---	ZYFZ	0.326	0.255	0.058	4.42	***
SHFW	<---	ZYFZ	0.184	0.21	0.08	2.635	0.008

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, JYJX = Education and teaching,
KXYJ = Scientific research, SHFW = Social services.

Through the final model path analysis, salary benefits have no significant influence on education, teaching, scientific research and social service. Organizational environment and professional development have significant influence on education, teaching, scientific research and social service respectively, and consequently.

H1a: Salary benefits have a positive impact on education and teaching. There is a positive correlation between the two False.

H1b: Organizational environment has a positive impact on education and teaching. There is a positive correlation between the two True.

H1c: Career development has a positive impact on education and teaching. There is a positive correlation between the two True.

H2a: Salary benefits have a positive impact on scientific research. There is a positive correlation between the two False.

H2b: Organizational environment has a positive impact on scientific research. There is a positive correlation between the two True.

H2c: Career development has a positive impact on scientific research. There is a positive correlation between the two True.

H3a: Salary benefits have a positive impact on social services. There is a positive correlation between the two False.

H3b: Organizational environment has a positive impact on social services. There is a positive correlation between the two True.

H3c: Career development has a positive impact on social services. There is a positive correlation between the two True.

4.2.2 Initial Model and Hypothesis Verification of Various Dimensions of External Incentive and Relationship Performance of Non-Media Teachers

Construct the initial model of non-media teachers' external incentive to each dimension of relationship performance. The model variables include salary benefits, organizational environment, career development, peripheral relationship, organizational dedication, and the variable relationship is constructed according to the research hypothesis (Figure 4.3). Based on this model, the relationship between variables is verified.
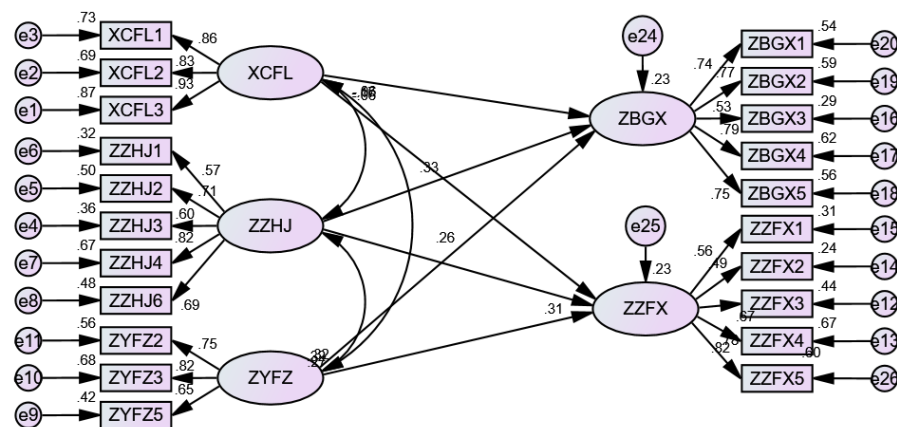
Figure 4.3 Initial Model of Various Dimensions of External Incentive and
Relationship Performance for Non-Media Teachers

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, ZBGX = Peripheral relationship,
ZZFX = Organizational dedication.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 467.369, the degree of freedom is 180, the fitting degree CMIN/df = 2.596, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.069, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; GFI = 0.891, NFI = 0.855, IFI = 0.906, CFI = 0.905, and TLI = 0.889, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including salary benefits, organizational environment, and career development to the dependent variables including peripheral relationship and organizational dedication are shown in Table 4.8.

Table 4.8 Regression Coefficient of Various Dimensions of External Incentive and Relationship Performance for Non-Media Teachers

			Std	Unstd	S.E.	C.R.	P
ZBGX	<---	ZZHJ	0.329	0.271	0.063	4.308	***
ZZFX	<---	ZZHJ	0.308	0.338	0.08	4.209	***
ZBGX	<---	ZYFZ	0.258	0.186	0.055	3.365	***
ZZFX	<---	ZYFZ	0.268	0.256	0.073	3.516	***
ZBGX	<---	XCFL	-0.061	-0.029	0.03	-0.986	0.324
ZZFX	<---	XCFL	-0.171	-0.109	0.041	-2.675	0.007

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
       ZYFZ = Career development, ZBGX = Peripheral relationship,
       ZZFX = Organizational dedication.

Through the path analysis of the final model, the salary benefits have no significant influence on the peripheral relationship, and the salary benefits have negative influence on the organizational dedication, which is not consistent with the hypothesis of this study, so the hypothesis is false, the organizational environment and career development have significant influence on the peripheral relationship and organizational dedication respectively, and therefore:

H4a: Salary benefits have a positive impact on peripheral relationships. There is a positive correlation between the two False.

H4b: Organizational environment has a positive effect on peripheral relationships. There is a positive correlation between the two True.

H4c: Career development has a positive impact on peripheral relationships. There is a positive correlation between the two True.

H5a: Salary benefits have a positive impact on organizational dedication. There is a positive correlation between the two False.

H5b: Organizational environment has a positive impact on organizational dedication. There is a positive correlation between the two True.

H5c: Career development has a positive impact on organizational dedication. There is a positive correlation between the two True.

4.2.3 Initial Model and Hypothesis Verification of Various Dimensions of Internal Incentive and Task Performance of Non-Media Teachers

To construct the initial model of each dimension of non-media teachers' internal incentive to task performance, the model variables include work achievement, personal value, innovation incentive, education and teaching, scientific research and social service, and the variable relationship is constructed according to the research hypothesis (Figure 4.4), and on this basis, the relationship among the variables is verified.
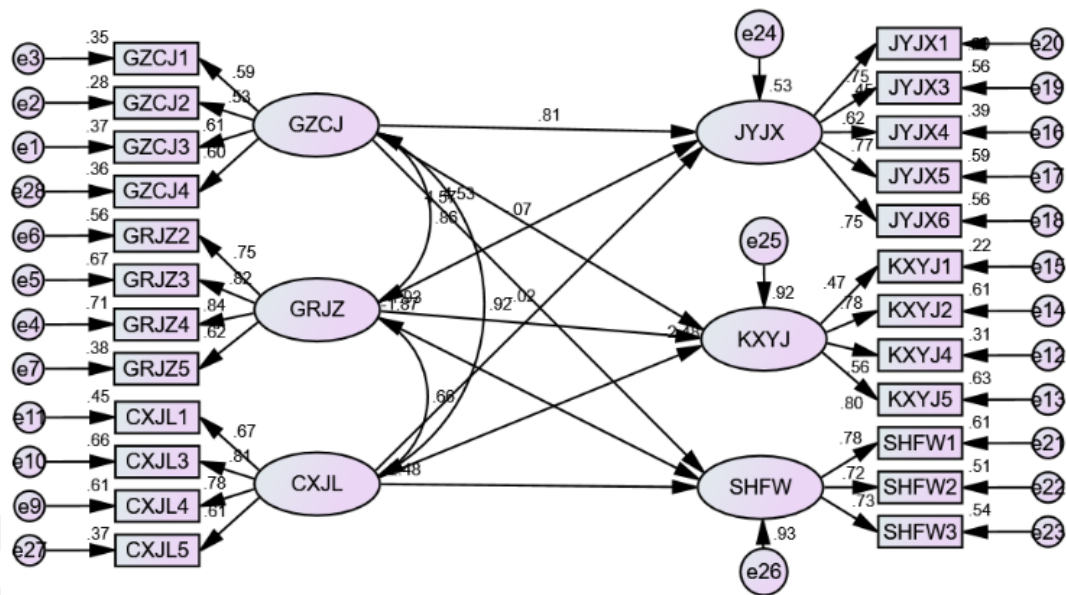
Figure 4.4 Initial Model of Various Dimensions of Internal Incentive and Task
            Performance for Non-Media Teachers

Note: GZCJ = Work achievement, GRJZ = Individual values,
       CXJL = Innovation incentive, JYJX = Education and teaching,
       KXYJ = Scientific research, SHFW = Social services.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 611.747, the degree of freedom is 240, the fitting degree CMIN/df = 2.549, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.068, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; GFI = 0.861, NFI = 0.841, IFI = 0.897, CFI = 0.896, and TLI = 0.880, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including work achievement, individual value and innovation incentive to the dependent variables including education and teaching, scientific research and social service are shown in Table 4.9.

Table 4.9 Regression Coefficient of Various Dimensions of Internal Incentive and Task Performance for Non-Media Teachers

			Std	Unstd	S.E.	C.R.	P
JYJX	<---	GZCJ	0.806	0.921	0.394	2.338	0.019
KXYJ	<---	GZCJ	0.57	0.425	1.315	3.366	***
SHFW	<---	GZCJ	0.532	0.14	2.042	3.496	***
KXYJ	<---	GRJZ	-0.933	-0.359	0.466	-2.918	0.004
SHFW	<---	GRJZ	-0.867	-0.136	0.727	-2.938	0.003
KXYJ	<---	CXJL	-0.482	-0.973	0.723	-2.73	0.006
SHFW	<---	CXJL	-0.481	-0.207	1.139	-2.815	0.005
JYJX	<---	GRJZ	-0.068	-0.056	0.142	-0.396	0.692
JYJX	<---	CXJL	-0.023	-0.022	0.22	-0.099	0.921

Note: GZCJ = Work achievement, GRJZ = Individual values,
       CXJL = Innovation incentive, JYJX = Education and teaching,
       KXYJ = Scientific research, SHFW = Social services.

Through the final model path analysis, the work achievement has the remarkable influence to the education and teaching, the scientific research, the social service; the individual value and the innovation incentive have the negative influence to the scientific research and the social service respectively, which does not agree with the study hypothesis, and therefore this study thinks the hypothesis is false, the individual value and the innovation incentive do not have the remarkable influence to the education teaching; therefore:

H6a: Work achievement has a positive impact on education and teaching. There is a positive correlation between the two True.

H6b: Personal value has a positive impact on education and teaching. There is a positive correlation between the two False.

H6c: Innovation incentive has a positive impact on education and teaching. There is a positive correlation between the two False.

H7a: Work achievement has a positive impact on scientific research. There is a positive correlation between the two True.

H7b: Personal value has a positive impact on scientific research. There is a positive correlation between the two False.

H7c: Innovation incentive has a positive impact on scientific research. There is a positive correlation between the two False.

H8a: Work achievement has a positive impact on social services. There is a positive correlation between the two True.

H8b: Personal value has a positive impact on social services. There is a positive correlation between the two False.

H8c: Innovation incentive has a positive impact on social services. There is a positive correlation between the two False.

4.2.4 Initial Model and Hypothesis Verification of Various Dimensions of Internal Incentive and Relationship Performance of Non-Media Teachers

Construct the initial model of each dimension of non-media teacher's internal incentive to the relationship performance, the model variables include salary work achievement, individual value, innovation incentive, peripheral relationship, organizational dedication, build the variable relation according to the study hypothesis (Figure 4.5), and on the basis of which, the relationship between variables is verified.
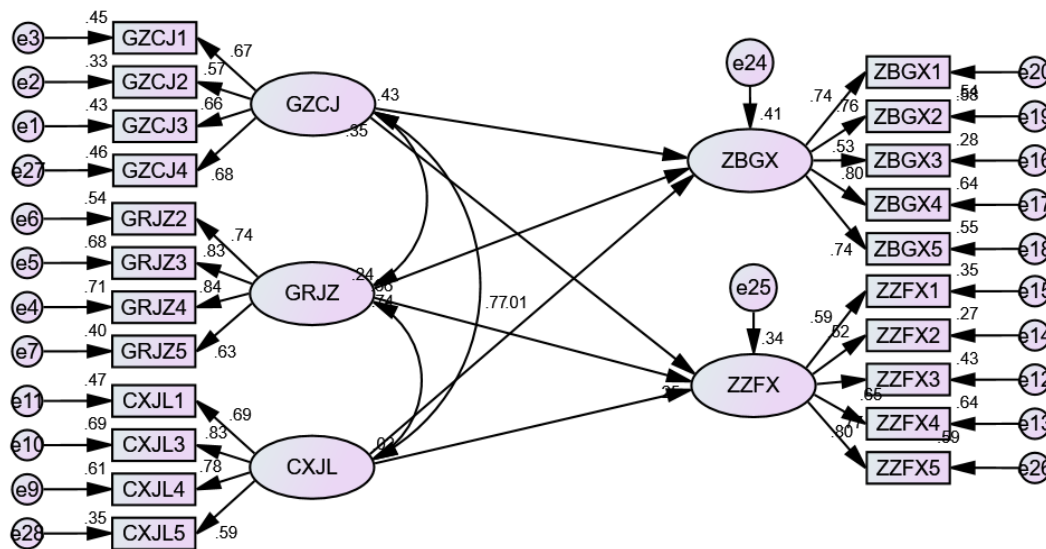
Figure 4.5 Initial Model of Various Dimensions of Internal Incentive and

Relationship Performance for Non-Media Teachers

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 618.735, the degree of freedom is 253, the fitting degree CMIN/df = 2.445, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.079, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; GFI = 0.856, NFI = 0.827, IFI = 0.876, CFI = 0.875, and TLI = 0.856, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including work achievement, individual value and innovation incentive to the dependent variables including peripheral relationship and organizational dedication are shown in Table 4.10.

Table 4.10 Regression Coefficient of Various Dimensions of Internal Incentive and
Relationship Performance for Non-Media Teachers

			Std	Unstd	S.E.	C.R.	P
ZBGX	<---	GRJZ	0.244	0.16	0.066	2.432	0.015
ZZFX	<---	GRJZ	0.255	0.221	0.09	2.46	0.014
ZBGX	<---	CXJL	0.006	0.004	0.081	0.052	0.959
ZZFX	<---	CXJL	0.023	0.022	0.112	0.199	0.842
ZBGX	<---	GZCJ	0.433	0.366	0.124	2.953	0.003
ZZFX	<---	GZCJ	0.352	0.393	0.163	2.405	0.016

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication.

Through the final model path analysis, the work achievement and the individual value have significant influence on the peripheral relationship and the organizational dedication respectively; the innovation incentive has no significant influence on the peripheral relationship and the organizational dedication respectively; therefore:

H9a: Work achievement has a positive impact on the peripheral relationship. There is a positive correlation between the two True.

H9b: Personal value has a positive impact on peripheral relationship. There is a positive correlation between the two True.

H9c: Innovation incentive has a positive effect on the peripheral relationship. There is a positive correlation between the two False.

H10a: Work achievement has a positive impact on organizational dedication. There is a positive correlation between the two True.

H10b: Personal value has a positive impact on organizational dedication. There is a positive correlation between the two True.

H10c: Innovation incentive has a positive impact on organizational dedication. There is a positive correlation between the two False.

4.3 The Mediating Test of Internal and External Motivation, Task Performance and Relational Performance of Non-Media Teachers' Achievement Desire

4.3.1 Confirmatory Factor Analysis (non-media college teachers in the second hierarchy)

This study verified and analyzed various dimensions left in the incentive factors by using the Maximum Likelihood Estimate. The CFA standard model is shown in Figure 4.6.
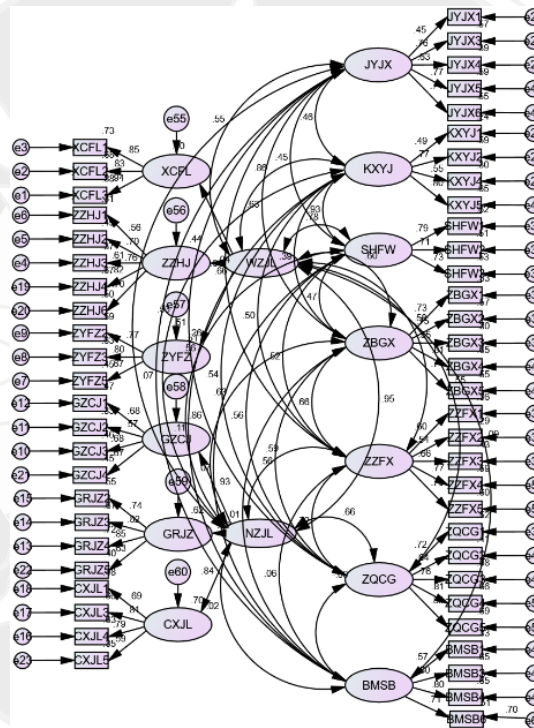
Figure 4.6   Standardized Estimates in CFA Model (non-media college teachers in the second hierarchy)

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
       ZYFZ = Career development, GZCJ = Work achievement,
       GRJZ = Individual values, CXJL = Innovation incentive,
       JYJX = Education and teaching, KXYJ = Scientific research,
       SHFW = Social services, ZBGX = Peripheral relations,
       ZZFX = Organizational dedication, ZQCG = Pursuing success,
       BMSB = Avoid failure.

In this study, the chi square value is 2544.441, the freedom degree is 1599, and the significance level is 0.000. It is necessary to combine other indicators to judge the fitness because the chi square value is affected by the sample size and other factors. To illustrate, the ratio of chi square and degree of freedom is 1.591, less than 3, which indicates that the model fitting degree meets the standard. The comparison fitting index CFI is 0.864, the increasing fitting index IFI is 0.866, the relative fitting index TLI = 0.850, all of which meet the criterion where the fitting index is greater than 0.80; RMSEA = 0.053, less than 0.08, so the fitting degree meets the standard.

4.3.2 CR and AVE Analyze (non-media college teachers in the second hierarchy)

According to the confirmatory factor analysis on the dimensions of internal and external motivation, task performance, relationship performance and achievement desire of non-media teachers, both the CR of the scale as a whole and each dimension are greater than 0.7, AVE is greater than 0.5, and the standardized estimation is statistically significant under the condition of $P < 0.001$ (Table 4.11). This shows that each scale in this study has good combination reliability and convergence validity, and the internal quality of the questionnaire designed in this study is very reliable and high.

Table 4.11 CR and AVE (non-media teachers in the second hierarchy)

		Unstd	S.E.	t-value	P	Std	CR	AVE
WZJL	XCFL	1.000	-	-	-	.737	.781	.543
	ZZHJ	.949	.139	6.823	***	.761	-	-
	ZYFZ	.981	.142	6.914	***	.713		
NZJL	GZCJ	1.000	-	-	-	.925	.888	.726
	GRJZ	.810	.111	7.298	***	.788	-	-
	CXJL	1.013	.136	7.436	***	.838		
XCFL	XCFL3	1.000	-	-	-	.939	.906	.764
	XCFL2	.947	.047	20.153	***	.825	-	-
	XCFL1	.977	.046	21.261	***	.854	-	-

		Unstd	S.E.	t-value	P	Std	CR	AVE
ZZHJ	ZZHJ3	1.000	-	-	-	.611	.843	.521
	ZZHJ2	1.517	.139	10.925	***	.697	-	-
	ZZHJ1	1.204	.122	9.857	***	.758	-	-
	ZZHJ4	.941	.090	10.477	***	.820	-	-
	ZZHJ6	.891	.105	8.487	***	.705	-	-
ZYFZ	ZYFZ5	1.296	.130	9.953	***	.667	.789	.556
	ZYFZ3	.891	.105	8.487	***	.796	-	-
	ZYFZ2	1.000	-	-	-	.768	-	-
GZCJ	GZCJ3	.941	.089	10.621	***	.679	.819	.534
	GZCJ2	.838	.085	9.845	***	.874	-	-
	GZCJ1	.977	.117	8.319	***	.682	-	-
	GZCJ4	.883	.076	11.683	***	.668	-	-
GRJZ	GRJZ4	1.000	-	-	-	.847	.848	.585
	GRJZ3	.965	.108	8.970	***	.820	-	-
	GRJZ2	.783	.088	8.919	***	.742	-	-
	GRJZ5	1.072	.077	13.895	***	.632	-	-
CXJL	CXJL4	1.000	-	-	-	.793	.817	.532
	CXJL3	1.083	.091	11.834	***	.813	-	-
	CXJL1	1.035	.088	11.719	***	.694	-	-
	CXJL5	.760	.073	10.437	***	.595	-	-
JYJX	JYJX1	1.000	-	-	-	.646	.834	.504
	JYJX3	1.077	.109	9.859	***	.757	-	-
	JYJX4	1.160	.092	12.682	***	.626	-	-
	JYJX5	1.139	.100	11.350	***	.767	-	-
	JYJX6	.631	.081	7.751	***	.740	-	-
KXYJ	KXYJ2	1.005	.083	12.164	***	.770	.800	.505
	KXYJ4	.764	.103	7.445	***	.549	-	-
	KXYJ1	1.000	-	-	-	.693	-	-
	KXYJ5	.890	.077	11.623	***	.804	-	-
SHFW	SHFW1	1.978	.254	7.798	***	.787	.788	.553

		Unstd	S.E.	t-value	P	Std	CR	AVE
	SHFW2	1.000	-	-	-	.712	-	-
	SHFW3	1.077	.155	6.961	***	.731	-	-
ZBGX	ZBGX1	1.730	.223	7.763	***	.731	.841	.519
	ZBGX2	1.123	.104	10.751	***	.752	-	-
	ZBGX3	1.000	-	-	-	.547	-	-
	ZBGX5	1.001	.069	14.615	***	.739	-	-
	ZBGX4	1.057	.082	12.844	***	.805	-	-
ZZFX	ZZFX1	1.226	.114	10.734	***	.600	.835	.506
	ZZFX2	1.000	-	-	-	.737	-	-
	ZZFX3	1.311	.143	9.184	***	.657	-	-
	ZZFX4	1.150	.074	15.551	***	.769	-	-
	ZZFX5	1.123	.104	10.751	***	.777	-	-
ZQCG	ZQCG1	1.156	.127	9.139	***	.718	.868	.571
	ZQCG2	1.169	.126	9.307	***	.644	-	-
	ZQCG3	1.355	.149	9.068	***	.759	-	-
	ZQCG4	.695	.069	10.014	***	.812	-	-
	ZQCG5	1.096	.081	13.556	***	.829	-	-
BMSB	BMSB1	1.000	-	-	-	.572	.817	.532
	BMSB3	.651	.074	8.837	***	.803	-	-
	BMSB4	1.137	.096	11.904	***	.805	-	-
	BMSB6	1.421	.082	12.844	***	.713	-	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation,

WZJL = External motivation.

4.3.3 Discriminant Validity Analyze (non-media college teachers in the second hierarchy)

According to Table 4.12 the correlation coefficients among the nine potential variables, including internal motivation, external motivation, education and teaching, scientific research, social service, peripheral relations, organizational dedication, pursuit of success and avoidance of failure are summarized. The number on the diagonal is the square root of AVE value of each variable, and the square root of AVE value of each variable is between 0.710 and 0.852. To sum up, the square root of AVE value of each variable is significantly greater than the correlation coefficient between these variable and other variables, which indicates that the 9 latent variables have good discriminant validity.

Table 4.12 Discriminant Validity Analyze (non-media college teachers in the second hierarchy)

	AVE	NZJL	WZJL	BMSB	ZQCG	ZZFX	ZBGX	SHFW	KXYJ	JYJX
NZJL	.726	.852	-	-	-	-	-	-	-	-
WZJL	.543	.554	.737	-	-	-	-	-	-	-
BMSB	.532	-.024	.091	.729	-	-	-	-	-	-
ZQCG	.571	.657	.548	.093	.756	-	-	-	-	-
ZZFX	.506	.586	.577	.065	.722	.711	-	-	-	-
ZBGX	.519	.633	.598	.011	.559	.664	.720	-	-	-
SHFW	.553	.563	.784	.066	.558	.516	.472	.744	-	-
KXYJ	.505	.531	.862	.110	.544	.502	.392	.529	.711	-
JYJX	.504	.765	.552	.069	.510	.637	.625	.454	.461	.710

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation,

WZJL = External motivation.

It is necessary to construct the model of every variable before verifying the mediating test. In ammos 23.0, the maximum likelihood estimation method is used. In the output, standardized estimates, squared multiple correlations, indirect, direct & total effects, and modification indicators are selected. Then, perform bootstrap is selected in bootstrap, and number of bootstrap samples is set to 1000.Select percentile confidence intervals and bias corrected confidence intervals, and set PC confidence level and BC confidence level to 95% respectively, and then analyze the running results. The mediating effects of internal and external incentives of achievement desire on task performance and relational performance were tested in the bootstrap app. 1000 bootstrap samples were selected from the original data (n = 337) by repeated sampling method, and an approximate sampling distribution was generated. The 95% confidence interval of mediating effect was estimated by the 2.5 percentile and 97.5 percentile. If the 95% confidence interval of bias corrected and percentile does not contain 0, it indicates that the mediating effect works.

4.3.4 The Mediating Effect of Extrinsic Motivation on Task Performance and Relationship Performance of Non-Media Teachers' Achievement Desire

1) Verification of the mediating effect of extrinsic motivation on education and teaching of non-media teachers' desire for achievement

According to the mediating effect model of achievement desire in external motivation on education and teaching, it is found that the chi square value is 449.525, the degree of freedom is 267, the fitting degree Cmin/DF equals to 1.578, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.045, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.903; the normative fit index NFI is 0.882,and the CFI is 0.948, the incremental fit index IFI is 0.948, all of which meet indicators above 0.80.The results show that the fitting degree index is ideal.
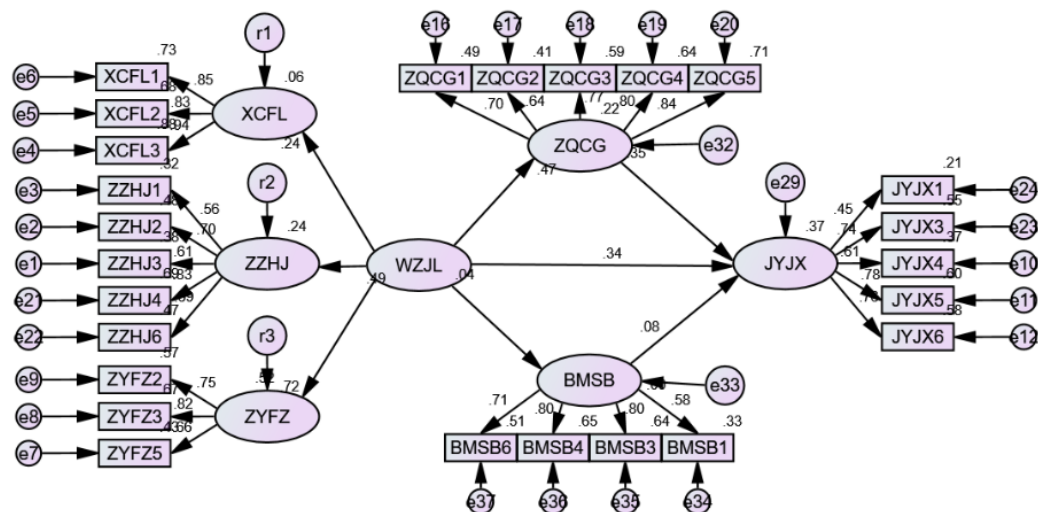
Figure 4.7 Structural Equation Model of Mediating Effect of External Motivation on
Education and Teaching of Non Media Teachers' Achievement Desire

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, JYJX = Education and teaching,
ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

The results show that (Table 4.13), external motivation directly affects education and teaching. The pursuit of success and the avoidance of failure in the desire for achievement both include 0 in education and teaching, so the mediating effect does not exist.

Table 4.13 The Test Table of Mediating Effect of Extrinsic Motivation on Education and Teaching of Non-Media Teachers' Achievement Desire

	Point Estimate	SE	Z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
WZJL->JYJX	0.828	2.058	0.402	0.201	9.299	0.17	7.098
WZJL->ZQCG->JYJX	0.399	1.071	0.373	0.12	3.807	-0.512	2.182
WZJL->BMSB->JYJX	0.008	0.062	0.129	-0.036	0.226	-0.118	0.105
TOTAL	1.235	1.948	0.634	0.403	9.038	0.377	7.572

Note: JYJX=Education and teaching, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

2) Verification of mediating effect of non-media teachers' desire for achievement on scientific research in external motivation

According to the mediating effect model of achievement desire in external motivation on scientific research, it is found that the chi square value is 430.631, the degree of freedom is 244, the fitting degree Cmin/DF equals to 1.765, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.048, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.904; the normative fit index NFI is 0.883, and the CFI is 0.946, the

incremental fit index IFI is 0.945,TLI is 0.938, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
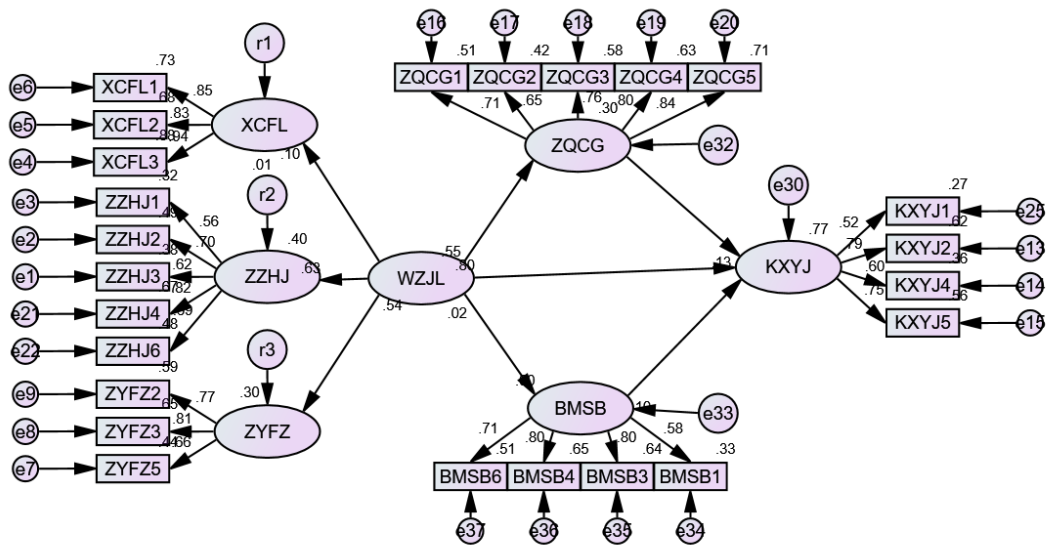
Figure 4.8 Structural Equation Model of Mediating Effect of External Motivation on
         Scientific Research of Non Media Teachers' Achievement Desire

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
      ZYFZ = Career development, KXYJ = Scientific research, ZQCG =
      Pursuing success, BMSB = Avoid failure, WZJL = External motivation.

According to the research results (Table 4.14), external motivation directly affects scientific research. But while desire for achievement has no mediating effect in the mediating effect test of scientific research with external motivation.

Table 4.14 The Mediating Effect of Extrinsic Motivation on Scientific Research of
Non-Media Teachers' Achievement Desire

				Bias-Corrected		Percentile	
	Point Estimate	**SE**	**Z**	**Lower**	**Upper**	**Lower**	**Upper**
WZJL->KXYJ	7.591	7.036	1.079	2.381	41.887	1.097	28.372
WZJL->ZQCG->KXYJ	0.663	2.216	0.299	-0.522	5.633	-6.029	2.922
WZJL->BMSB->KXYJ	0.019	0.162	0.117	-0.169	0.582	-0.483	0.22
TOTAL	8.273	6.425	1.288	2.958	39.236	1.377	27.252

Note: KXYJ = Scientific research, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

3) The mediating effect of external motivation on social service of
non-media teachers' achievement desire

According to the mediating effect model of achievement desire in
external motivation on social service, it is found that the chi square value is 400.254,
the degree of freedom is 222, the fitting degree Cmin/DF equals to 1.803, which
meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the
model reaches the acceptable range and degree; the root mean square error (RMSEA)
is 0.049, which meets the upper limit of RMSEA < 0.08; the goodness of fit index
GFI is 0.906; the normative fit index NFI is 0.888,and the CFI is 0.947, the
incremental fit index IFI is 0.947, TLI is 0.939, all of which meet indicators above
0.80. The results show that the fitting degree index is ideal.
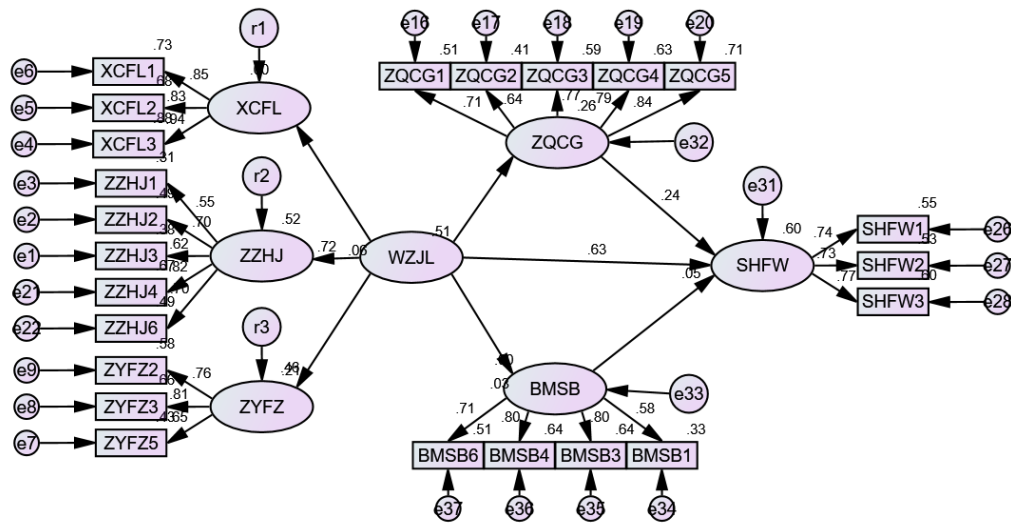
Figure 4.9 Structural Equation Model of Mediating Effect of External Motivation on
Social Service of Non Media Teachers' Achievement Desire

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, SHFW = Social services,
ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

The results show that (Table 4.15), external incentives directly affects social services; the mediating effect of pursuing success on the impact of external incentives on social services does not exist; and the mediating effect of avoiding failure on the impact of external incentives on social services does not exist.

Table 4.15 The Mediating Effect of Extrinsic Motivation on Social Service of
　　　　　　Non-Media Teachers' Achievement Desire

				Bias-Corrected		Percentile	
	Point Estimate	SE	Z	Lower	Upper	Lower	Upper
WZJL->SHFW	8.038	5.996	1.341	2.857	50.06	0.512	23.573
WZJL->ZQCG->SHFW	1.546	1.761	0.878	0.504	30.02	-1.596	4.34
WZJL->BMSB->SHFW	0.022	0.141	0.156	-0.036	0.775	-0.319	0.175
TOTAL	9.607	6.215	1.546	3.703	41.753	0.896	26.119

Note: SHFW = Social services, ZQCG = Pursuing success,
　　　　 BMSB = Avoid failure, WZJL = External motivation.

　　　　　　4) The mediating effect of non-media teachers' desire for achievement
on their peripheral relationship in external motivation

　　　　　　According to the mediating effect model of achievement desire in
external motivation on social service, it is found that the chi square value is 437.985,
the degree of freedom is 267,the fitting degree Cmin/DF equals to 1.640, which meets
the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model
reaches the acceptable range and degree; the root mean square error (RMSEA) is
0.044, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI
is 0.907; the normative fit index NFI is 0.889,and the CFI is 0.953, the incremental fit
index IFI is 0.953, TLI is 0.947, all of which meet indicators above 0.80. The results
show that the fitting degree index is ideal.
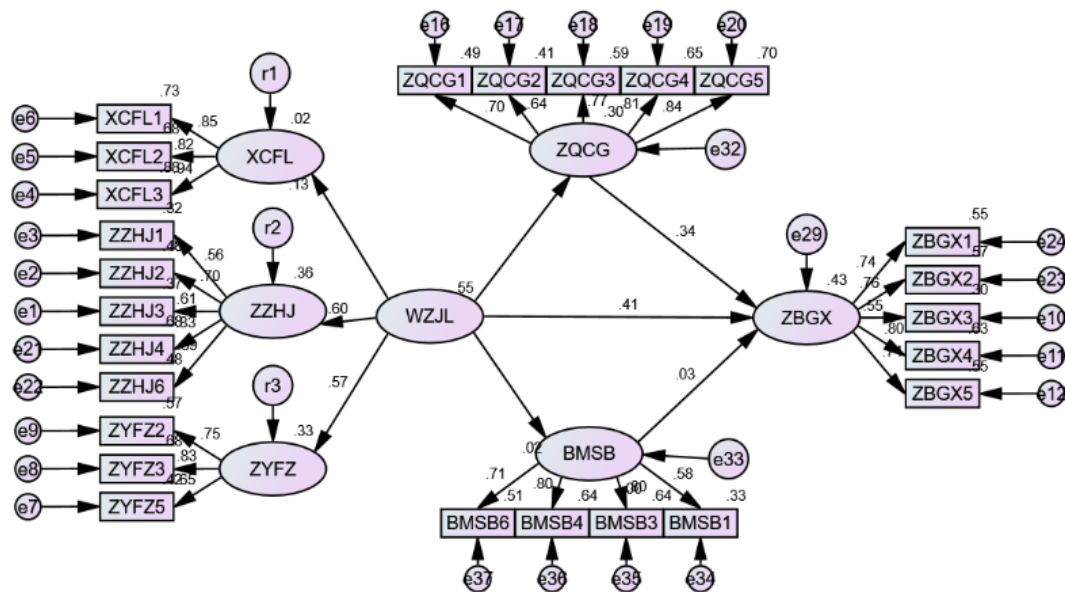
Figure 4.10 Structural Equation Model of Mediating Effect of Extrinsic Motivation

on Peripheral Relationship of Non Media Teachers' Achievement Desire

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, ZBGX = Peripheral relations,

ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

The results show that (Table 4.16), the external motivation directly affects the peripheral relationship; the mediating effect of the external incentive on the peripheral relationship does not exist in the pursuit of success, and the mediating effect of the external incentive on the peripheral relationship does not exist in the avoidance of failure.

Table 4.16 The Mediating Effect of Extrinsic Motivation on Peripheral Relationship
of Non-Media Teachers' Achievement Desire

	Point Estimate	SE	Z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
WZJL->ZBGX	1.54	2.423	0.636	0.201	15.098	0.079	9.264
WZJL->ZQCG->ZBGX	0.7	1.151	0.608	0.189	7.142	-0.254	3.27
WZJL->BMSB->ZBGX	0.002	0.043	0.047	-0.031	0.173	-0.105	0.068
TOTAL	2.242	2.665	0.841	0.42	15.562	0.295	10.781

Note: ZBGX = Peripheral relations, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation**.**

5) The mediating effect of achievement desire of non-media teachers
on organizational dedication in external motivation

According to the mediating effect model of achievement desire in
external motivation on organizational dedication, it is found that the chi square value
is 511.759, the degree of freedom is 267, the fitting degree Cmin/DF equals to 1.917,
which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index
of the model reaches the acceptable range and degree; the root mean square error
(RMSEA) is 0.068, which meets the upper limit of RMSEA < 0.08; the goodness of
fit index the CFI is 0.937, the incremental fit index IFI is 0.937, the TLI is 0.928, all
of which meet indicators above 0.80. The results show that the fitting degree index is
ideal.
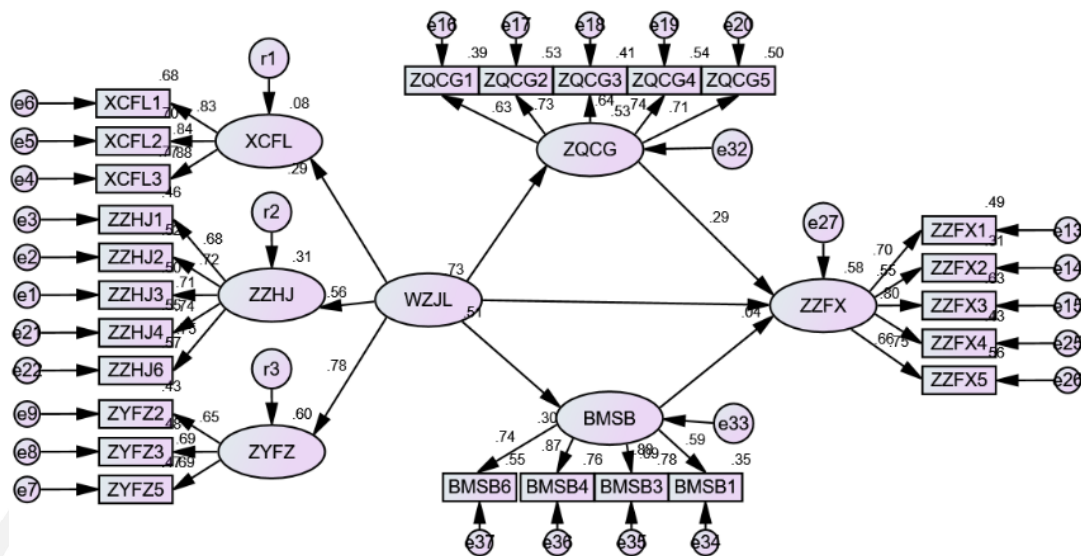
Figure 4.11 Structural Equation Model of Mediating Effect of External Motivation on
                    Organizational Dedication of Non-Media Teachers' Achievement Desire

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
         ZYFZ = Career development, ZZFX = Organizational dedication,
         ZQCG = Pursuing success, BMSB = Avoid failure,
         WZJL = External motivation.

　　　　The results show that (Table 4.17), the direct effect of external motivation on organizational dedication does not exist; the mediating effect of external motivation on organizational dedication exists in pursuit of success, and it is completely mediated; the mediating effect of avoiding failure on organizational dedication does not exist in external incentive.

Table 4.17 The Mediating Effect of Extrinsic Motivation on Organizational

                Dedication of Non-Media Teachers

				Bias-Corrected		Percentile	
	Point Estimate	**SE**	**Z**	**Lower**	**Upper**	**Lower**	**Upper**
WZJL->ZZFX	0.19	1.519	0.125	-0.594	3.179	-0.263	5.034
WZJL->ZQCG->ZZFX	0.513	1.323	0.388	0.174	4.488	0.19	5.061
WZJL->BMSB->ZZFX	0.016	0.093	0.172	-0.073	0.364	-0.121	0.237
TOTAL	0.719	2.382	0.302	0.195	7.435	0.241	9.585

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,

       BMSB = Avoid failure, WZJL = External motivation.

4.3.5 The Mediating Effect of Intrinsic Motivation on Task Performance and Relationship Performance of Non-Media Teachers

1) The mediating effect of intrinsic motivation of non-media teachers' achievement desire on education and teaching

According to the mediating effect model of achievement desire in internal motivation on education and teaching, it is found that the chi square value is 594.264, the degree of freedom is 291,the fitting degree Cmin/DF equals to 2.042, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.056, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.876; the normative fit index NFI is 0.860, and the CFI is 0.923, the incremental fit index IFI is 0.924, the TLI is 0.914, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
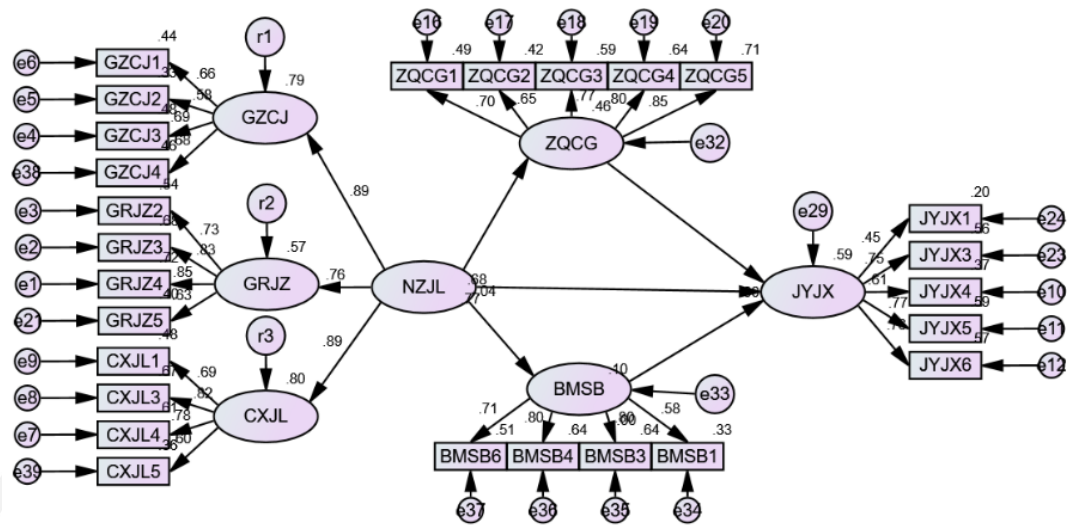
Figure 4.12 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
             Education and Teaching of Non Media Teachers' Achievement Desire

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, JYJX = Education and teaching,

ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

The research results show that (Table 4.18), the internal incentive directly affects education and teaching; and the mediating effect of pursuing success and avoiding failure on education and teaching does not exist. In conclusion, the mediating effect of achievement desire on education and teaching does not exist.

Table 4.18 The Mediating Effect of Intrinsic Motivation on Education and Teaching
of Non-Media Teachers' Achievement Desire

	Point Estimate	SE	Z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->JYJX	0.857	0.187	4.583	0.557	1.32	0.547	1.302
NZJL->ZQCG->JYJX	-0.002	0.102	-0.020	-0.246	0.16	-0.23	0.162
NZJL->BMSB->JYJX	-0.005	0.013	-0.385	-0.046	0.013	-0.038	0.016
TOTAL	0.849	0.13	6.531	0.632	1.178	0.606	1.153

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

2) The mediating effect of intrinsic motivation of non-media teachers' achievement desire on scientific research

According to the mediating effect model of achievement desire in internal motivation on scientific research, it is found that the chi square value is 551.959, the degree of freedom is 267, the fitting degree Cmin/DF equals to 2.067, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.056, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.882; and the CFI is 0.992, the incremental fit index IFI is 0.923, the TLI is 0.913, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
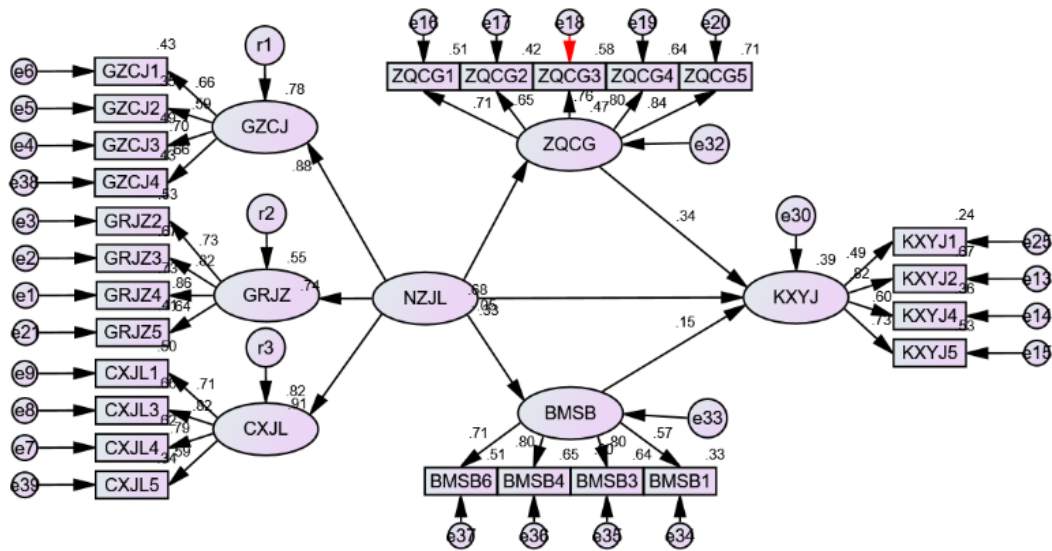
Figure 4.13 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
           Scientific Research of Non Media Teachers' Achievement Desire

Note: GZCJ = Work achievement, GRJZ = Individual values,

     CXJL = Innovation incentive, KXYJ = Scientific research,

     ZQCG = Pursuing success, BMSB = Avoid failure,

     NZJL = Intrinsic motivation.

The results show that (Table 4.19), the internal incentive directly
affects scientific research; and the mediating effect of the internal incentive to pursue
success on scientific research exists, and there is a partial mediating effect; The
mediating effect of the internal incentive to avoid failure on scientific research does
not exist.

Table 4.19 The Mediating Effect of Intrinsic Motivation on Scientific Research of
Non-Media Teachers' Achievement Desire

				Bias-Corrected		Percentile	
	Point Estimate	SE	Z	Lower	Upper	Lower	Upper
NZJL->KXYJ	0.586	0.217	2.700	0.203	1.084	0.169	0.988
NZJL->ZQCG->KXYJ	0.417	0.163	2.558	0.176	0.845	0.161	0.827
NZJL->BMSB->KXYJ	-0.013	0.027	-0.481	-0.082	0.031	-0.076	0.035
TOTAL	0.991	0.168	5.899	0.702	1.372	0.686	1.34

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

3) The mediating effect of intrinsic motivation on social service of non-media teachers

According to the mediating effect model of achievement desire in internal motivation on social service, it is found that the chi square value is 541.138, the degree of freedom is 244, the fitting degree Cmin/DF equals to 2.218, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.060, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.880; the normative fit index NFI is 0.863, and the CFI is 0.919, the incremental fit index IFI is 0.919, the TLI is 0.908, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
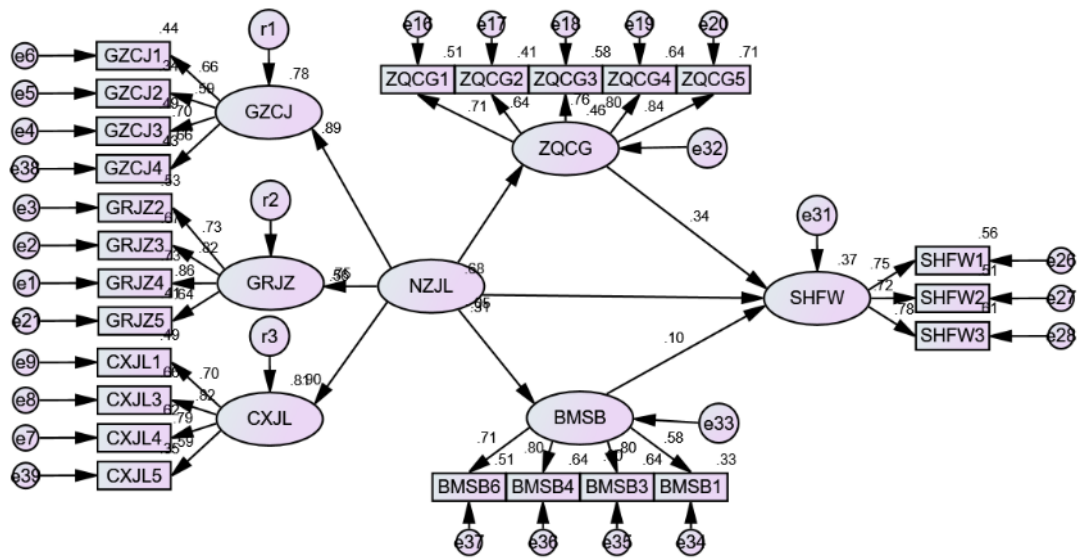
Figure 4.14 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
　　　　　　 Social Service of Non Media Teachers' Achievement Desire

Note: GZCJ = Work achievement, GRJZ = Individual values,

　　　 CXJL = Innovation incentive, SHFW = Social services,

　　　 ZQCG = Pursuing success, BMSB = Avoid failure,

　　　 NZJL = Intrinsic motivation.

　　　　The results show that (Table 4.20), intrinsic motivation directly affects
social services; and the pursuit of success has a mediating effect on social services,
which is partially mediated; The mediating effect of avoiding failure on social service
does not exist.

Table 4.20 The Mediating Effect of Intrinsic Motivation on Social Service of
Non- Media Teachers

				Bias-Corrected		Percentile	
	Point Estimate	SE	Z	Lower	Upper	Lower	Upper
NZJL->SHFW	0.469	0.213	2.202	0.099	0.969	0.073	0.918
NZJL->ZQCG->SHFW	0.349	0.159	2.195	0.107	0.731	0.094	0.721
NZJL->BMSB->SHFW	-0.007	0.017	-0.412	-0.063	0.015	-0.048	0.024
TOTAL	0.811	0.176	4.608	0.531	1.23	0.505	1.196

Note: SHFW = Social services, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

4) The mediating effect of intrinsic motivation on peripheral relationship of non-media teachers' achievement desire

According to the mediating effect model of achievement desire in internal motivation on peripheral relationship, it is found that the chi square value is 619.793, the degree of freedom is 219,the fitting degree Cmin/DF equals to 2.130, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.058, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.871; the normative fit index NFI is 0.858, and the CFI is 0.919, the incremental fit index IFI is 0.919, the TLI is 0.909, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
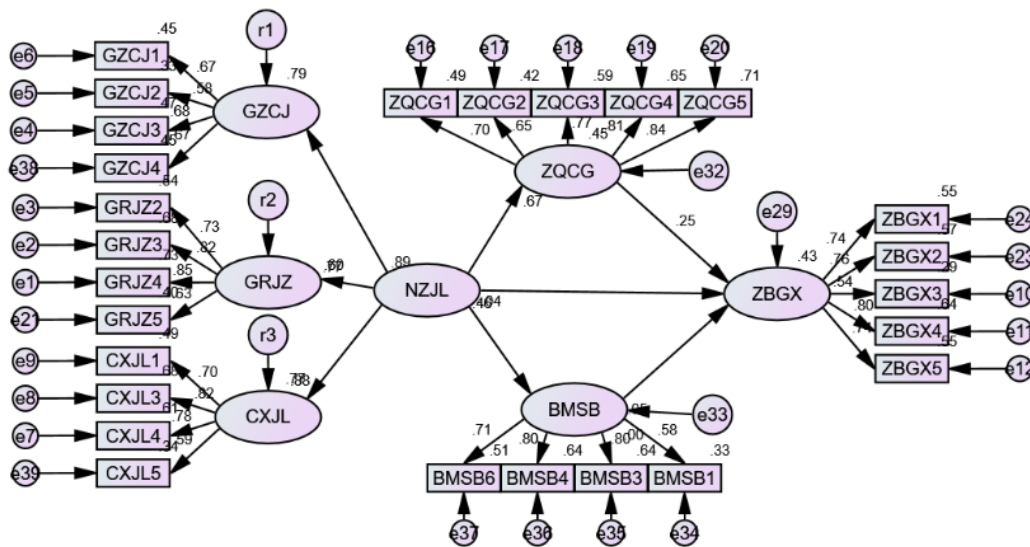
Figure 4.15 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
Peripheral Relationship of Non Media Teachers' Achievement Desire

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, ZBGX = Peripheral relations,

ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

The results show that (Table 4.21), the internal incentive directly affects the peripheral relationship; and the mediating effect does not exist in the influence of the intrinsic motivation on the peripheral relationship in the pursuit of success, and the intermediary effect in the influence of the internal incentive on the peripheral relationship does not exist.

Table 4.21 The Mediating Effect of Intrinsic Motivation on Peripheral Relationship
of Non-Media Teachers' Achievement Desire

	Point Estimate	SE	Z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->ZBGX	0.43	0.131	3.282	0.228	0.739	0.222	0.734
NZJL->ZQCG->ZBGX	0.156	0.094	1.660	-0.008	0.371	-0.025	0.349
NZJL->BMSB->ZBGX	-0.002	0.007	-0.286	-0.028	0.007	-0.019	0.01
TOTAL	0.584	0.129	4.527	0.392	0.889	0.383	0.872

Note: ZBGX = Peripheral relations, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

5) The mediating effect of intrinsic motivation on organizational dedication of non-media teachers

According to the mediating effect model of achievement desire in internal motivation on peripheral relationship, it is found that the chi square value is 721.990, the degree of freedom is 291,the fitting degree Cmin/DF equals to 2.481, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.066, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.853; the normative fit index NFI is 0.853, and the CFI is 0.893, the incremental fit index IFI is 0.894, the TLI is 0.881,all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
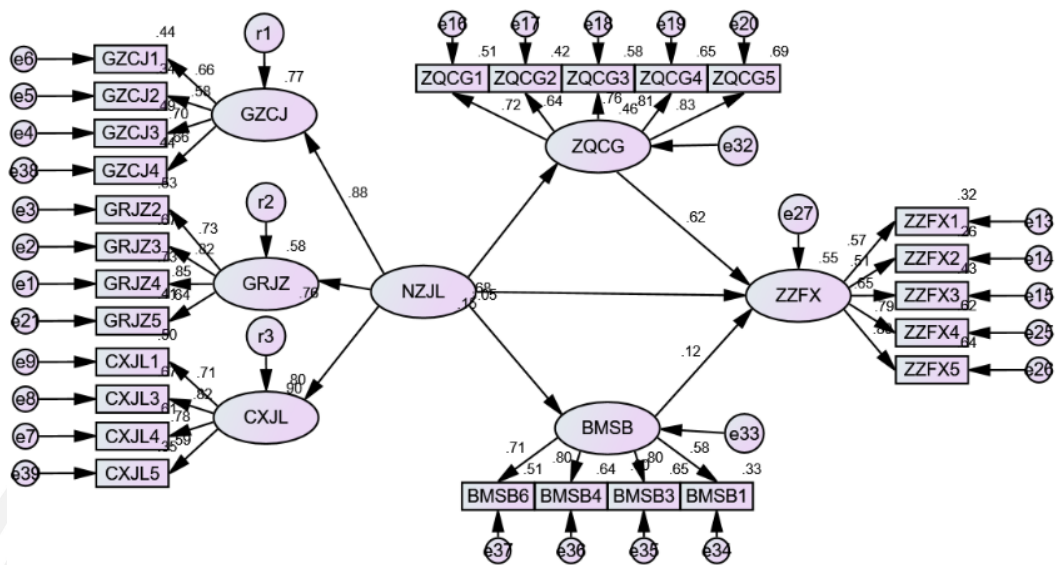
Figure 4.16 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
　　　　　Organizational Dedication of Non Media Teachers

Note: GZCJ = Work achievement, GRJZ = Individual values,
　　　CXJL = Innovation incentive, ZZFX = Organizational dedication,
　　　ZQCG = Pursuing success, BMSB = Avoid failure,
　　　NZJL = Intrinsic motivation.

　　　　　The results show that (Table 4.22), the effect of intrinsic motivation on organizational dedication is not evident; There is a mediating effect and a complete mediating effect in the effect of intrinsic motivation on organizational dedication in pursuit of success, while there is no mediating effect in the influence of internal motivation on organizational dedication to avoid failure.

Table 4.22 The Mediating Effect of Intrinsic Motivation on Organizational
Dedication of Non-Media Teachers

	Point Estimate	SE	Z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->ZZFX	0.179	0.136	1.316	-0.108	0.443	-0.106	0.449
NZJL->ZQCG->ZZFX	0.509	0.122	4.172	0.34	0.849	0.314	0.782
NZJL->BMSB->ZZFX	-0.007	0.014	-0.500	-0.039	0.019	-0.033	0.026
TOTAL	0.682	0.124	5.500	0.466	0.97	0.462	0.963

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success
BMSB = Avoid failure, NZJL = Intrinsic motivation

To sum up, according to the research hypothesis H11 (a-e) - H12 (a-e): the mediating effect of achievement desire in and out of non-media teachers on performance is summarized as follows:

(1) The pursuit of success has a complete mediating effect in the influence of external incentives on organizational dedication.

(2) There is a partial mediating effect in the effect of intrinsic motivation on scientific research.

(3) There is a partial mediating effect in the effect of intrinsic motivation on social service.

(4) There is a complete mediating effect in the effect of intrinsic motivation on organizational dedication.

4.4 The Test of The Adjustment Effect of Various Dimensions of Internal and External Incentive, Task Performance and Relationship Performance of Achievement Desire of Non-Media Teachers

4.4.1 Regression Analysis of Various Dimensions of Internal and External Incentive, Task Performance and Relationship Performance of Achievement Desire of Non-Media Teachers

According to the coefficient table (Table 4.23), the adjustment R^2 of the model is 0.096 and the F value is 36.789 in the model where the external incentive is the independent variable and the education and teaching is the dependent variable, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.315, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the education and teaching; in the model with the external incentive as the independent variable and the scientific research as the dependent variable, the adjustment R^2 of the model is 0.223, and the F value is 97.701, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.475, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the scientific research; in the model with the external incentive as the independent variable and the social service as the dependent variable, the adjustment R^2 of the model is 0.154, and the F value is 17.823, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.396, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive effect on the social service; in the model with the external incentive as the independent variable and the peripheral relationship as the dependent variable, the adjustment R^2 of the model is 0.087, and the F value is 33.178, which indicates that the fitting degree of the model is good, and there is a

linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.300, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the peripheral relationship; in the model with the external incentive as the independent variable and the organizational dedication as the dependent variable, the adjustment R^2 of the model is 0.064, and the F value is 23.830, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.258 and the sig value is less than 0.05. Through the significance test, it shows that the external incentive has a significant positive effect on the organizational dedication.

According to the coefficient table, the adjustment R^2 of the model is 0.370 and the F value is 198.518 in the model where the internal incentive is the independent variable and the education and teaching is the dependent variable, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.610, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the education and teaching; in the model with the internal incentive as the independent variable and the scientific research as the dependent variable, the adjustment R^2 of the model is 0.212, and the F value is 91.171, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.463, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the scientific research; in the model with the internal incentive as the independent variable and the social service as the dependent variable, the adjustment R^2 of the model is 0.191, and the F value is 80.282, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.440, the sig value is less than 0.05,

through the significance test, it shows that the internal incentive has a significant positive effect on the social service; in the model with the internal incentive as the independent variable and the peripheral relationship as the dependent variable, the adjustment R^2 of the model is 0.247, and the F value is 111.417, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.500, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the peripheral relationship; in the model with the internal incentive as the independent variable and the organizational dedication as the dependent variable, the adjustment R^2 of the model is 0.262, and the F value is 120.354, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.514 and the sig value is less than 0.05. Through the significance test, it shows that the internal incentive has a significant positive effect on the organizational dedication.

Table 4.23 Regression Analysis of Various Dimensions of Internal and External Incentive, Task Performance and Relationship Performance of Achievement Desire of Non-Media Teachers

Dependent Variable	Independent Variable	Unstandardized Coefficient		Standardized Coefficient	T	R^2	Adjusted R^2	F
		B	Standard Error	Beta				
JYJX	(Constant)	3.204	0.222	-	14.407***	0.099	0.096	36.789***
	WZJL	0.328	0.054	0.315	6.065***	-	-	-
KXYJ	(Constant)	1.169	0.275	-	4.242***	0.226	0.223	97.701***
	WZJL	0.662	0.067	0.475	9.884***	-	-	-
SHFW	(Constant)	0.897	0.334	-	2.683**	0.156	0.154	17.823***
	WZJL	0.641	0.081	0.396	7.883***	-	-	-
ZBGX	(Constant)	3.094	0.235	-	13.186***	0.09	0.087	33.178***
	WZJL	0.329	0.057	0.300	5.760***	-	-	-
ZZFX	(Constant)	3.196	0.248	-	12.866***	0.066	0.064	23.830***
	WZJL	0.295	0.06	0.258	4.882***	-	-	-
JYJX	(Constant)	1.73	0.201	-	8.592***	0.372	0.370	198.518***
	NZJL	0.636	0.045	0.610	14.090***	-	-	-
KXYJ	(Constant)	1.014	0.301	-	3.369**	0.214	0.212	91.171***

Dependent Variable	Independent Variable	Unstandardized Coefficient		Standardized Coefficient	T	R^2	Adjusted R^2	F
		B	Standard Error	Beta				
	NZJL	0.644	0.067	0.463	9.548***	-	-	-
SHFW	(Constant)	0.357	0.355	-	1.006	0.193	0.191	80.282***
	NZJL	0.712	0.079	0.440	8.960***	-	-	-
ZBGX	(Constant)	2.016	0.231	-	8.723***	0.250	0.247	111.417***
	NZJL	0.546	0.052	0.500	10.555***		-	-
ZZFX	(Constant)	1.798	0.239	-	7.520***	0.264	0.262	120.354***
	NZJL	0.588	0.054	0.514	10.971***	-	-	-

***p<0.001,**p<0.01,*p<0.05

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive, JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relationship, ZZFX = Organizational dedication, WZJL = External motivation,

NZJL = Intrinsic motivation.

4.4.2 Regulation Effect Test of Non-Media Teacher's Achievement Desire on Task Performance and Relationship Performance by External Incentive

1) Regulation effect test of non-media teacher's achievement desire on external incentive and education and teaching

By using Model 2 in SPSS MACRO compiled by Hayes (2012) (see Appendix E), the results show that (Table 4.24) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and education and teaching being dependent variable, the R^2 is 0.2361, the F value is 20.4575, the fitting degree of the model is good, and the coefficient of interaction between external incentive and pursuit of success is negative, and it has not passed the significance test ($P > 0.05$), which indicates that the effect of external incentive on education and teaching is not significant; the coefficient of interaction between external incentive and avoidance of failure is positive, and it has not passed the significance test ($P > 0.05$). The results show that the effect of avoidance of failure is not significant in the effect of incentive on education and teaching.

Table 4.24 Significance Test of Non-Media Teacher's Achievement Desire on
External Incentive and Education and Teaching

Dependent	JYJX					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
Constant	4.5418	0.0337	134.7476	0.0000	4.4755	4.6081
WZJL	0.2016	0.053	3.8027	0.0002	0.0973	0.3059
ZQCG	0.2975	0.0402	7.3988	0.0000	0.2184	0.3766
WZJL*ZQCG	-0.0415	0.0496	-0.8372	0.4031	-0.1391	0.056
BMSB	0.0561	0.0396	1.4149	0.1581	-0.0219	0.134
WZJL*BMSB	0.0238	0.0516	0.4605	0.6455	-0.0778	0.1254
R	0.4859					
R-sq	0.2361					
F	20.4575					

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation, JYJX = Education and teaching.

According to the regulation effect table (Table 4.25), the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and education and teaching.

Table 4.25 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
External Incentive and Education and Teaching

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0016	0.701	1	331	0.4031
WZJL*BMSB	0.0005	0.212	1	331	0.6455

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

2) Regulation effect test of non-media teacher's achievement desire on external incentive and scientific research

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.26) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and scientific research being dependent variable, the R^2 is 0.3528, F is 36.0805, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Failure to pass the significance test (P > 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of external incentive on scientific research; the interaction coefficient of external incentive and avoidance of failure was negative, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on scientific research.

Table 4.26 Significance Test of Non-Media Teacher's Achievement Desire on
External Incentive and Scientific Research

Dependent Variable	KXYJ					
	Regression Coefficient	se	t	p	LLCI	ULCI
constant	3.8574	0.0415	93.0479	0.0000	3.7759	3.939
WZJL	0.5081	0.0652	7.7929	0.0000	0.3799	0.6364
ZQCG	0.3946	0.0494	7.98	0.0000	0.2973	0.4919
WZJL*ZQCG	0.0094	0.061	0.1544	0.8774	-0.1106	0.1294
BMSB	0.068	0.0487	1.3943	0.1642	-0.0279	0.1638
WZJL*BMSB	-0.0237	0.0635	-0.373	0.7094	-0.1486	0.1013
R	0.5939					
R-sq	0.3528					
F	36.0805					

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.27), the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and scientific research.

Table 4.27 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
External Incentive and Scientific Research

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0	0.0238	1	331	0.8774
WZJL*BMSB	0.0003	0.1391	1	331	0.7094

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

3) Regulation effect test of non-media teacher's achievement desire on external incentive and social service

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.28) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and social service being dependent variable, the R^2 is 0.293, the F value is 27.4313, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Failure to pass the significance test (P > 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of external incentive on social service; the interaction coefficient of external incentive and avoidance of failure was positive, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on social service.

Table 4.28 Significance Test of Non-Media Teacher's Achievement Desire on External Incentive and Social Service

Dependent Variable	SHFW					
	Regression Coefficient	se	t	p	LLCI	ULCI
constant	3.4843	0.0504	69.1396	0.0000	3.3852	3.5834
WZJL	0.4618	0.0793	5.8255	0.0000	0.3058	0.6177
ZQCG	0.47	0.0601	7.8192	0.0000	0.3518	0.5883
WZJL*ZQCG	0.0973	0.0741	1.312	0.1904	-0.0486	0.2431
BMSB	0.0426	0.0592	0.7198	0.4722	-0.0739	0.1592
WZJL*BMSB	0.0156	0.0772	0.2026	0.8396	-0.1362	0.1675
R	0.5413					
R-sq	0.293					
F	27.4313					

Note: SHFW = Social services, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.29), the P value of the interaction term of external incentive and pursuit of success, and the interaction term of external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and social service.

Table 4.29 Regulation Effect Test of Non-Media Teacher's Achievement Desire on External Incentive and Social Service

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0037	1.7213	1	331	0.1904
WZJL*BMSB	0.0001	0.041	1	331	0.8396

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

4) Regulation effect test of non-media teacher's achievement desire on external incentive and peripheral relationship

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.30) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and peripheral relationship being dependent variable, the R^2 is 0.2724, the F value is 24.7801, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Pass the significance test (P $<$ 0.05) showed that the adjustment effect of pursuing success was significant in the influence of external incentive on peripheral relationship; the interaction coefficient of external incentive and avoidance of failure was positive, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on peripheral relationship.

Table 4.30 Significance Test of Non-Media Teacher's Achievement Desire on
External Incentive and Peripheral Relationship

Dependent	ZBGX					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.4107	0.0345	127.7295	0	4.3428	4.4787
WZJL	0.1925	0.0543	3.544	0.0005	0.0856	0.2993
ZQCG	0.363	0.0412	8.8131	0	0.282	0.444
WZJL*ZQCG	0.1059	0.0508	2.0835	0.038	0.0059	0.2058
BMSB	0.027	0.0406	0.6648	0.5067	-0.0529	0.1069
WZJL*BMSB	0.0155	0.0529	0.2937	0.7691	-0.0885	0.1196
R	0.5219					
R-sq	0.2724					
F	24.7801					

Note: ZBGX = Peripheral relationship, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.31), the change of interaction item R^2 of external incentive and pursuit success is 0.0095, the F value is 4.3409, the significant P value is less than 0.05, combined with the system value of the interaction term, it can be seen that there is a positive adjustment effect between the external incentive and the peripheral relationship. The significant P value of the interaction between external incentive and avoidance of failure is greater than 0.05, so there is no regulation effect between external incentive and peripheral relationship.

Table 4.31 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
External Incentive and Peripheral Relationship

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0095	4.3409	1	331	0.038
WZJL*BMSB	0.0002	0.0863	1	331	0.7691

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

5) Regulation effect test of non-media teacher's achievement desire on external incentive and organizational dedication

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.32) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and organizational dedication being dependent variable, the R 2 is 0.4009, the F value is 44.3039, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Pass the significance test (P < 0.05) showed that the adjustment effect of pursuing success was significant in the influence of external incentive on organizational dedication; the interaction coefficient of external incentive and avoidance of failure was positive, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on organizational dedication.

Table 4.32 Significance Test of Non-Media Teacher's Achievement Desire on
External Incentive and Organizational Dedication

Dependent	ZZFX					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.3703	0.0327	133.4496	0.0000	4.3059	4.4347
WZJL	0.0937	0.0515	1.8196	0.0697	-0.0076	0.1951
ZQCG	0.5109	0.0391	13.0802	0.0000	0.4341	0.5878
WZJL*ZQCG	0.1238	0.0482	2.569	0.0106	0.029	0.2186
BMSB	0.051	0.0385	1.3241	0.1864	-0.0248	0.1267
WZJL*BMSB	0.0611	0.0502	1.2187	0.2238	-0.0376	0.1598
R	0.6332					
R-sq	0.4009					
F	44.3039					

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.33), the change of interaction item R^2 of external incentive and pursuit success is 0.0119, the F value is 6.6, the significant P value is less than 0.05, combined with the system value of the interaction term, it can be seen that there is a positive adjustment effect between the external incentive and the organizational dedication. The significant P value of the interaction between external incentive and avoidance of failure is greater than 0.05, so there is no regulation effect between external incentive and organizational dedication.

Table 4.33 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
External Incentive and Organizational Dedication

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0119	6.6	1	331	0.0106
WZJL*BMSB	0.0027	1.4851	1	331	0.2238

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

4.4.3 Regulation Effect Test of Non-Media Teacher's Achievement Desire on Task Performance and Relationship Performance by Internal Incentive

1) Regulation effect test of non-media teacher's achievement desire on internal incentive and education and teaching

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.34) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and education and teaching being dependent variable, the R^2 is 0.4011, the F value is 44.3368, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is negative. Failure to pass the significance test ($P > 0.05$) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on education and teaching; the interaction coefficient of internal incentive and avoidance of failure was negative, and passed the significance test ($P < 0.05$), indicating that the adjustment effect of avoiding failure was significant in the influence of internal incentive on education and teaching.

Table 4.34 Significance Test of Non-Media Teacher's Achievement Desire on
　　　　　Internal Incentive and Education and Teaching

Dependent	JYJX					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.5471	0.0312	145.5599	0.0000	4.4856	4.6085
NZJL	0.5679	0.054	10.5121	0.0000	0.4616	0.6742
ZQCG	0.1124	0.0407	2.7627	0.0061	0.0324	0.1924
NZJL*ZQCG	-0.0344	0.039	-0.8818	0.3785	-0.1112	0.0424
BMSB	0.0858	0.0363	2.3651	0.0186	0.0144	0.1571
NZJL*BMSB	-0.0947	0.0408	-2.3206	0.0209	-0.175	-0.0144
R	0.6333					
R-sq	0.4011					
F	44.3368					

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
　　　　BMSB = Avoid failure, NZJL = Intrinsic motivation.

　　　　　According to the regulation effect Table 4.35, the P value of the interaction item significance between internal incentive and pursuit of success is greater than 0.05, so there is no adjustment effect between internal incentive and education and teaching. The change value of interaction item R^2 of internal incentive and avoidance of failure is 0.0097, the F value is 5.3851, the P value of significance is less than 0.05. Combining with the coefficient value of interaction item, we can know that there is negative adjustment effect between internal incentive and education and teaching.

Table 4.35 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
Internal Incentive and Education and Teaching

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0014	0.7776	1	331	0.3785
NZJL*BMSB	0.0097	5.3851	1	331	0.0209

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation**.**

2) Regulation effect test of non-media teacher's achievement desire on internal incentive and scientific research

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.36) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and scientific research being dependent variable, the R^2 is 0.3108, the F value is 29.8577, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is negative. Pass the significance test (P $<$ 0.05) showed that the adjustment effect of pursuing success was significant in the influence of internal incentive on scientific research; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on scientific research.

Table 4.36 Significance Test of Non-Media Teacher's Achievement Desire on
           Internal Incentive and Scientific Research

Dependent	KXYJ					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	3.9029	0.0448	87.1629	0.0000	3.8148	3.9910
NZJL	0.4133	0.0774	5.3367	0.0000	0.2609	0.5656
ZQCG	0.3170	0.0583	5.4380	0.0000	0.2023	0.4317
NZJL*ZQCG	-0.1461	0.0559	-2.6124	0.0094	-0.2562	-0.0361
BMSB	0.0904	0.0520	1.7397	0.0828	-0.0118	0.1927
NZJL*BMSB	0.0682	0.0585	1.1666	0.2442	-0.0468	0.1833
R	0.5575					
R-sq	0.3108					
F	29.8577					

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
        BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.37), the change of interaction item R^2 of internal incentive and pursuit success is 0.0142, the F value is 6.8247, the significant P value is less than 0.05, combined with the system value of the interaction term, it can be seen that there is a negative adjustment effect between the internal incentive and the scientific research. The significant P value of the interaction item between internal incentive and avoidance of failure is greater than 0.05, so there is no regulation effect between internal incentive and scientific research.

Table 4.37 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
            Internal Incentive and Scientific Research

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0142	6.8247	1	331	0.0094
NZJL*BMSB	0.0028	1.361	1	331	0.2442

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

3) Regulation effect test of non-media teacher's achievement desire on
internal incentive and social service

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the
results show that (Table 4.38) in the model with the interaction items of internal
incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of
success, and the interaction items of internal incentive and avoidance of failure being
independent variables, and social service being dependent variable, the R^2 is 0.2718,
the F value is 24.7071, the model fits well, and the interaction coefficient of internal
incentive and pursuit of success is negative. Failure to pass the significance test (P >
0.05) showed that the adjustment effect of pursuing success was not significant in the
influence of internal incentive on social service; the interaction coefficient of internal
incentive and avoidance of failure was negative, and failed to pass the significance
test (P>0.05), indicating that the adjustment effect of avoiding failure was not
significant in the influence of internal incentive on social service.

Table 4.38 Significance Test of Non-Media Teacher's Achievement Desire on
         Internal Incentive and Social Service

Dependent	SHFW					
Variable	**Regression Coefficient**	**SE**	**t**	**p**	**LLCI**	**ULCI**
constant	3.5350	0.0535	66.0324	0.0000	3.4297	3.6403
NZJL	0.4494	0.0926	4.8542	0.0000	0.2673	0.6316
ZQCG	0.3751	0.0697	5.3813	0.0000	0.2380	0.5122
NZJL*ZQCG	-0.1110	0.0669	-1.6596	0.0979	-0.2425	0.0206
BMSB	0.1036	0.0622	1.6665	0.0966	-0.0187	0.2259
NZJL*BMSB	-0.0340	0.0699	-0.4863	0.6270	-0.1716	0.1036
R	0.5213					
R-sq	0.2718					
F	24.7071					

Note: SHFW = Social services, ZQCG = Pursuing success,
      BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.39), the P value of the
interaction term of internal incentive and pursuit of success, and the interaction term
of internal incentive and avoidance of failure are greater than 0.05, so there is no
adjustment effect between internal incentive and social service.

Table 4.39 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
         Internal Incentive and Social Service

	R2-chng	**F**	**df1**	**df2**	**p**
NZJL*ZQCG	0.0061	2.7543	1	331	0.0979
NZJL*BMSB	0.0005	0.2365	1	331	0.627

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
      NZJL = Intrinsic motivation.

4) Regulation effect test of non-media teacher's achievement desire on internal incentive and peripheral relationship

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.40) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and peripheral relationship being dependent variable, the R 2 is 0.2718, the F value is 24.7071, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is positive. Failure to pass the significance test (P $>$ 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on peripheral relationship; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test (P$>$0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on peripheral relationship.

Table 4.40 Significance Test of Non-Media Teacher's Achievement Desire on Internal Incentive and Peripheral Relationship

Dependent	ZBGX					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.4121	0.0350	126.1774	0.0000	4.3434	4.4809
NZJL	0.3613	0.0605	5.9739	0.0000	0.2423	0.4802
ZQCG	0.2545	0.0455	5.5911	0.0000	0.1650	0.3441
NZJL*ZQCG	0.0526	0.0437	1.2052	0.2290	-0.0333	0.1386
BMSB	0.0617	0.0406	1.5191	0.1297	-0.0182	0.1415
NZJL*BMSB	-0.0381	0.0457	-0.8336	0.4051	-0.1279	0.0518
R	0.5648					
R-sq	0.319					
F	31.0117					

Note: ZBGX = Peripheral relationship, ZQCG = Pursuing success,
       BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.41), the P value of the interaction term of internal incentive and pursuit of success, and the interaction term of internal incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between internal incentive and peripheral relationship.

Table 4.41 Regulation Effect Test of Non-Media Teacher's Achievement Desire on Internal Incentive and Peripheral Relationship

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.003	1.4525	1	331	0.229
NZJL*BMSB	0.0014	0.6949	1	331	0.4051

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

5) Regulation effect test of non-media teacher's achievement desire on internal incentive and organizational dedication

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.42) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and organizational dedication being dependent variable, the R 2 is 0.2718, the F value is 24.7071, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is positive. Failure to pass the significance test (P $>$ 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on organizational dedication; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test (P$>$0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on organizational dedication.

Table 4.42 Significance Test of Non-Media Teacher's Achievement Desire on
Internal Incentive and Organizational Dedication

Dependent Variable	ZZFX					
	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.3720	0.0332	131.7937	0.0000	4.3068	4.4373
NZJL	0.2849	0.0574	4.9660	0.0000	0.1721	0.3978
ZQCG	0.4219	0.0432	9.7679	0.0000	0.3369	0.5068
NZJL*ZQCG	0.0689	0.0414	1.6633	0.0972	-0.0126	0.1504
BMSB	0.0964	0.0385	2.5021	0.0128	0.0206	0.1721
NZJL*BMSB	-0.0849	0.0433	-1.9600	0.0508	-0.1702	0.0003
R	0.6625					
R-sq	0.4389					
F	51.7919					

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.43), the P value of the
interaction term of internal incentive and pursuit of success, and the interaction term
of internal incentive and avoidance of failure are greater than 0.05, so there is no
adjustment effect between internal incentive and organizational dedication.

Table 4.43 Regulation Effect Test of Non-Media Teacher's Achievement Desire on
Internal Incentive and Organizational Dedication

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0047	2.7667	1	331	0.0972
NZJL*BMSB	0.0065	3.8418	1	331	0.0508

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
NZJL = Intrinsic motivation.

To sum up, the study hypothesizes that H13 (a-e) - H14 (a-e): The test results of the regulation effect of achievement desire on performance by external incentive are as follows:

(1) The pursuit of success has a positive regulation effect on the impact of external incentive on peripheral relationship.

(2) The pursuit of success has a positive regulation effect on the impact of external incentive on organizational dedication.

(3) The avoidance of failure has a negative regulation effect on the impact of internal incentive on education and teaching.

(4) The pursuit of success has a negative regulation effect on the impact of internal incentive on scientific research.

4.5 The Data Analysis of Media Teachers

4.5.1 Reliability and Validity Analysis of Media College Teachers

1) Reliability and validity analysis of external motivation of media teachers

According to the analysis, it is found that the Cronbach's alpha coefficient of each item of external motivation in the questionnaire for media teachers was 0.835, showing that the external incentive set in the questionnaire has a very good reliability. We also analyzed the reliability of each sub item in the questionnaire, including the items set under incentive salary and welfare, organizational environment and career development, and Cronbach's alpha coefficients were 0.764, 0.869 and 0.706, respectively. The Cronbach's alpha coefficients of all the external motivation subs-items met the standard, indicating the results had high reliability. In this study, through kmo and Bartlett's spherical tests performed on the items of each dimension of external motivation, we found that the kmo measure index was 0.857, and the significance probability of Bartlett's spherical test was 0.000 , showing there was significant construct validity between items in the dimensions.

2) Reliability and validity analysis of media teachers' internal motivation

According to the analysis, it is found that the Cronbach's alpha coefficient of each item of internal motivation in the questionnaire for media teachers was 0.928, showing that the internal incentive set in the questionnaire has a very good reliability. We also analyzed the reliability of each sub item in the questionnaire, including the items set under work achievement, personal value and innovation incentive, and Cronbach's alpha coefficients were 0.844, 0.869 and 0.8466, respectively. The Cronbach's alpha coefficients of all the internal motivation subs-items met the standard, indicating the results had high reliability. In this study, through kmo and Bartlett's spherical tests performed on the items of each dimension of external motivation, we found that the kmo measure index was 0.922, and the significance probability of Bartlett's spherical test was 0.000 , showing there was significant construct validity between items in the dimensions.

3) Reliability and validity of media teachers' task performance

According to the analysis, it is found that the Cronbach's alpha coefficient of each item of task performance in the questionnaire for media teachers was 0.909, showing that the task performance set in the questionnaire has a very good reliability. We also analyzed the reliability of each sub item in the questionnaire, including the items set under education and teaching, scientific research and social service, and Cronbach's alpha coefficients were 0.853, 0.789 and 0.780, respectively. The Cronbach's alpha coefficients of all the task performance subs-items met the standard, indicating the results had high reliability. In this study, through kmo and Bartlett's spherical tests performed on the items of each dimension of task performance, we found that the kmo measure index was 0.890, and the significance probability of Bartlett's spherical test was 0.000 , showing there was significant construct validity between items in the dimensions.

4) Reliability and validity analysis of media teacher relationship performance

According to the analysis, it is found that the Cronbach's alpha coefficient of each item of relationship performance in the questionnaire for media teachers was 0.864, showing that the task performance set in the questionnaire has a very good reliability. We also analyzed the reliability of each sub item in the questionnaire, including the items set under peripheral relationship, organizational dedication, and Cronbach's alpha coefficients were 0.774 and 0.818, respectively. The Cronbach's alpha coefficients of all the relationship performance subs-items met the standard, indicating the results had high reliability. In this study, through kmo and Bartlett's spherical tests performed on the items of each dimension of relationship performance, we found that the kmo measure index was 0.865, and the significance probability of Bartlett's spherical test was 0.000 , showing there was significant construct validity between items in the dimensions.

5) Reliability and validity analysis of achievement desire of media teachers

According to the analysis, it is found that the Cronbach's alpha coefficient of each item of achievement desire in the questionnaire for media teachers was 0.859, showing that the task performance set in the questionnaire has a very good reliability. We also analyzed the reliability of each sub item in the questionnaire, including the items set under the pursuit of success and the avoidance of failure, and Cronbach's alpha coefficients were 0.831 and 0.889, respectively. The Cronbach's alpha coefficients of all the achievement desire subs-items met the standard, indicating the results had high reliability. In this study, through kmo and Bartlett's spherical tests performed on the items of each dimension of achievement desire, we found that the kmo measure index was 0.846, and the significance probability of Bartlett's spherical test was 0.000 , showing there was significant construct validity between items in the dimensions.

4.5.2   Verification of Measurement Model of Media Teachers

1) Verification of measurement model of external motivation of media teachers

(1) Verification of salary and welfare measurement model for media teachers

According to the analysis of measurement model of welfare and salary for media teachers, it is found that the fitting degree Cmin/DF equals to 1.175, which meets the discriminant index of Cmin/DF < 3,indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.030, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.988, the normative fit index NFI is 0.985, the incremental fit index IFI is 0.998,a nd the CFI is 0.998, all of which meet indicators above 0.80. In the initial model, there are indicators whose SMC is less than 0.2.So, XCFL5 (I get paid for my efforts) will be deleted and retain XCFL1 (income will affect my work enthusiasm), XCFL2 (income gap with others will affect my work enthusiasm), XCFL3 (salary will affect my work enthusiasm), XCFL4 (more class hours, higher pay)based on modified model, so that the model can be right for identification.

(2) Verification of measurement model of media teachers' organizational environment

According to the analysis of measurement model of working environment for media teachers, it is found that the fitting degree Cmin/DF equals to 1.578, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.054, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.978; the normative fit index NFI is 0.972,and the CFI is 0.990, the incremental fit index IFI is 0.990, all of which meet indicators above 0.80.The results show that the fitting degree index is ideal.

(3) Verification of measurement model of media teachers' professional development

According to the analysis of measurement model of work achievement for media teachers, it is found that the fitting degree Cmin/DF equals to 1.981, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.227, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.906; the normative fit index NFI is 0.757, the incremental fit index IFI is 0.773, and the CFI is 0.768, some of which do not meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of career development. To illustrate, ZYFZ1 (I am satisfied with the current promotion system) and ZYFZ4 (I can get promotion opportunities through hard work) will be deleted and retain ZYFZ2 (I attach great importance to the promotion of position and title), ZYFZ3 (promotion and training can stimulate my work enthusiasm), and ZYFZ5 (promotion is the embodiment of personal development) based on modified model, so that the model can be right for identification.

2) Verification of media teachers' internal motivation model

(1) Verification of the work achievement measurement model of media teachers

According to the analysis of measurement model of working environment for media teachers, it is found that the fitting degree Cmin/DF equals to 1.981, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.070, which meets the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.980; the normative fit index NFI is 0.974, the incremental fit index IFI is 0.987, and the CFI is 0.987, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.

(2) Verification of personal value measurement model of media teachers

According to the analysis of measurement model of personal value for media teachers, it is found that the fitting degree Cmin/DF equals to 5.054, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.142, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.957; the normative fit index NFI is 0.952, the incremental fit index IFI is 0.961 the CFI is 0.961,all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of personal value. To illustrate, GRJZ1 (at present, my job is my interest) will be deleted and retain GRJZ2 (my work reflects my value), GRJZ3 (I love my job), GRJZ4 (my work constantly inspires me), GRJZ5 (I can work continuously for a long time and enjoy it), based on modified model, so that the model can be right for identification.

(3) Verification of measurement model of innovation incentive for media teachers

According to the analysis of measurement model of innovation incentive for media teachers, it is found that the fitting degree Cmin/DF equals to 8.135, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.189, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.922; The modified goodness of fit index AGFI is 0.761, the normative fit index NFI is 0.905, the incremental fit index IFI is 0.916, the CFI is 0.915, some of which do not meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of innovation incentive. To illustrate, CXJL4 (I like to propose new ideas, ideas and invent new technologies) and CXJL5 (I enjoy the pleasure of playing freely) will be deleted and retain CXJL1 (I am willing to contact new challenges and new things in my work), CXJL2 (I am happy to solve new problems), CXJL3 (I will try to solve difficulties in new ways) based on modified model, so that the model can be right for identification.

3) Verification of measurement model of task performance of media teachers

(1) Verification of teaching measurement model for media teachers

According to the analysis of measurement model of teaching quality for media teachers, it is found that the fitting degree Cmin/DF equals to 3.562, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.113, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.924; The modified goodness of fit index AGFI is 0.864, the normative fit index NFI is 0.882, the incremental fit index IFI is 0.912, the CFI is 0.911, all of which do not meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of teaching quality. To illustrate, JYJX7 (I attach great importance to the connection between theory and practice in students' learning) will be deleted and retain JYJX1 (my teaching task meets the requirements of the school), JYJX2 (my workload is higher than others), JYJX3 (my curriculum is highly evaluated by people around me), JYJX4 (I often participate in Teaching reform and other activities), JYJX5 (I will use a variety of teaching methods in the classroom), JYJX6 (I have a good grasp of the textbook), JYJX8 (I often guide students to participate in social practice, scientific research projects, etc.) based on modified model, so that the model can be right for identification.

(2) Verification of scientific research measurement model for media teachers

According to the analysis of measurement model of scientific research for media teachers, it is found that the fitting degree Cmin/DF equals to 3.179, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.104, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.969; the normative fit index NFI is 0.943, the incremental fit index IFI is 0.960, the CFI is 0.959, all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the

initial model of scientific research. To illustrate, KXYJ4 (I will try to make the scientific research achievements have guiding value) will be deleted keep KXYJ1 (the reward and punishment of the University for scientific research is very clear), KXYJ2 (the average number of scientific research projects I presided over exceeds the average number), KXYJ3 (I put more energy into scientific research), KXYJ5 (my papers and so on often win awards, with high academic influence)based on modified model, so that the model can be right for identification.

(3) Verification of social service measurement model for media teachers

According to the analysis of measurement model of social service for media teachers, it is found that the fitting degree Cmin/DF equals to 9.205, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.203, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.955; the AGFI is 0.773, the normative fit index NFI is 0.923, the incremental fit index IFI is 0.9316, the CFI is 0.930,some of which do not meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of social service. To illustrate, SHFW4 (I often offer lectures, training, etc.) will be deleted and retain SHFW1 (I often actively participate in school and social work, provide technical support, etc.), SHFW2 (I often preside over or participate in horizontal topics of enterprises), SHFW3 (I often participate in technical exchange or management consulting activities of enterprises) based on modified model, so that the model can be right for identification.

4) Verification of measurement models of various dimensions of media teachers' relationship performance

(1) Verification of measurement model of media teachers' peripheral relationship

According to the analysis of measurement model of peripheral relationship for media teachers, it is found that the fitting degree Cmin/DF equals to 2.960, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.099, which does not meet the upper limit of RMSEA < 0.08; the

goodness of fit index GFI is 0.975; the AGFI is 0.899,the normative fit index NFI is 0.914, the incremental fit index IFI is 0.942, the CFI is 0.940,all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of peripheral relationship. To illustrate, ZBGX1 (people around me are friendly and trust me) and ZBGX2 (I often communicate with colleagues and learn from each other) will be deleted and retain ZBGX3 (I often help colleagues deal with interpersonal unhappiness), ZBGX4 (I often help colleagues deal with interpersonal unhappiness), ZBGX5 (harmonious team atmosphere), ZBGX6 (I am good at dealing with interpersonal relationships) based on modified model, so that the model can be right for identification.

(2) Verification of measurement model of media teachers' organizational dedication

According to the analysis of measurement model of organizational dedication for media teachers, it is found that the fitting degree Cmin/DF equals to 2.960, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.099, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.975; the AGFI is 0.899,the normative fit index NFI is 0.914, the incremental fit index IFI is 0.942, the CFI is 0.940, all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of organizational dedication. To illustrate, ZZFX2 (I am very concerned about the future development of the school), ZZFX4 (I will work overtime to complete other affairs of the school when I have finished my part-time job) will be deleted and retain ZZFX1 (I will help colleagues finish the work if necessary), ZZFX3 (I have paid a lot of effort for school affairs outside of my own work), ZZFX5 (I am willing to undertake other work outside of my own work) based on modified model, so that the model can be right for identification.

5) Verification of measurement model of achievement desire of media teachers

(1) Verification of measurement model of media teachers' pursuit of success

According to the analysis of measurement model of the pursuit of success for media teachers, it is found that the fitting degree Cmin/DF equals to 4.073, which does not meet the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model does not reach the acceptable range and degree; the root mean square error (RMSEA) is 0.124, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.950; the AGFI is 0.882, the normative fit index NFI is 0.914, the incremental fit index IFI is 0.934, the CFI is 0.933,all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of the pursuit of success. To illustrate, ZQCG1 (I like novel, difficult tasks, and even take risks) will be deleted and keep ZQCG2 (I feel happy when I finish difficult tasks), ZQCG3 (I am attracted by jobs that can understand how intelligent I am), ZQCG4 (I feel impelled and challenged by the opportunity to measure my ability), ZQCG5 (I like not being sure about my solution) , ZQCG6 (I like to do my best to finish the work) based on modified model, so that the model can be right for identification.

(2) Verification of media teachers' failure avoidance measurement model

According to the analysis of measurement model of the avoidance of failure for media teachers, it is found that the fitting degree Cmin/DF equals to 2.635, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.090, which does not meet the upper limit of RMSEA < 0.08; the goodness of fit index GFI is 0.987; the AGFI is 0.961,the normative fit index NFI is 0.965, the incremental fit index IFI is 0.978, the CFI is 0.978,all of which meet indicators above 0.80. There is still room for improvement in the fitting degree of the initial model of the avoidance of failure. To illustrate, BMSB6 (I worry about failure when completing tasks I think are difficult)will be deleted and keep BMSB1 (when I encounter problems that I can't immediately understand), BMSB2 (I don't want to do

the work that needs to be done to my ability), BMSB3 (I'm worried about work that I'm not sure I can win), bmsb4 (I feel uneasy about completing novel and difficult work) BMSB5 (I feel uneasy about situations that measure my ability) based on modified model, so that the model can be right for identification.

4.5.3 Confirmatory Factor Analysis (media college teachers)

This study verified and analyzed various dimensions left in the incentive factors by using the Maximum Likelihood Estimate. The CFA standard model is shown in Figure 4.17.
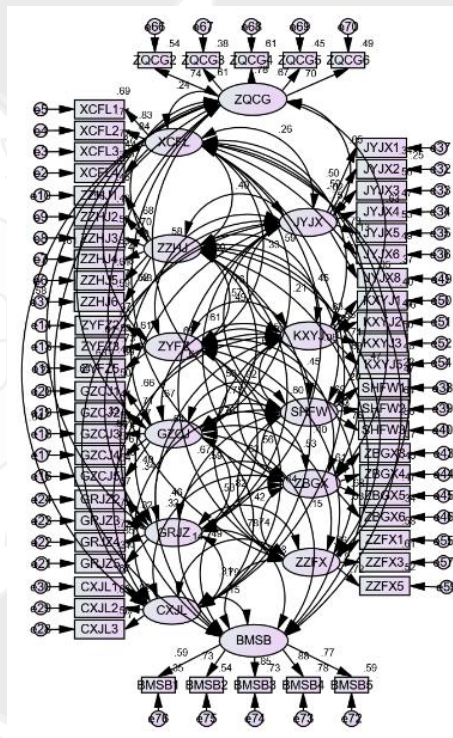
Figure 4.17 Standardized Estimates in CFA Model (media college teachers)

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

In this study, the chi square value is 2614.123, the freedom degree is 1406, and the significance level is 0.000. Because the chi square value is affected by the sample size and other factors, it is necessary to combine other indicators to judge the fitness. To illustrate, the ratio of chi square and degree of freedom is 1.859, less than 3, which indicates that the model fitting degree meets the standard. The comparison fitting index CFI is 0.809, the increasing fitting index IFI is 0.813, the relative fitting index TLI = 0.803, which meet the criterion of greater than 0.80, RMSEA = 0.066 which is less than 0.08, so the fitting degree meets the standard.

Reliability test is the criteria to evaluate the internal consistency and stability of the questionnaire (Hair et al., 2011). Generally, if Cronbach 'α alpha is greater than 0.7, the questionnaire has good reliability (Nunnally, 1994). Cronbach's alpha values of 13 dimensions are: 0.853 is for salary and welfare , 0.870 is for organizational environment, 0.718 is for career development, 0.844 is for work achievement, 0.847 is for personal value, 0.835 is for innovation incentive, 0.835 is for education and teaching, 0.768 is for scientific research, 0.786 is for social service,0.724 is for peripheral relationship,0.798 is for organizational contribution, 0.828 is for the pursuit of success, 0.874 is for the avoidance of failure. It is obvious that the results are all greater than 0.7, showing that the questionnaire has good reliability.

In the analysis of CITC value of the items' overall correlation coefficient, Kohli et al. (1993) thought that the CITC coefficient greater than 0.4 should be considered effective. If not, the items corresponding to the value should be deleted. At the same time, Cronbach's alpha coefficient can be used to target the inappropriate items and delete them, which could pave the way for more proper items to improve Cronbach's alpha coefficient. In order to improve the overall reliability of the questionnaire, the subjective item correlation coefficient value of 0.4 is used as the defined value. If the CITC value is less than 0.4, it will be deleted directly. If not, the items should be reserved. The results that show that CITC values of the questionnaire are all greater than 0.4 are shown in Table 4.44.

Table 4.44 Cronbach's Alpha (media college teachers)

Factor	Item	Corrected Item -Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
XCFL	XCFL1	0.753	0.788	0.853
	XCFL2	0.758	0.786	-
	XCFL3	0.767	0.782	-
	XCFL4	0.513	0.885	-
ZZHJ	ZZHJ1	0.633	0.853	0.87
	ZZHJ2	0.65	0.851	-
	ZZHJ3	0.649	0.85	-
	ZZHJ4	0.679	0.845	-
	ZZHJ5	0.697	0.842	-
	ZZHJ6	0.706	0.841	-
ZYFZ	ZYFZ2	0.53	0.636	0.718
	ZYFZ3	0.558	0.605	-
	ZYFZ5	0.523	0.64	-
GZCJ	GZCJ1	0.615	0.822	0.844
	GZCJ2	0.632	0.818	-
	GZCJ3	0.699	0.799	-
	GZCJ4	0.678	0.805	-
	GZCJ5	0.629	0.819	-
GRJZ	GRJZ2	0.724	0.771	0.847
	GRJZ3	0.721	0.772	-
	GRJZ4	0.763	0.752	-
	GRJZ5	0.51	0.877	-
JYJX	JYJX1	0.419	0.833	0.835
	JYJX2	0.532	0.818	-
	JYJX3	0.693	0.791	-
	JYJX4	0.636	0.799	-
	JYJX5	0.64	0.798	-
	JYJX6	0.632	0.801	-
	JYJX8	0.533	0.816	-
KXYJ	KXYJ1	0.485	0.753	0.768
	KXYJ2	0.652	0.665	-
	KXYJ3	0.602	0.695	-
	KXYJ5	0.541	0.729	-

Factor	Item	Corrected Item -Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
SHFW	SHFW1	0.554	0.782	0.786
	SHFW2	0.668	0.661	-
	SHFW3	0.662	0.669	-
ZBGX	ZBGX3	0.496	0.673	0.724
	ZBGX4	0.559	0.634	-
	ZBGX5	0.573	0.618	-
	ZBGX6	0.424	0.705	-
ZZFX	ZZFX1	0.639	0.722	0.798
	ZZFX3	0.661	0.7	-
	ZZFX5	0.622	0.745	-
ZQCG	ZQCG2	0.631	0.788	0.828
	ZQCG3	0.563	0.807	-
	ZQCG4	0.705	0.77	-
	ZQCG5	0.612	0.795	-
	ZQCG6	0.608	0.796	-
BMSB	BMSB1	0.54	0.878	0.874
	BMSB2	0.688	0.851	-
	BMSB3	0.775	0.827	-
	BMSB4	0.795	0.819	-
	BMSB5	0.718	0.838	-
CXJL	CXJL1	0.709	0.76	0.835
	CXJL2	0.72	0.747	-
	CXJL3	0.661	0.806	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.5.4   CR and AVE Analyze (media college teachers)

In this study, the CR values are 0.906, 0.844, 0.789, 0.800, 0.848, 0.817, 0.850, 0.788, 0.841, 0.822, 0.835, 0.868 and 0.817, respectively. All index values are greater than 0.6, indicating the consistency of each dimension is good. Average Variance Extracted is to evaluate whether items can reflect dimensions. it is suggested that if the AVE is greater than 0.5, it indicates good convergence validity (Fornell & Larcker, 1981). In this study, AVE was 0.764, 0.521, 0.556, 0.501, 0.585, 0.530, 0.533, 0.554, 0.519, 0.542, 0.505, 0.571 and 0.532, respectively, indicating that items have good convergence validity.
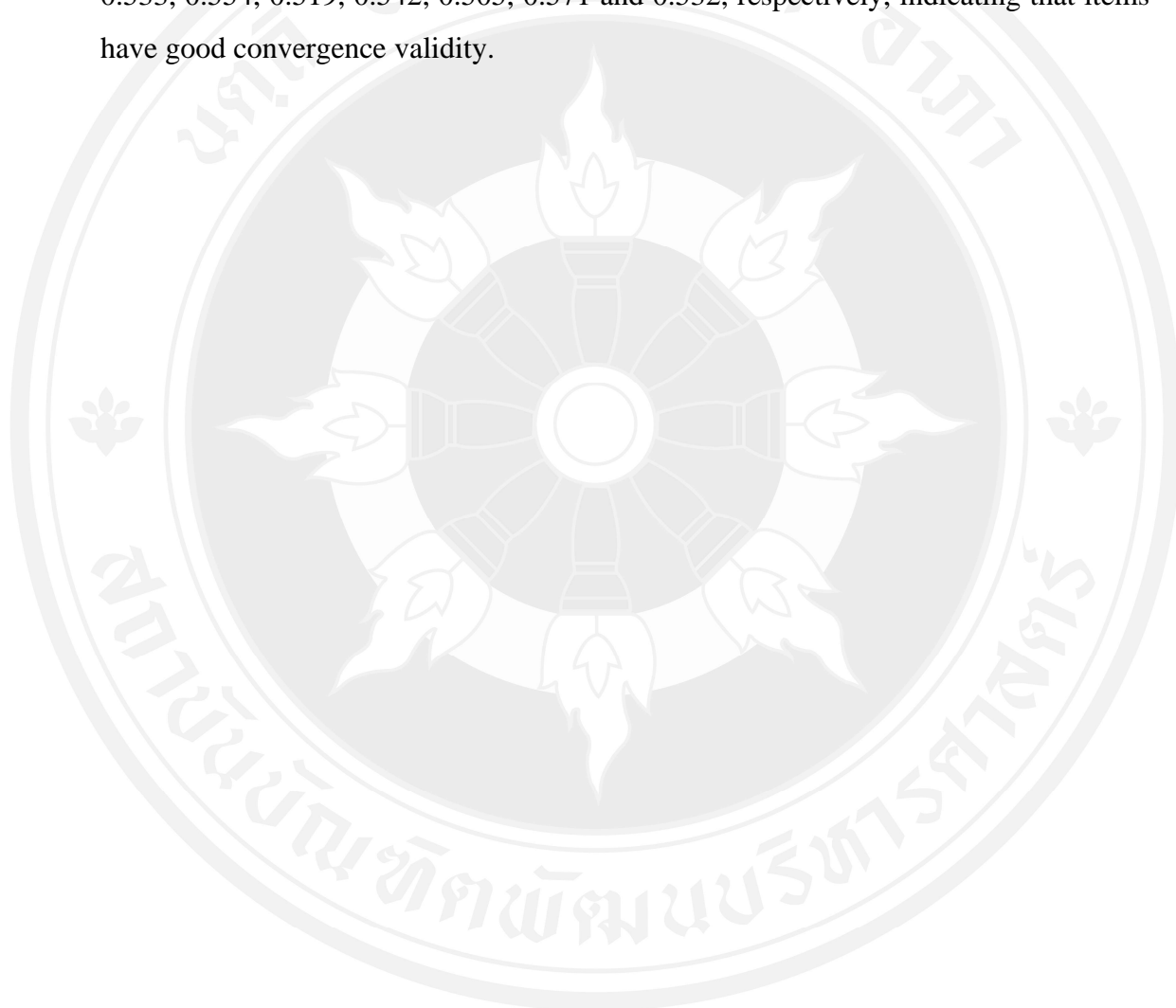
Table 4.45 CR and AVE (media college teachers)

Variable	Item	Unstd	S.E.	T-Value	P	Std	Cr	Ave
XCFL	XCFL4	1	-	-	-	0.548	0.861	0.615
	XCFL3	1.578	0.195	8.103	***	0.875	-	-
	XCFL2	1.557	0.195	7.979	***	0.842	-	-
	XCFL1	1.548	0.195	7.92	***	0.828	-	-
ZZHJ	ZZHJ5	1	-	-	-	0.78	0.87	0.529
	ZZHJ4	1.003	0.095	10.602	***	0.737	-	-
	ZZHJ3	0.941	0.094	10.066	***	0.704	-	-
	ZZHJ2	1.031	0.103	9.961	***	0.697	-	-
	ZZHJ1	0.893	0.093	9.607	***	0.675	-	-
	ZZHJ6	0.954	0.086	11.075	***	0.765	-	-
ZYFZ	ZYFZ5	1	-	-	-	0.792	0.754	0.508
	ZYFZ3	0.948	0.114	8.321	***	0.728	-	-
	ZYFZ2	0.92	0.127	7.221	***	0.606	-	-
GZCJ	GZCJ5	1	-	-	-	0.733	0.844	0.520
	GZCJ4	1.077	0.104	10.338	***	0.756	-	-
	GZCJ3	1.041	0.103	10.157	***	0.743	-	-

Variable	Item	Unstd	S.E.	T-Value	P	Std	Cr	Ave
	GZCJ2	0.908	0.1	9.064	***	0.665	-	-
	GZCJ1	0.986	0.102	9.64	***	0.706	-	-
GRJZ	GRJZ5	1	-	-	-	0.559	0.856	0.603
	GRJZ4	1.269	0.153	8.311	***	0.847	-	-
	GRJZ3	1.235	0.149	8.313	***	0.847	-	-
	GRJZ2	1.182	0.145	8.158	***	0.817	-	-
CXJL	CXJL3	1	-	-	-	0.768	0.836	0.63
	CXJL2	1.049	0.093	11.223	***	0.793	-	-
	CXJL1	1.022	0.088	11.603	***	0.82	-	-
JYJX	JYJX1	1	-	-	-	0.702	0.877	0.506
	JYJX2	1.361	0.227	5.992	***	0.787	-	-
	JYJX3	1.425	0.21	6.803	***	0.748	-	-
	JYJX4	1.317	0.202	6.533	***	0.688	-	-
	JYJX5	1.498	0.223	6.726	***	0.73	-	-
	JYJX6	1.249	0.189	6.592	***	0.7	-	-
	JYJX8	1.235	0.202	6.121	***	0.609	-	-
KXYJ	KXYJ1	1	-	-	-	0.764	0.801	0.503
	KXYJ2	1.194	0.145	8.259	***	0.682	-	-

Variable	Item	Unstd	S.E.	T-Value	P	Std	Cr	Ave
	KXYJ3	1.16	0.136	8.528	***	0.71	-	-
	KXYJ5	1.252	0.153	8.205	***	0.677	-	-
ZZFX	ZZFX1	1	-	-	-	0.76	0.798	0.569
	ZZFX3	1.024	0.098	10.413	***	0.782	-	-
	ZZFX5	1.066	0.111	9.643	***	0.72	-	-
SHFW	SHFW1	1	-	-	-	0.686	0.791	0.558
	SHFW2	1.293	0.132	9.768	***	0.802	-	-
	SHFW3	1.27	0.137	9.254	***	0.749	-	-
BMSB	BMSB5	1	-	-	-	0.766	0.879	0.596
	BMSB4	1.158	0.089	12.963	***	0.882	-	-
	BMSB3	1.032	0.082	12.554	***	0.853	-	-
	BMSB2	1.158	0.109	10.583	***	0.734	-	-
	BMSB1	0.712	0.086	8.304	***	0.590	-	-
ZQCG	ZQCG2	1	-	-	-	0.735	0.845	0.523
	ZQCG3	0.721	0.089	8.113	***	0.613	-	-
	ZQCG4	0.934	0.091	10.256	***	0.779	-	-
	ZQCG5	0.946	0.106	8.913	***	0.774	-	-
	ZQCG6	0.961	0.103	9.299	***	0.703	-	-

Variable	Item	Unstd	S.E.	T-Value	P	Std	Cr	Ave
ZBGX	ZBGX3	1	-	-	-	0.757	0.814	0.524
	ZBGX4	0.859	0.117	7.324	***	0.669	-	-
	ZBGX5	1.005	0.135	7.43	***	0.684	-	-
	ZBGX6	0.783	0.119	6.588	***	0.779	-	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive, JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations, ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.5.5 Discriminant Validity Analyze (media college teachers)

The root values of AVE of education and teaching, organizational dedication, scientific research, innovation incentive, personal value, social service, work achievement, career development and avoidance of loss are 0.730, 0.711, 0.736, 0.728, 0.765, 0.744, 0.708, 0.746, 0.729, 0.756, 0.720, 0.722 and 0.874, respectively, all of which were greater than those of other dimensions. So, there is difference validity between various dimensions given above.
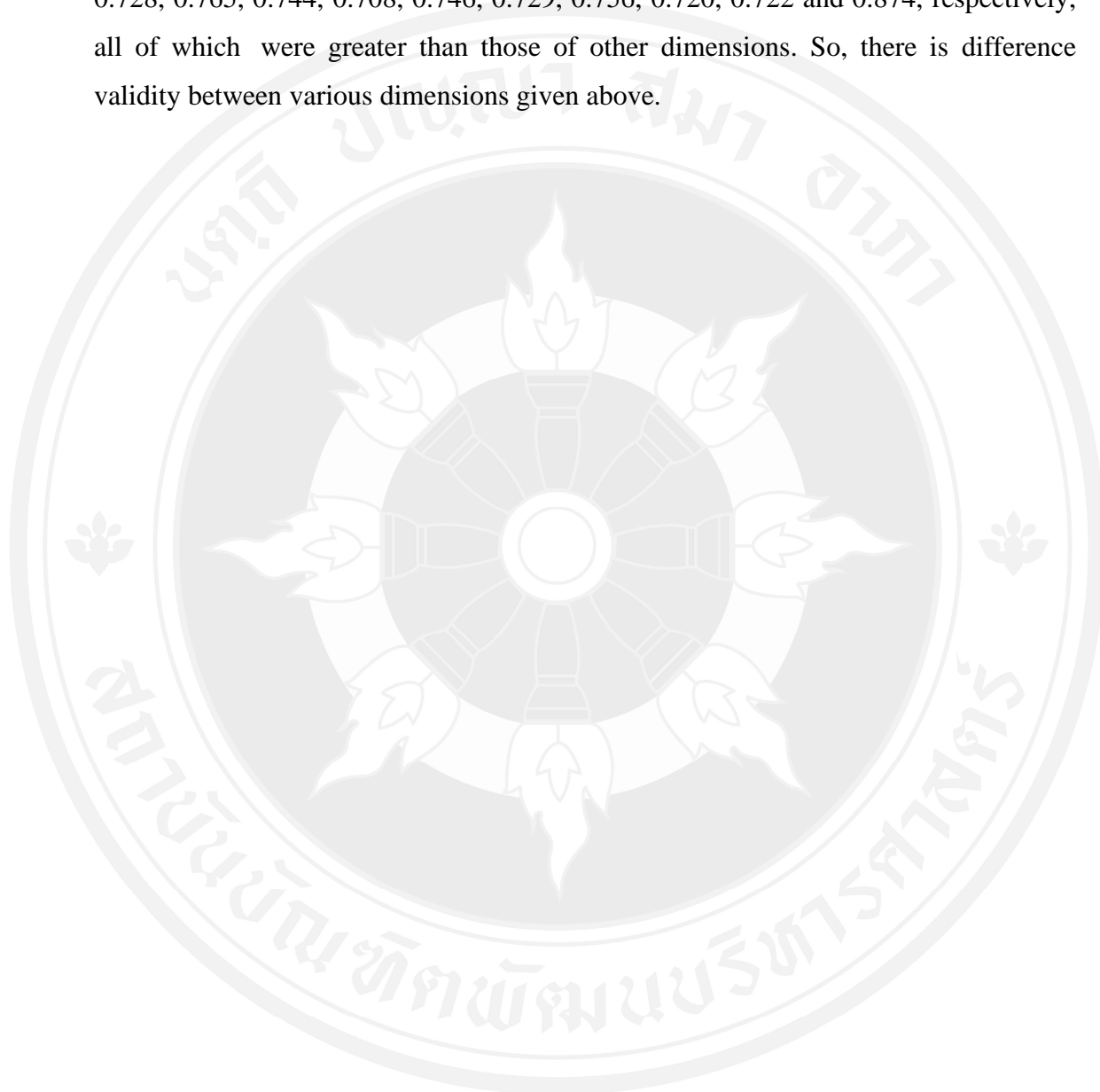
Table 4.46 Discriminant Validity Analyze (media college teachers)

	AVE	ZQCG	ZZFX	KXYJ	ZBGX	SHFW	JYJX	CXJL	GRJZ	GZCJ	ZYFZ	ZZHJ	XCFL	BMSB
ZQCG	.523	.723	-	-	-	-	-	-	-	-	-	-	-	-
ZZFX	.569	.635	.754	-	-	-	-	-	-	-	-	-	-	-
KXYJ	.503	.629	.675	.709	-	-	-	-	-	-	-	-	-	-
ZBGX	.524	.619	.703	.688	.724	-	-	-	-	-	-	-	-	-
SHFW	.558	.483	.558	.624	.631	.747	-	-	-	-	-	-	-	-
JYJX	.506	.650	.672	.656	.671	.612	.711	-	-	-	-	-	-	-
CXJL	.630	.638	.487	.581	.459	.400	.644	.794	-	-	-	-	-	-
GRJZ	.603	.581	.420	.656	.588	.543	.610	.686	.777	-	-	-	-	-
GZCJ	.520	.614	.527	.689	.583	.498	.622	.536	.623	.721	-	-	-	-
ZYFZ	.508	.563	.532	.572	.453	.495	.578	.642	.559	.648	.713	-	-	-
ZZHJ	.529	.443	.470	.594	.554	.455	.395	.400	.596	.621	.488	.727	-	-
XCFL	.615	.239	.156	.023	.046	.127	.259	.200	.081	.206	.326	.005	.784	-
BMSB	.596	.230	.306	.340	.142	.324	.328	.154	.179	.147	.140	.125	.224	.772

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive, JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations, ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.5.6 Multivariate Normal Distribution Test (media college teachers)

In this study, if the skewness coefficient of the variable was greater than 3 and the kurtosis coefficient was greater than 8, then the distribution of samples in variables was abnormal. The results of normal distribution show that the observed variables were coincident with the normal distribution.

Table 4.47 Normality of Observed Test (media college teachers)

Variable	Skew	C.R.	Kurtosis	C.R.
BMSB1	-.335	-1.939	-.355	-1.027
BMSB2	.021	.123	-.985	-2.852
BMSB3	-.432	-2.498	-.314	-.909
BMSB4	-.179	-1.038	-.564	-1.631
BMSB5	-.061	-.355	-.678	-1.963
ZQCG6	-1.094	-6.331	1.469	4.253
ZQCG5	-.787	-4.553	.659	1.908
ZQCG4	-1.140	-6.598	2.445	7.076
ZQCG3	-.377	-2.182	.474	1.371
ZQCG2	-.917	-5.306	.707	2.045
ZZFX5	-.670	-3.876	.172	.497
ZZFX3	-.741	-4.290	.875	2.532
ZZFX1	-1.184	-6.854	2.186	6.325
KXYJ5	-.439	-2.538	-.386	-1.117
KXYJ3	-.803	-4.650	.723	2.093
KXYJ2	-.642	-3.717	.013	.039
KXYJ1	-.901	-5.214	1.250	3.618
JYJX8	-.785	-4.542	1.043	3.017
ZBGX6	-.655	-3.789	1.190	3.443
ZBGX5	-1.128	-6.526	2.150	6.223
ZBGX4	-1.105	-6.398	2.908	8.415
ZBGX3	-.678	-3.922	.374	1.082
SHFW3	-.519	-3.002	-.078	-.226

Variable	Skew	C.R.	Kurtosis	C.R.
SHFW2	-.533	-3.082	.144	.416
SHFW1	-.613	-3.546	.354	1.024
JYJX1	-1.235	-7.150	2.682	7.761
JYJX6	-.698	-4.041	1.820	5.267
JYJX5	-1.164	-6.740	2.222	6.430
JYJX4	-.862	-4.989	1.708	4.942
JYJX3	-.710	-4.109	2.003	5.796
JYJX2	-.329	-1.907	-.095	-.274
CXJL1	-.946	-5.477	1.738	5.030
CXJL2	-1.007	-5.830	1.886	5.459
CXJL3	-1.236	-7.153	2.789	8.072
GRJZ2	-.724	-4.191	.963	2.787
GRJZ3	-1.254	-7.258	2.624	7.594
GRJZ4	-1.009	-5.839	1.506	4.357
GRJZ5	-.390	-2.260	-.165	-.477
GZCJ1	-.644	-3.725	.253	.732
GZCJ2	-.786	-4.547	1.310	3.790
GZCJ3	-.687	-3.979	1.297	3.753
GZCJ4	-1.026	-5.941	1.936	5.602
GZCJ5	-.774	-4.481	1.306	3.780
ZYFZ2	-.566	-3.275	-.189	-.546
ZYFZ3	-.647	-3.747	.688	1.990
ZYFZ5	-.843	-4.878	.460	1.330
ZZHJ1	-.901	-5.217	.921	2.664
ZZHJ2	-.454	-2.627	-.445	-1.289
ZZHJ3	-.763	-4.418	.196	.567
ZZHJ6	-.787	-4.553	.577	1.669
ZZHJ4	-.645	-3.733	-.153	-.443
ZZHJ5	-.833	-4.824	.915	2.647
XCFL1	-.303	-1.751	-.665	-1.924

Variable	Skew	C.R.	Kurtosis	C.R.
XCFL2	-.163	-.945	-.713	-2.062
XCFL3	-.260	-1.505	-.629	-1.821
XCFL4	-.368	-2.128	-.531	-1.535
Multivariate			565.919	49.774

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure.

4.6   Analysis of the Model of Internal and External Incentive Dimensions, Task Performance and Relationship Performance of Media Teachers

4.6.1   Initial Model and Hypothesis Verification of Various Dimensions of External Incentive and Task Performance of Media Teachers

Before validating the hypothesis, through constructing the initial model of media teachers' external incentive to each dimension of task performance, the model variables include salary benefits, organizational environment, career development, education, teaching, scientific research and social service, the variable relationship is constructed according to the hypothesis (Figure 4.18), and the relationship between variables is verified by AMOS 23.0.
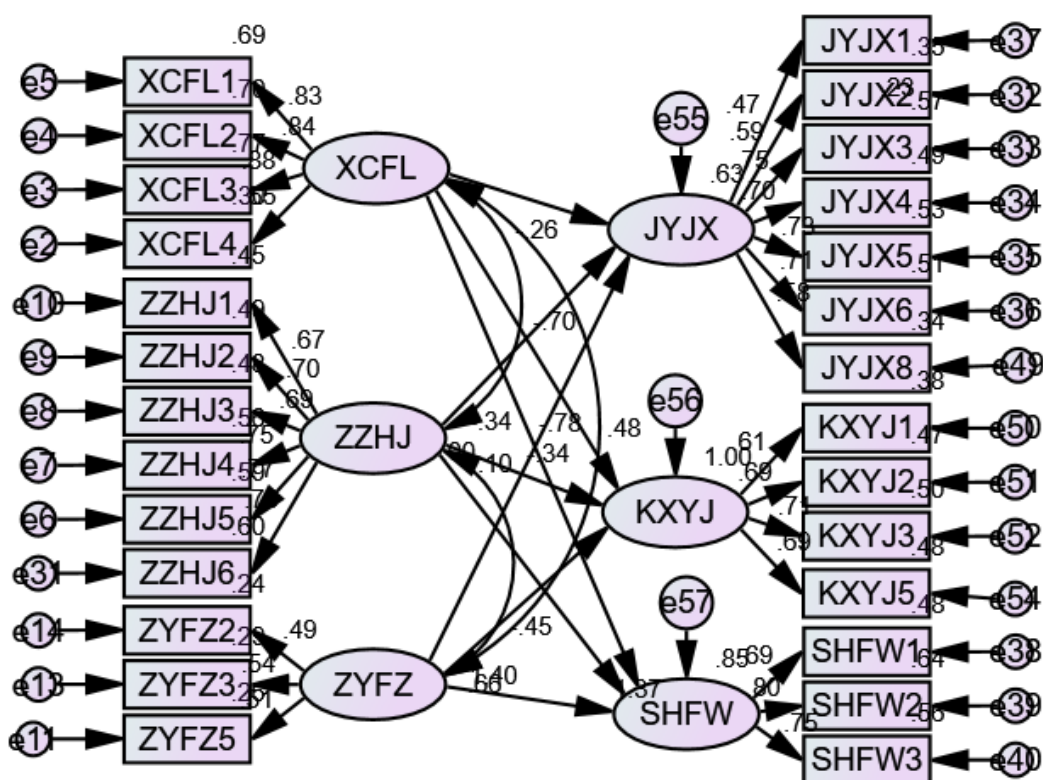
Figure 4.18 Initial Model of Various Dimensions of External Incentive and Task
Performance for Media Teachers

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, JYJX = Education and teaching,
KXYJ = Scientific research, SHFW = Social services.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 607.477, the degree of freedom is 312, the fitting degree CMIN/df = 1.947, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.069, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; IFI = 0.880, CFI = 0.878, and TLI = 0.863, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including salary benefits, organizational environment, and career development to the dependent variables including education and teaching, scientific research and social service are shown in Table 4.48.

Table 4.48 Regression Coefficient of Various Dimensions of External Incentive and Task Performance for Media Teachers

			STD	UNSTD	S.E.	C.R.	P
JYJX	<---	XCFL	-0.265	-0.233	0.121	-1.932	0.053
KXYJ	<---	XCFL	-0.7	-0.608	0.158	-3.851	***
SHFW	<---	XCFL	-0.784	-0.731	0.173	-4.232	***
JYJX	<---	ZZHJ	-0.338	-0.267	0.132	-2.016	0.044
KXYJ	<---	ZZHJ	-0.344	-0.268	0.149	-1.794	0.073
SHFW	<---	ZZHJ	-0.453	-0.378	0.162	-2.332	0.02
JYJX	<---	ZYFZ	0.102	0.238	0.271	4.562	***
KXYJ	<---	ZYFZ	0.404	0.553	0.317	4.897	***
SHFW	<---	ZYFZ	0.369	0.626	0.326	4.985	***

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, JYJX = Education and teaching,

KXYJ = Scientific research, SHFW = Social services.

Through the path analysis of the final model, the salary benefits have no significant influence on the education and teaching, the salary benefits have negative influence on the scientific research and social service, which is different from the study hypothesis, and therefore, the hypothesis is false; the organizational environment has negative influence on the education and teaching and social service, which is not consistent with the hypothesis, and therefore, the hypothesis is false, and the organizational environment has no significant influence on the scientific research; career development has a significant positive effect on education and teaching, scientific research and social service, and therefore, the hypothesis is true.

H1a': Salary benefits have a positive impact on education and teaching. There is a positive correlation between the two False.

H1b': Organizational environment has a positive impact on education and teaching. There is a positive correlation between the two False.

H1c': Career development has a positive impact on education and teaching. There is a positive correlation between the two True.

H2a': Salary benefits have a positive impact on scientific research. There is a positive correlation between the two False.

H2b': Organizational environment has a positive impact on scientific research. There is a positive correlation between the two False.

H2c': Career development has a positive impact on scientific research. There is a positive correlation between the two True.

H3a': Salary benefits have a positive impact on social services. There is a positive correlation between the two False.

H3b': Organizational environment has a positive impact on social services dimension. There is a positive correlation between the two False.

H3c': Career development has a positive impact on social services dimension. There is a positive correlation between the two True.

4.6.2 Initial Model and Hypothesis Verification of Various Dimensions of External Incentive and Relationship Performance of Media Teachers

Construct the initial model of media teachers' external incentive to each dimension of relationship performance. The model variables include salary benefits, organizational environment, career development, peripheral relationship, organizational dedication, and the variable relationship is constructed according to the research hypothesis (Figure 4.19). Based on this model, the relationship between variables is verified.
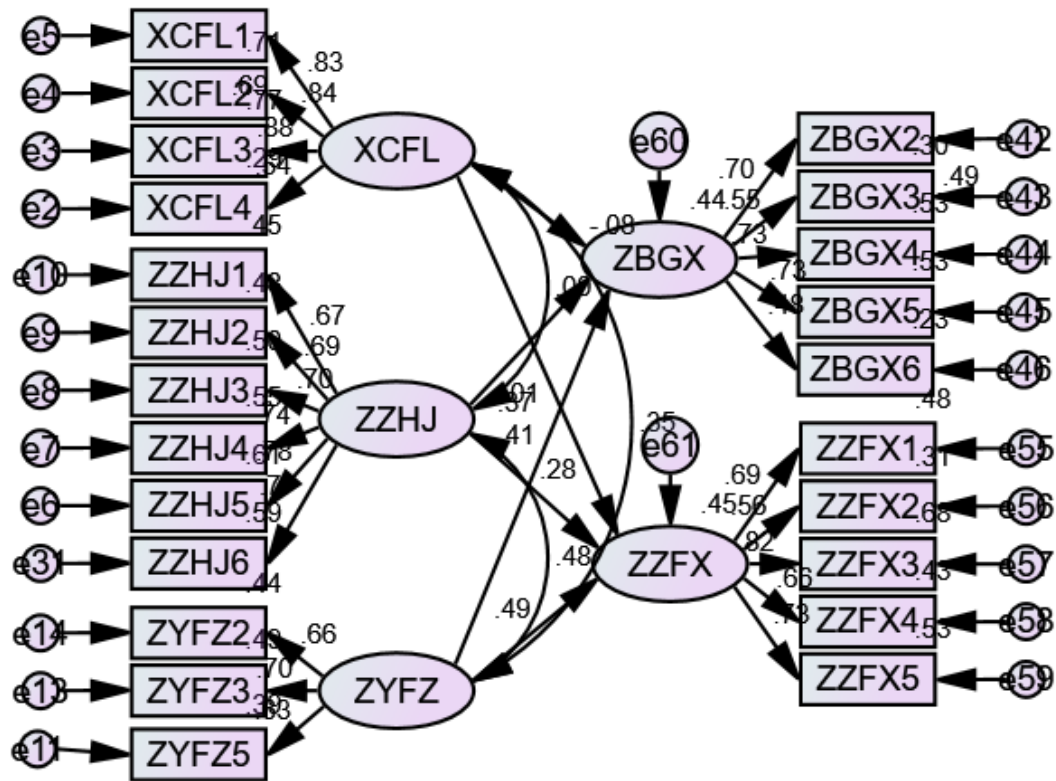
Figure 4.19 Initial Model of Various Dimensions of External Incentive and
Relationship Performance for Media Teachers

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, ZBGX = Peripheral relationship,
ZZFX = Organizational dedication.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 421.689, the degree of freedom is 221, the fitting degree CMIN/df = 1.908, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.067, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; IFI = 0.897, CFI = 0.896, and TLI = 0.881, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including salary benefits, organizational environment, and career development to the dependent variables including peripheral relationship and organizational dedication are shown in Table 4.49.

Table 4.49 Regression Coefficient of Various Dimensions of External Incentive and Relationship Performance for Media Teachers

			Std	Unstd	S.E.	C.R.	P
ZBGX	<---	XCFL	-0.078	-0.065	0.069	-0.942	0.346
ZZFX	<---	XCFL	-0.008	-0.008	0.076	-0.104	0.917
ZBGX	<---	ZZHJ	0.374	0.275	0.072	3.801	***
ZZFX	<---	ZZHJ	0.285	0.237	0.078	3.037	0.002
ZBGX	<---	ZYFZ	0.412	0.354	0.103	3.43	***
ZZFX	<---	ZYFZ	0.486	0.475	0.12	3.955	***

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication.

Through path analysis, we can see that salary benefits have no significant influence on peripheral relationship and organizational dedication, while career development and organizational environment have significant positive effect on peripheral relationship and organizational dedication. Therefore:

H4a': Salary benefits have a positive impact on peripheral relationships. There is a positive correlation between the two False.

H4b': Organizational environment has a positive impact on peripheral relationship. There is a positive correlation between the two True.

H4c': Career development has a positive impact on peripheral relationships. There is a positive correlation between the two True.

H5a': Salary benefits have a positive impact on organizational dedication. There is a positive correlation between the two False.

H5b': Organizational environment has a positive impact on organizational dedication. There is a positive correlation between the two True.

H5c': Career development has a positive impact on organizational dedication. There is a positive correlation between the two True.

4.6.3 Initial Model and Hypothesis Verification of Various Dimensions of Internal Incentive and Task Performance of Media Teachers

To construct the initial model of each dimension of media teachers' internal incentive to task performance, the model variables include work achievement, personal value, innovation incentive, education and teaching, scientific research and social service, and the variable relationship is constructed according to the research hypothesis (Figure 4.20), and on this basis, the relationship among the variables is verified.
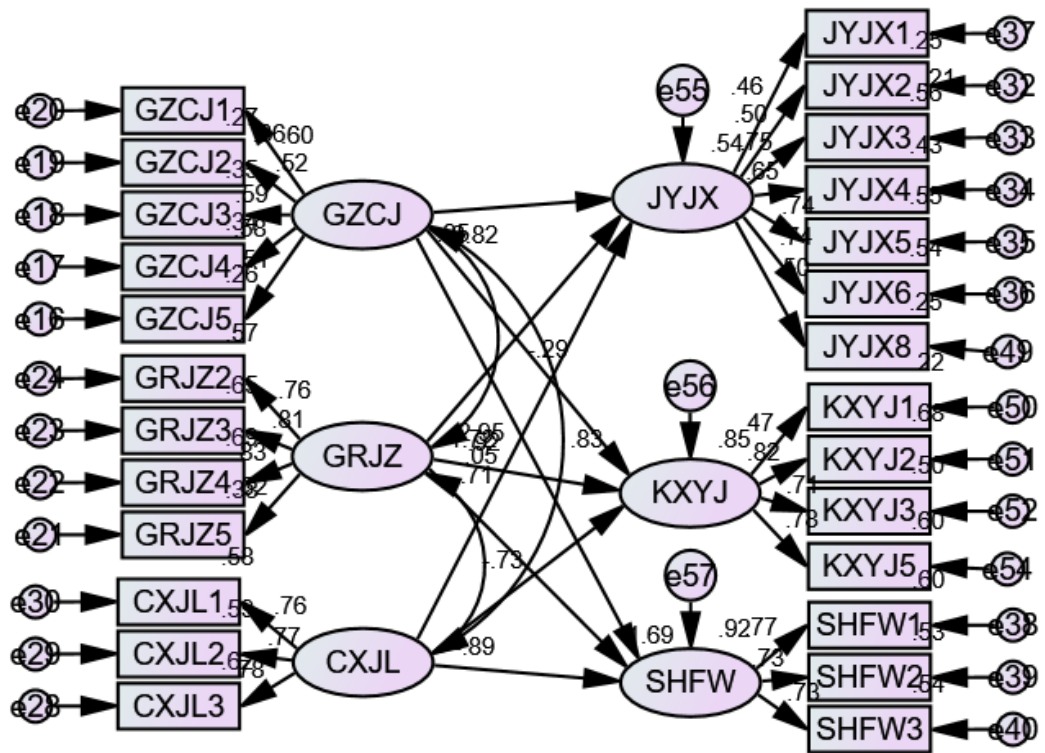
Figure 4.20 Initial Model of Various Dimensions of Internal Incentive and Task
            Performance for Media Teachers

Note: GZCJ = Work achievement, GRJZ = Individual values,
       CXJL = Innovation incentive, JYJX = Education and teaching,
       KXYJ = Scientific research, SHFW = Social services.

    By analyzing the fitting index of the model with AMOS23.0 software, it is
found that the chi-square value of the model is 499.774, the degree of freedom is 287,
the fitting degree CMIN/df = 1.741, which satisfies the discriminant index of
CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable
range and degree; near RMSEA = 0.068, it meets the standard of the upper RMSEA <
0.08, which indicates that the fitting degree is good; IFI = 0.870, CFI = 0.869, and
TLI = 0.851, all meet the index of greater than 0.80, which further explains that the
model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including work achievement, individual value and innovation incentive to the dependent variables including education and teaching, scientific research and social service are shown in Table 4.50.

Table 4.50 Regression Coefficient of Various Dimensions of Internal Incentive and Task Performance for Media Teachers

			Std	**Unstd**	**S.E.**	**C.R.**	**P**
JYJX	<---	GZCJ	0.953	0.115	0.294	3.796	***
KXYJ	<---	GZCJ	0.825	0.144	0.68	4.624	***
SHFW	<---	GZCJ	0.954	0.652	1.089	5.188	***
JYJX	<---	GRJZ	-0.291	-0.217	0.133	-1.626	0.104
SHFW	<---	GRJZ	-0.695	-0.058	0.501	-4.106	***
KXYJ	<---	GRJZ	-0.719	-0.214	0.308	-3.94	***
JYJX	<---	CXJL	0.046	0.04	0.112	0.353	0.724
KXYJ	<---	CXJL	-0.731	-0.604	0.232	-2.601	0.009
SHFW	<---	CXJL	-0.888	-0.261	0.411	-3.065	0.002

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, JYJX = Education and teaching,

KXYJ = Scientific research, SHFW = Social services.

According to the results of the study, the work achievement has significant positive influence on education and teaching, scientific research and social service; personal value has no significant effect on education and teaching, personal value has significant negative effect on scientific research and social service, which is not consistent with the study hypothesis, therefore, the hypothesis is false; the innovation incentive has no significant effect on education and teaching, and the innovation incentive has significant negative effect on scientific research and social service, which is not consistent with the hypothesis of this study. As a result, it is believed to be false, and therefore,

H6a': Work achievement has a positive impact on education and teaching. There is a positive correlation between the two True.

H6b': Personal value has a positive impact on education and teaching. There is a positive correlation between the two False.

H6c': Innovation incentive has a positive impact on education and teaching. There is a positive correlation between the two False.

H7a': Work achievement has a positive impact on scientific research. There is a positive correlation between the two True.

H7b': Personal value has a positive impact on scientific research. There is a positive correlation between the two False.

H7c': Innovation incentive has a positive impact on scientific research. There is a positive correlation between the two False.

H8a': Work achievement has a positive impact on social services. There is a positive correlation between the two True.

H8b': Personal values have a positive impact on social services. There is a positive correlation between the two False.

H8c': Innovation incentive has a positive impact on social services. There is a positive correlation between the two False.

4.6.4 Initial Model and Hypothesis Verification of Various Dimensions of Internal Incentive and Relationship Performance of Media Teachers

Construct the initial model of each dimension of media teacher's internal incentive to the relationship performance, the model variables include salary work achievement, individual value, innovation incentive, peripheral relationship, organizational dedication, build the variable relation according to the study hypothesis (Figure 4.21), and on the basis of which, the relationship between variables is verified.
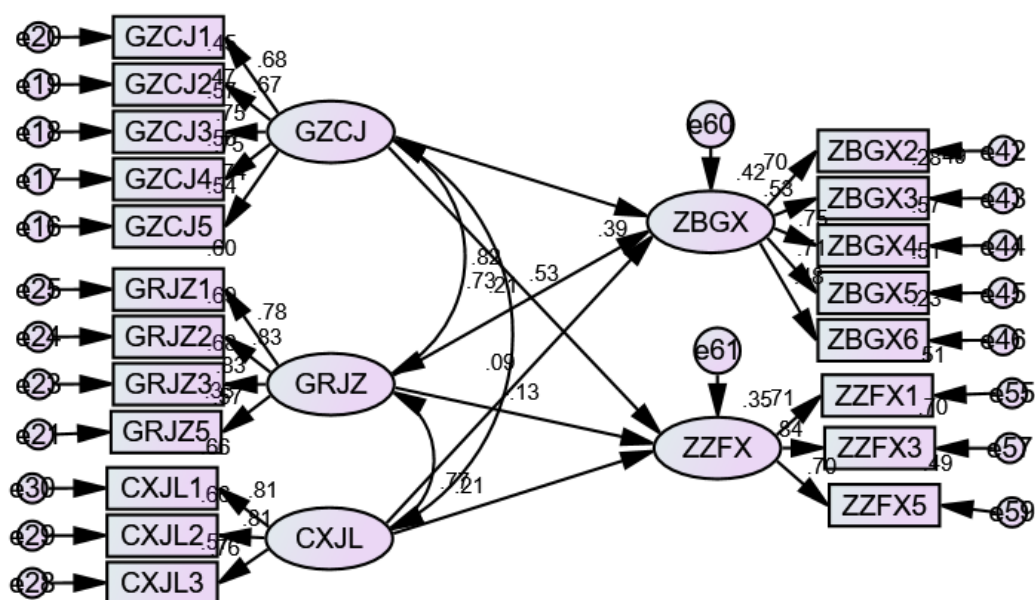
Figure 4.21 Initial Model of Various Dimensions of Internal Incentive and Relationship Performance for Media Teachers

Note: GZCJ = Work achievement, GRJZ = Individual values,
CXJL = Innovation incentive, ZBGX = Peripheral relationship,
ZZFX = Organizational dedication.

By analyzing the fitting index of the model with AMOS23.0 software, it is found that the chi-square value of the model is 356.681, the degree of freedom is 161, the fitting degree CMIN/df = 2.215, which satisfies the discriminant index of CMIN/df < 3, and indicates that the fitting index of the model reaches the acceptable range and degree; near RMSEA = 0.079, it meets the standard of the upper RMSEA < 0.08, which indicates that the fitting degree is good; IFI = 0.899, CFI = 0.898, and TLI = 0.880, all meet the index of greater than 0.80, which further explains that the model fitting degree is good, and the model passed the test.

Through the analysis of the path regression coefficient, the standardized regression coefficient and the non-standardized regression coefficient for the independent variables including work achievement, individual value and innovation incentive to the dependent variables including peripheral relationship and organizational dedication are shown in Table 4.51.

Table 4.51 Regression Coefficient of Various Dimensions of Internal Incentive and Relationship Performance for Media Teachers

			Std	Unstd	S.E.	C.R.	P
ZBGX	<---	GZCJ	0.388	0.357	0.154	2.318	0.02
ZZFX	<---	GZCJ	0.527	0.567	0.194	2.917	0.004
ZBGX	<---	GRJZ	0.213	0.187	0.157	1.192	0.233
ZZFX	<---	GRJZ	-0.126	-0.13	0.193	-0.67	0.503
ZBGX	<---	CXJL	0.09	0.077	0.12	0.647	0.518
ZZFX	<---	CXJL	0.213	0.214	0.147	1.45	0.147

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication.

According to the results of the study, the work achievement has a positive influence on the peripheral relationship, organizational dedication, personal value and innovation incentive, respectively, have no significant influence on the peripheral relationship and organizational dedication. Therefore:

H9a': Work achievement has a positive impact on peripheral relationship. There is a positive correlation between the two True.

H9b': Personal value has a positive impact on peripheral relationship. There is a positive correlation between the two False.

H9c': Innovation incentive has a positive impact on peripheral relationship. There is a positive correlation between the two False.

H10a': Work achievement has a positive impact on organizational dedication. There is a positive correlation between the two True.

H10b': Personal value has a positive impact on organizational dedication. There is a positive correlation between the two False.

H10c': Innovation incentive has a positive impact on organizational dedication. There is a positive correlation between the two False.

4.7 The Mediating Test of Media Teachers' Achievement Desire in Internal and External Motivation, Task Performance and Relationship Performance

4.7.1 Confirmatory Factor Analysis (media college teachers in the second hierarchy)

This study verified and analyzed various dimensions left in the incentive factors by using the Maximum Likelihood Estimate. The CFA standard model is shown in Figure 4.22.
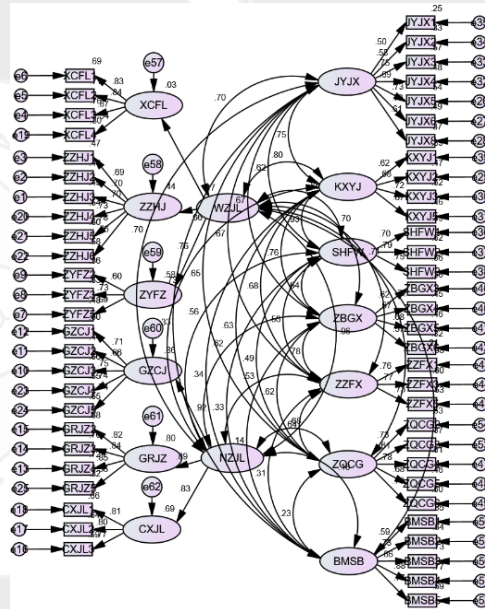
Figure 4.22 Standardized Estimates in CFA Model (media college teachers in the second hierarchy)

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation,

WZJL = External motivation.

In this study, the chi square value is 2399.876, the freedom degree is 1376, and the significance level is 0.000.It is necessary to combine other indicators to judge the fitness because the chi square value is affected by the sample size and other factors. To illustrate, the ratio of chi square and degree of freedom is 1.744, less than 3, which indicates that the model fitting degree meets the standard. The comparison fitting index CFI is 0.887, the increasing fitting index IFI is 0.886, the relative fitting index TLI = 0.874,all of which meet the criterion where the fitting index is greater than 0.80, RMSEA = 0.032, less than 0.08, so the fitting degree meets the standard.

4.7.2 CR and AVE Analyze (media college teachers in the second hierarchy)

According to the confirmatory factor analysis (see Table 4.52) of dimensions of internal motivation, external motivation, education and teaching, scientific research, social service, peripheral relationship, organizational dedication, pursuit of success and avoidance of failure. It can be seen that the CR and AVE of the whole scale and each dimension are greater than 0.7 and 0.5 respectively, and the standardized estimates are statistically significant under the condition of P < 0.001. This shows that each scale in this study has good combination reliability and convergence validity, and the internal quality of the questionnaire designed in this study is very reliable and high.

Table 4.52 CR and AVE (media college teachers in the second hierarchy)

		Unstd	S.E.	T-Value	P	Std	CR	AVE
WZJL	XCFL	1.000	-	-	-	.767	.808	.583
	ZZHJ	.924	.139	6.821	***	.763	-	-
	ZYFZ	.981	.112	6.900	***	.761	-	-
NZJL	GZCJ	1.000	-	-	-	.925	.915	.782
	GRJZ	.810	.101	7.218	***	.893	-	-
	CXJL	1.013	.138	7.246	***	.833	-	-
ZZHJ	ZZHJ3	1.000	-	-	-	.702	.871	.530
	ZZHJ2	1.103	.123	8.929	***	.700	-	-
	ZZHJ1	.969	.110	8.687	***	.688	-	-
	ZZHJ4	1.062	.114	9.485	***	.733	-	-
	ZZHJ5	1.060	.108	9.696	***	.777	-	-
	ZZHJ6	1.011	.105	9.842	***	.762	-	-
XCFL	XCFL3	1.000	-	-	-	.871	.861	.615
	XCFL2	.994	.071	14.169	***	.844	-	-
	XCFL1	.989	.071	13.949	***	.832	-	-
	XCFL4	.633	.080	7.962	***	.545	-	-
ZYFZ	ZYFZ5	1.000	-	-	-	.794	.754	.508
	ZYFZ3	.945	.174	6.213	***	.727	-	-
	ZYFZ2	.914	.163	6.211	***	.604	-	-
GZCJ	GZCJ3	1.000	-	-	-	.748	.844	.520
	GZCJ2	.864	.091	9.647	***	.664	-	-
	GZCJ1	.941	.094	9.169	***	.707	-	-
	GZCJ4	1.010	.095	10.189	***	.744	-	-
	GZCJ5	.962	.091	9.425	***	.739	-	-
GRJZ	GRJZ4	1.000	-	-	-	.849	.856	.604
	GRJZ3	.959	.076	12.954	***	.837	-	-
	GRJZ2	.937	.079	13.430	***	.824	-	-
	GRJZ5	.791	.103	7.818	***	.562	-	-
CXJL	CXJL3	1.000	-	-	-	.767	.836	.630

		Unstd	S.E.	T-Value	P	Std	CR	AVE
	CXJL2	1.057	.114	10.100	***	.799	-	-
	CXJL1	1.016	.105	10.068	***	.815	-	-
JYJX	JYJX5	1.000	-	-	-	.732	.877	.505
	JYJX6	.834	.120	7.875	***	.702	-	-
	JYJX8	.819	.104	6.171	***	.607	-	-
	JYJX4	.881	.099	9.461	***	.691	-	-
	JYJX3	.957	.106	9.877	***	.754	-	-
	JYJX2	.889	.092	9.388	***	.776	-	-
	JYJX1	.662	.105	7.780	***	.699	-	-
KXYJ	KXYJ2	1.000	-	-	-	.684	.811	.519
	KXYJ3	.986	.149	8.108	***	.724	-	-
	KXYJ5	1.042	.118	6.734	***	.675	-	-
	KXYJ1	.818	.141	7.446	***	.791	-	-
SHFW	SHFW1	1.000	-	-	-	.702	.790	.557
	SHFW2	1.238	.115	8.406	***	.786	-	-
	SHFW3	1.240	.086	7.833	***	.749	-	-
ZBGX	ZBGX4	1.000	-	-	-	.674	.805	.513
	ZBGX5	1.155	.139	6.478	***	.680	-	-
	ZBGX6	.888	.165	6.519	***	.868	-	-
	ZBGX3	1.175	.129	5.371	***	.617	-	-
ZZFX	ZZFX1	1.000	-	-	-	.763	.798	.569
	ZZFX3	1.010	.120	8.695	***	.774	-	-
	ZZFX5	1.069	.126	8.576	***	.725	-	-
ZQCG	ZQCG4	1.000	-	-	-	.780	.844	.521
	ZQCG5	1.018	.174	7.771	***	.678	-	-
	ZQCG6	1.031	.161	8.304	***	.705	-	-
	ZQCG3	.771	.177	7.586	***	.712	-	-
	ZQCG2	1.063	.171	7.447	***	.730	-	-
BMSB	BMSB3	1.000	-	-	-	.856	.879	.596
	BMSB4	1.117	.094	11.764	***	.879	-	-

	Unstd	S.E.	T-Value	P	Std	CR	AVE
BMSB5	.968	.077	8.643	***	.767	-	-
BMSB2	1.120	.072	15.485	***	.734	-	-
BMSB1	.687	.076	12.623	***	.590	-	-

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation,

WZJL = External motivation.

4.7.3 Discriminant Validity Analyze (media college teachers in the second hierarchy)

According to Table 4.53, the correlation coefficients among the potential variables of media teachers' internal motivation, external motivation, education and teaching, scientific research, social service, peripheral relations, organizational dedication, pursuit of success and avoidance of failure are summarized. The number on the diagonal is the square root of ave value of each variable, and the square root of ave value of each variable is between 0.711 and 0.884 The square root is significantly greater than the correlation coefficient between this variable and other variables, which indicates that there is a good discriminant validity among the nine latent variables.

Table 4.53 Discriminant Validity Analyze (media college teachers in the second
          hierarchy)

	AVE	NZJL	WZJL	BMSB	ZQCG	ZZFX	ZBGX	SHFW	KXYJ	JYJX
NZJL	.782	.884	-	-	-	-	-	-	-	-
WZJL	.583	.659	.764	-	-	-	-	-	-	-
BMSB	.596	.182	.209	.772	-	-	-	-	-	-
ZQCG	.521	.681	.722	.231	.722	-	-	-	-	-
ZZFX	.508	.535	.707	.307	.637	.713	-	-	-	-
ZBGX	.513	.623	.698	.141	.617	.583	.716	-	-	-
SHFW	.557	.560	.646	.329	.489	.564	.636	.746	-	-
KXYJ	.519	.728	.596	.341	.626	.675	.559	.528	.720	-
JYJX	.505	.699	.702	.328	.650	.670	.669	.618	.554	.711

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

     ZYFZ = Career development, GZCJ = Work achievement,

     GRJZ = Individual values, CXJL = Innovation incentive,

     JYJX = Education and teaching, KXYJ = Scientific research,

     SHFW = Social services, ZBGX = Peripheral relations,

     ZZFX = Organizational dedication, ZQCG = Pursuing success,

     BMSB = Avoid failure, NZJL = Intrinsic motivation,

     WZJL = External motivation.

4.7.4 The Mediating Effect of External Motivation on Task Performance and Relationship Performance of Media Teachers' Achievement Desire

1）The mediating effect of media teachers' desire for achievement in external motivation on education and teaching

According to the mediating effect model of achievement desire in external motivation on education and teaching, it is found that the chi square value is 748.376, the degree of freedom is 397,the fitting degree Cmin/DF equals to 1.885, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.067, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.875, the incremental fit index IFI is 0.877, the TLI is 0.836, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
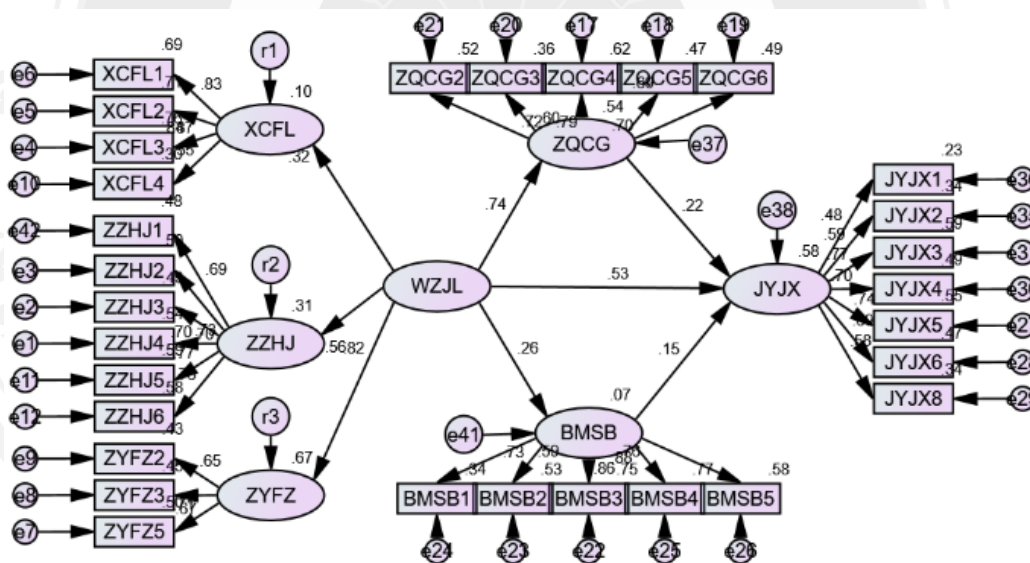
Figure 4.23 Structural Equation Model of Mediating Effect of Media Teachers'
　　　　　　Desire for Achievement on Education and Teaching in External
　　　　　　Incentives

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
　　　ZYFZ = Career development, JYJX = Education and teaching,
　　　ZQCG = Pursuing success, BMSB = Avoid failure,
　　　WZJL = External motivation.

The results show that (Table 4.54), external motivation directly affects education and teaching; the mediating effect of pursuing success on education and teaching does not exist, and the mediating effect of avoiding failure on education and teaching does not exist.

Table 4.54 The Mediating Effect of Media Teachers' Desire for Achievement in External Incentives on Education and Teaching

				Bias-Corrected		Percentile	
	Point Estimate	se	z	Lower	Upper	Lower	Upper
WZJL->JYJX	0.928	1.243	0.747	0.279	3.237	0.316	3.719
WZJL->ZQCG->JYJX	0.365	0.897	0.407	-0.343	1.624	-1.108	1.17
WZJL->BMSB->JYJX	0.073	0.053	1.377	0.009	0.251	-0.016	0.179
TOTAL	1.366	0.798	1.712	0.697	3.419	0.708	3.436

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

2) The mediating effect of media teachers' desire for achievement on scientific research

According to the mediating effect model of achievement desire in external motivation on scientific research, it is found that the chi square value is 620.983, the degree of freedom is 316, the fitting degree Cmin/DF equals to 1.997, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.071, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.876, the incremental fit index IFI is 0.877, the TLI is 0.862, all

of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
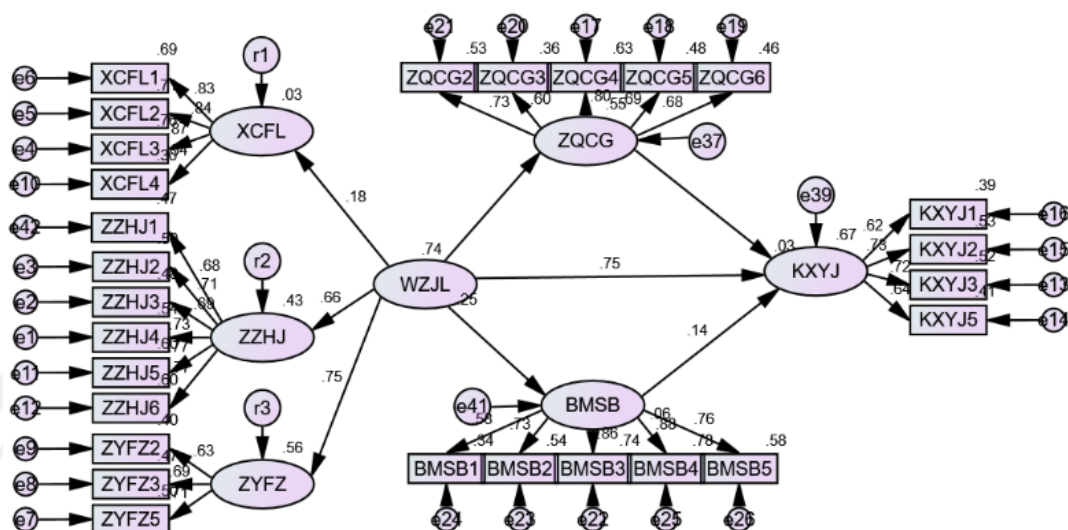
Figure 4.24 Structural Equation Model of Mediating Effect of Media Teachers'
             Achievement Desire on Scientific Research in External Incentive

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
       ZYFZ = Career development, KXYJ = Scientific research,
       ZQCG = Pursuing success, BMSB = Avoid failure,
       WZJL = External motivation.

         According to the research results (Table 4.55), external incentives directly affect scientific research; the mediating effect of pursuing success on scientific research does not exist, and the mediating effect of avoiding failure on scientific research does not exist.

Table 4.55 The Mediating Effect of Media Teachers' Achievement Desire in the
Influence of External Motivation on Scientific Research

	Point Estimate	se	z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
WZJL->KXYJ	3.207	4.994	0.642	0.614	23.03	0.471	16.976
WZJL->ZQCG->KXYJ	0.068	2.164	0.031	-8.095	1.066	-4.87	1.437
WZJL->BMSB->KXYJ	0.143	0.168	0.851	0.014	0.941	-0.069	0.562
TOTAL	3.418	3.828	0.893	1.241	20.053	0.954	16.01

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

3) The mediating effect of media teachers' desire for achievement on social service from external motivation

According to the mediating effect model of achievement desire in external motivation on social service, it is found that the chi square value is 555.035, the degree of freedom is 291, the fitting degree Cmin/DF equals to 1.907, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.067, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the IFI is 0.893, the incremental fit index IFI is 0.891, the TLI is 0.879, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
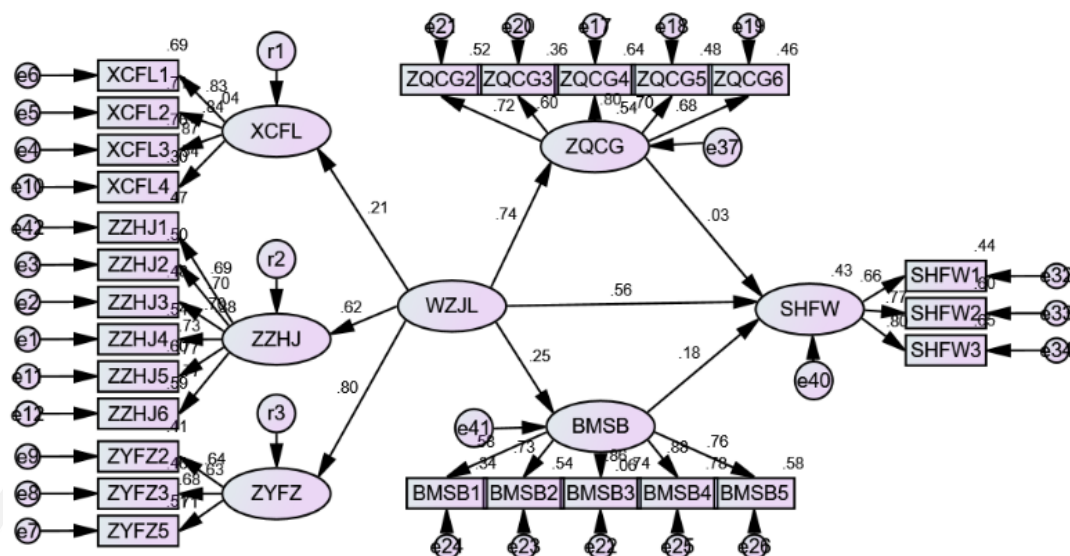
Figure 4.25 Structural Equation Model of Mediating Effect of Media Teachers'
Achievement Desire on Social Service in External Incentive

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, SHFW = Social services,
ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

The results show that (Table 4.56), external incentives directly affects social services; the mediating effect of pursuing success on social services does not exist, and the mediating effect of avoiding failure on the impact of external incentives on social services does not exist.

Table 4.56 The Mediating Effect of Media Teachers' Desire for Achievement in the
Impact of External Incentives on Social Services

	Point Estimate	se	z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
WZJL->SHFW	1.596	3.131	0.510	0.186	13.26	0.131	11.818
WZJL->ZQCG->SHFW	0.071	1.728	0.041	-4.817	0.655	-3.305	0.815
WZJL->BMSB->SHFW	0.127	0.149	0.852	0.024	0.897	-0.006	0.489
TOTAL	1.794	2.22	0.808	0.468	10.68	0.421	9.281

Note: SHFW = Social services, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

4) The mediating effect of media teachers' desire for achievement in
external motivation on peripheral relation

According to the mediating effect model of achievement desire in
external motivation on peripheral relationship, it is found that the chi square value is
579.705, the degree of freedom is 316,the fitting degree Cmin/DF equals to 1.835,
which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index
of the model reaches the acceptable range and degree; the root mean square error
(RMSEA) is 0.044, which meets the upper limit of RMSEA < 0.08; the goodness of
fit index the CFI is 0.891, the incremental fit index IFI is 0.892, the TLI is 0.879, all
of which meet indicators above 0.80. The results show that the fitting degree index is
ideal.
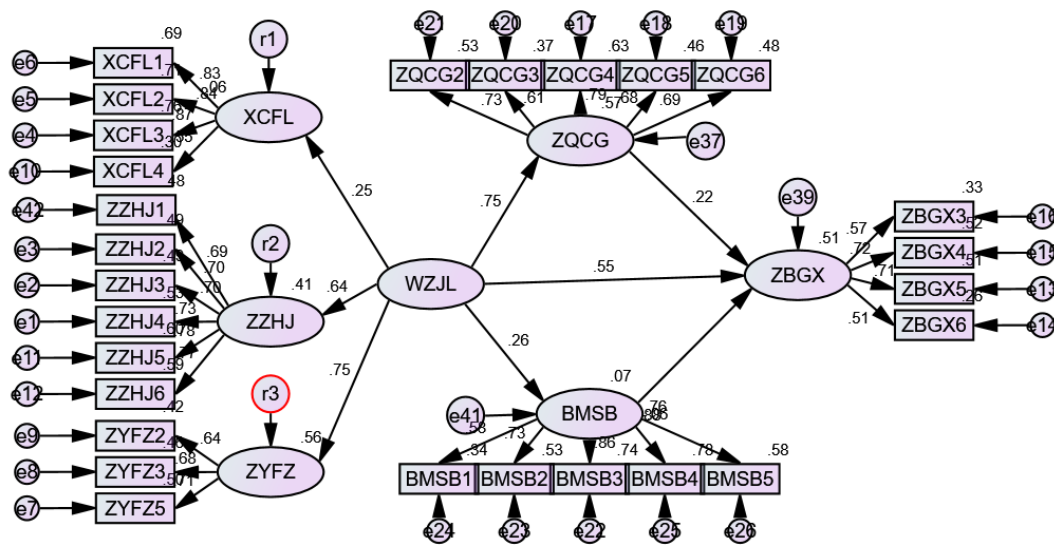
Figure 4.26 Structural Equation Model of Mediating Effect of Media Teachers'
　　　　　　Desire for Achievement on Peripheral Relationship under External
　　　　　　Motivation

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
　　　　ZYFZ = Career development, ZBGX = Peripheral relations,
　　　　ZQCG = Pursuing success, BMSB = Avoid failure,
　　　　WZJL = External motivation.

　　　　　　The results show that (Table 4.57), the external motivation has a
significant impact on the peripheral relationship; and the mediating effect does not
exist in the pursuit of success in the influence of external motivation on the peripheral
relationship; and the mediating effect of avoiding failure on the influence of external
motivation on peripheral relationship does not exist.

Table 4.57 The Mediating Effect of Media Teachers' Desire for Achievement in the
Influence of External Motivation on Peripheral Relations

				Bias-Corrected		Percentile	
	Point Estimate	se	z	Lower	Upper	Lower	Upper
WZJL->ZBGX	1.275	3.257	0.391	0.177	11.123	0.176	10.694
WZJL->ZQCG->ZBGX	0.436	1.689	0.258	-1.034	2.387	-2.905	1.558
WZJL->BMSB->ZBGX	-0.036	0.12	-0.300	-0.346	0.074	-0.328	0.083
TOTAL	1.674	2.298	0.728	0.648	10.768	0.566	9.486

Note: ZBGX = Peripheral relations, ZQCG = Pursuing success,
       BMSB = Avoid failure, WZJL = External motivation.

        5) The mediating effect of media teachers' achievement desire on
organizational dedication through external motivation

        According to the mediating effect model of achievement desire in
external motivation on organizational dedication, it is found that the chi square value
is 559,940, the degree of freedom is 291,the fitting degree Cmin/DF equals to 1.924,
which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index
of the model reaches the acceptable range and degree; the root mean square error
(RMSEA) is 0.068, which meets the upper limit of RMSEA < 0.08; the goodness of
fit index the CFI is 0.891, the incremental fit index IFI is 0.892, the TLI is 0.878, all
of which meet indicators above 0.80. The results show that the fitting degree index is
ideal.
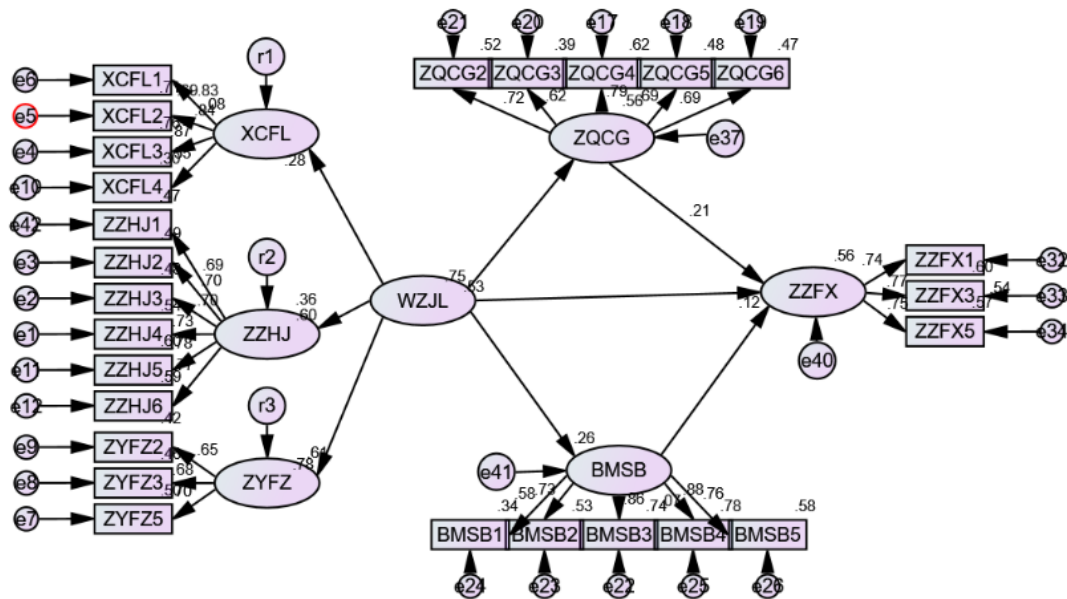
Figure 4.27 Structural Equation Model of Mediating Effect of Media Teachers'
Achievement Desire on Organizational Dedication in External
Motivation

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, ZZFX = Organizational dedication,
ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

According to table 4.58, it can be seen that the external incentive has
no significant effect on organizational dedication; the mediating effect exists in the
effect of external motivation on organizational dedication in pursuit of success, and
there is a complete mediating effect. The mediating effect of avoiding failure does not
exist in the influence of external incentive on organizational dedication.

Table 4.58 The Mediating Effect of Media Teachers' Achievement Desire in the
Influence of External Motivation on Organizational Dedication

| | | | | Bias-Corrected Percentile | | | |
	Point Estimate	se	z	Lower	Upper	Lower	Upper
WZJL->ZZFX	1.191	2.178	0.547	-0.28	7.294	-0.281	7.394
WZJL->ZQCG->ZZFX	0.393	0.198	1.985	1.088	1.891	1.847	1.387
WZJL->BMSB->ZZFX	0.074	0.077	0.961	0.223	0.353	-0.036	0.265
TOTAL	1.657	1.657	1.000	0.777	7.75	0.701	6.615

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

4.7.5   The Mediating Effect of Intrinsic Motivation on Task Performance and Relationship Performance of Media Teachers

1) The mediating effect of media teachers' desire for achievement on education and teaching

According to the mediating effect model of achievement desire in internal motivation on education and teaching, it is found that the chi square value is 479.252, the degree of freedom is 269, the fitting degree Cmin/DF equals to 1.781, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.056, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.896, the incremental fit index IFI is 0.897, the TLI is 0.894, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
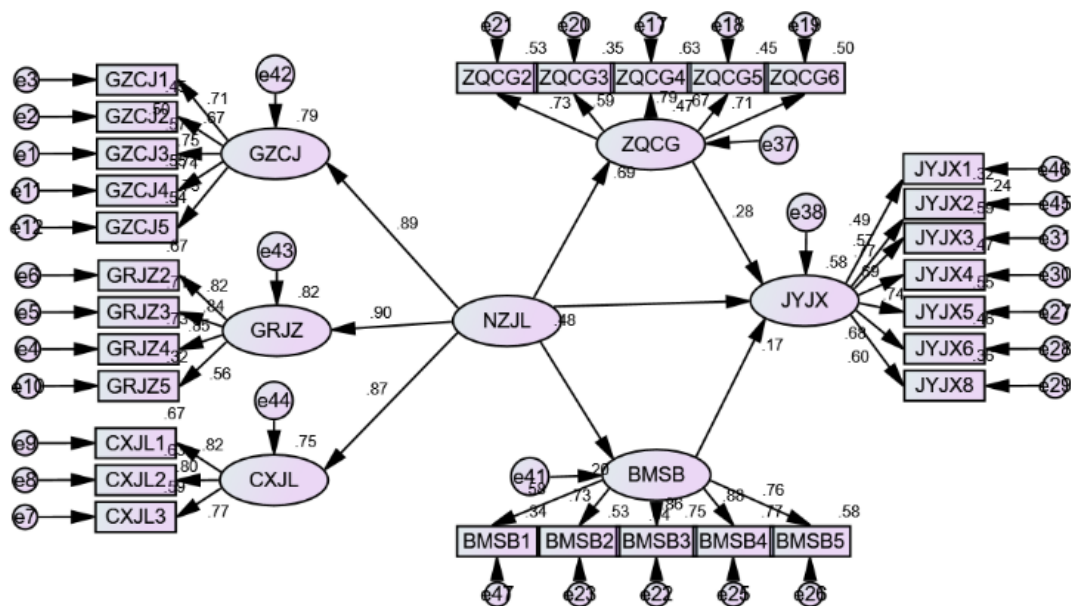
Figure 4.28 Structural Equation Model of Mediating Effect of Media Teachers'
 Desire for Achievement on Education and Teaching

Note: GZCJ = Work achievement, GRJZ = Individual values,
 CXJL = Innovation incentive, JYJX = Education and teaching,
 ZQCG = Pursuing success, BMSB = Avoid failure,
 NZJL = Intrinsic motivation.

According to table 4.59, it can be seen that internal motivation directly
affects education and teaching, and there is a mediating effect on the effect of internal
motivation on education and teaching in pursuit of success, and there is a partial
mediating effect. There is no intermediary effect on the influence of internal incentive
to education and teaching to avoid failure.

Table 4.59 The Mediating Effect of Media Teachers' Achievement Desire on
             Education and Teaching

	Point Estimate	se	z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->JYJX	0.616	0.2	3.080	0.288	1.107	0.267	1.098
NZJL->ZQCG->JYJX	0.236	0.120	1.967	0.011	0.521	0.023	0.498
NZJL->BMSB->JYJX	0.023	0.019	1.211	-0.003	0.077	-0.011	0.063
TOTAL	0.876	0.16	5.475	0.598	1.211	0.597	1.211

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
        BMSB = Avoid failure, NZJL = Intrinsic motivation.

2) The mediating effect of media on Teachers' desire for scientific achieve men

According to the mediating effect model of achievement desire in internal motivation on scientific research, it is found that the chi square value is 721.773, the degree of freedom is 279, the fitting degree Cmin/DF equals to 2.587, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.056, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.905, the incremental fit index IFI is 0.906, the TLI is 0.901, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
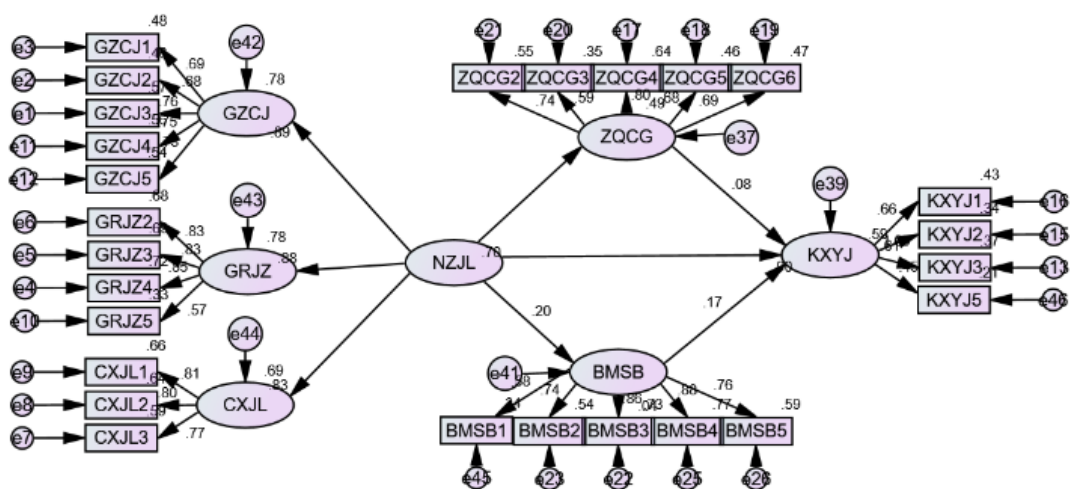
Figure 4.29 Structural Equation Model of Mediating Effect of Media Teachers'
                      Achievement Desire on Scientific Research
Note: GZCJ = Work achievement, GRJZ = Individual values,
        CXJL = Innovation incentive, KXY = Scientific research,
        ZQCG = Pursuing success, BMSB = Avoid failure,
        NZJL = Intrinsic motivation.

        The results show that (Table 4.60), intrinsic motivation has a
significant impact on scientific research, and the mediating effect of internal incentive
to pursue success does not exist; and the mediating effect of avoiding failure on
scientific research does not exist.

Table 4.60 The Mediating Effect of Media Teachers' Achievement Desire in the
Influence of Intrinsic Motivation on Scientific Research

	Point Estimate	se	z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->KXYJ	0.924	0.259	3.568	0.549	1.529	0.564	1.589
NZJL->ZQCG->KXYJ	0.063	0.185	0.341	-0.316	0.321	-0.359	0.302
NZJL->BMSB->KXYJ	0.024	0.022	1.091	-0.004	0.094	-0.015	0.07
TOTAL	1.011	0.163	6.202	0.728	1.383	0.726	1.382

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

3) The mediating effect of media teachers' desire for achievement on social service

According to the mediating effect model of achievement desire in internal motivation on social service, it is found that the chi square value is 708.708, the degree of freedom is 273,the fitting degree Cmin/DF equals to 2.596, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.060, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.905,the NFI is 0.854, the incremental fit index IFI is 0.906, the TLI is 0.880, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
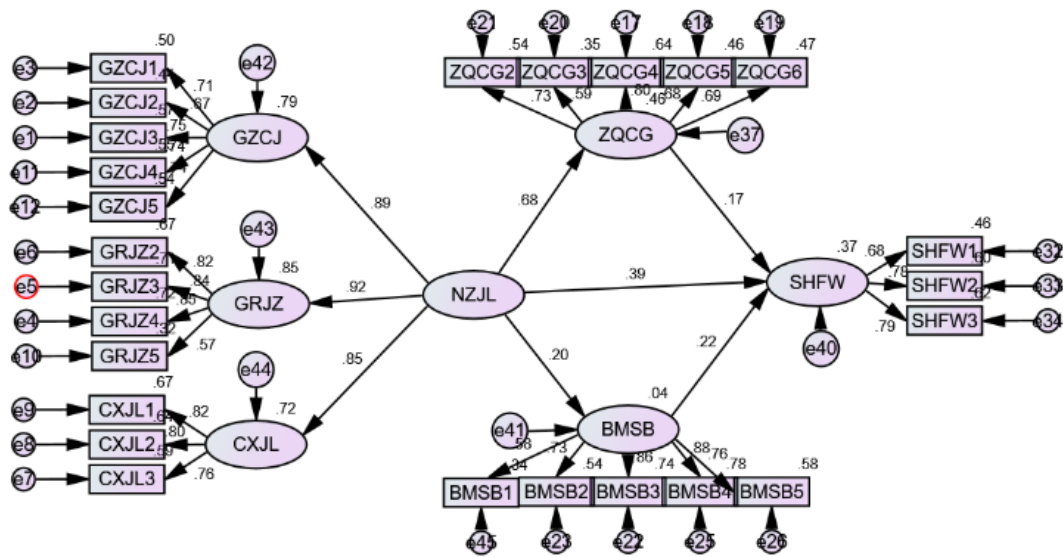
Figure 4.30 Structural Equation Model of Mediating Effect of Media Teachers'
Desire for Achievement on Social Service

Note: GZCJ = Work achievement, GRJZ = Individual values,

CXJL = Innovation incentive, SHFW = Social services,

ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

The results show that (Table 4.61), intrinsic motivation directly affects social services; and there is a mediating effect on the impact of internal incentives on social services in pursuit of success, and there is a part of the intermediary effect. There is no mediating effect on the impact of internal incentives to avoid failure on social services.

Table 4.61 The Mediating Effect of Media Teachers' Achievement Desire on Social
Service under the Influence of Intrinsic Motivation

				Bias-Corrected		Percentile	
	Point Estimate	se	z	Lower	Upper	Lower	Upper
NZJL->SHFW	0.418	0.149	2.805	0.112	0.691	0.146	0.742
NZJL->ZQCG->SHFW	0.044	0.027	1.630	0.003	0.12	0.001	0.107
NZJL->BMSB->SHFW	0.135	0.095	1.421	-0.042	0.343	-0.068	0.311
TOTAL	0.598	0.124	4.823	0.36	0.843	0.379	0.868

Note: SHFW = Social services, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation.

4) The mediating effect of media teachers' desire for achievement on their peripheral relationship

According to the mediating effect model of achievement desire in internal motivation on peripheral relationship, it is found that the chi square value is 675.108, the degree of freedom is 266,the fitting degree Cmin/DF equals to 2.538, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.060, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.877,the NFI is 0.865, the incremental fit index IFI is 0.878, the TLI is 0.862, all of which meet indicators above 0.80. The results show that the fitting degree index is ideal.
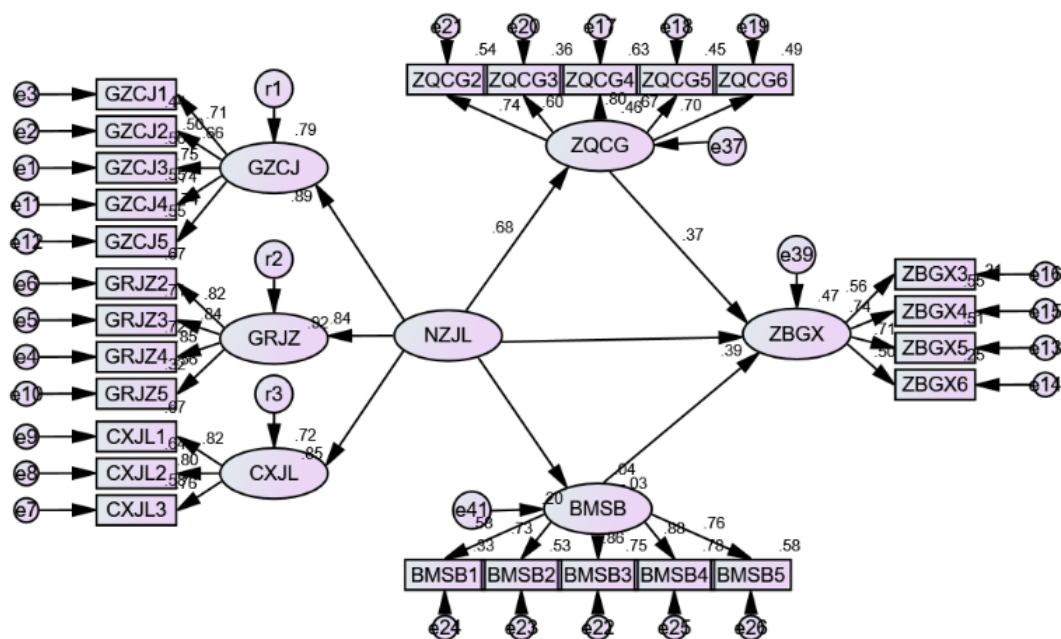
Figure 4.31 Structural Equation Model of Mediating Effect of Media Teachers'
            Desire for Achievement on Their Peripheral Relationship

Note: GZCJ = Work achievement, GRJZ = Individual values,
       CXJL = Innovation incentive, ZBGX = Peripheral relations,
       ZQCG = Pursuing success, BMSB = Avoid failure,
       NZJL = Intrinsic motivation.

According to the results of the study (Table 4.62), internal motivation directly affects peripheral relationship; and the effect of internal motivation for pursuing success has a mediating effect on the peripheral relationship, and there are some mediators. The mediating effect of the internal incentive to avoid failure on the peripheral relationship does not exist.

Table 4.62 The Mediating Effect of Media Teachers' Achievement Desire in the
Influence of Intrinsic Motivation on Peripheral Relations

	Point Estimate	se	z	Bias-Corrected		Percentile	
				Lower	Upper	Lower	Upper
NZJL->ZBGX	0.432	0.222	1.946	0.008	0.882	0.05	0.922
NZJL->ZQCG->ZBGX	0.278	0.134	2.075	0.055	0.587	0.008	0.52
NZJL->BMSB->ZBGX	-0.007	0.019	-0.368	-0.056	0.027	-0.049	0.034
TOTAL	0.703	0.142	4.951	0.461	1.036	0.465	1.04

Note: ZBGX = Peripheral relations, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

5) The mediating effect of media teachers' achievement desire on organizational dedication through intrinsic motivation

According to the mediating effect model of achievement desire in internal motivation on organizational dedication, it is found that the chi square value is 663.836, the degree of freedom is 268,the fitting degree Cmin/DF equals to 2.477, which meets the discriminant index of Cmin/DF < 3, indicating that the fitting index of the model reaches the acceptable range and degree; the root mean square error (RMSEA) is 0.066, which meets the upper limit of RMSEA < 0.08; the goodness of fit index the CFI is 0.858, the NFI is 0.854,the incremental fit index IFI is 0.878, the TLI is 0.878, all of which meet indicators above 0.80.The results show that the fitting degree index is ideal.
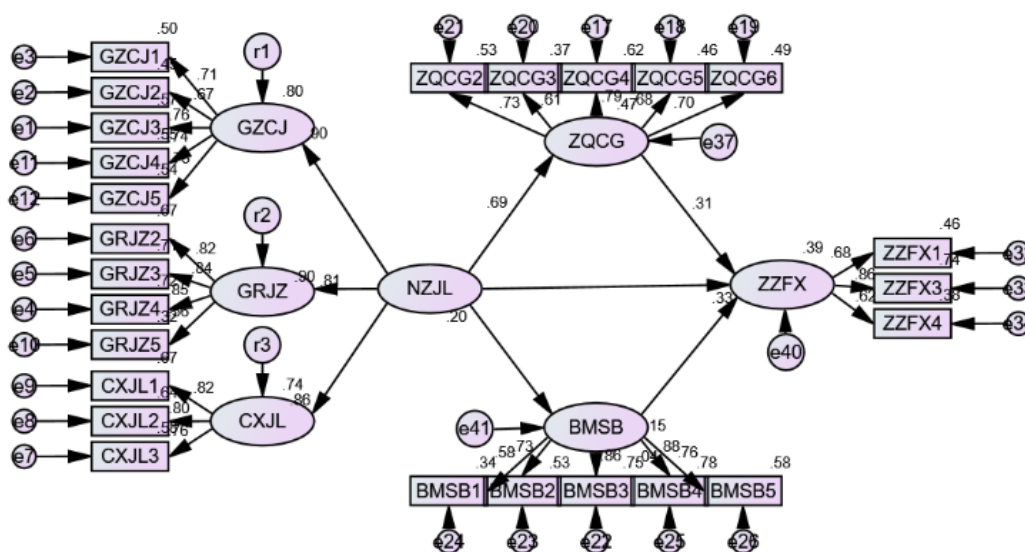
Figure 4.32 Structural Equation Model of Mediating Effect of Intrinsic Motivation on
            Organizational Dedication of Media Teachers' Achievement Desire

Note: GZCJ = Work achievement, GRJZ = Individual values,

       CXJL = Innovation incentive, ZZFX = Organizational dedication,

       ZQCG = Pursuing success, BMSB = Avoid failure,

       NZJL = Intrinsic motivation.

The results show that (Table 4.63), intrinsic motivation directly affects organizational dedication, and there is a mediating effect on the impact of internal motivation on organizational dedication in pursuit of success, and it is a partial intermediary.

Table 4.63 The Mediating Effect of Media Teachers' Achievement Desire in the
Influence of Intrinsic Motivation on Organizational Dedication

				Bias-Corrected		Percentile	
	Point Estimate	se	z	Lower	Upper	Lower	Upper
NZJL->ZZFX	0.353	0.151	2.338	0.018	0.627	0.064	0.672
NZJL->ZQCG->ZZFX	0.228	0.128	1.781	0.021	0.563	0.036	0.48
NZJL->BMSB->ZZFX	0.031	0.024	1.292	0.001	0.105	0.001	0.093
TOTAL	0.612	0.128	4.781	0.387	0.862	0.386	0.861

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation.

To sum up, according to the research hypothesis H11 (a-e)' - H12 (a-e)': the media teachers' achievement desire has a mediating effect on the internal and external incentive effect on performance. The test results are as follows:

The pursuit of success has a complete mediating effect in the influence of external incentives on organizational dedication.

There are some mediating effects in the influence of intrinsic motivation on education and teaching.

There is a partial mediating effect in the effect of intrinsic motivation on social service.

There is a partial mediating effect in the influence of intrinsic motivation on peripheral relationship.

There is a partial mediating effect in the effect of intrinsic motivation on organizational dedication.

Avoidance of failure has a partial mediating effect on organizational dedication.

4.8 The Test of the Adjustment Effect of Various Dimensions of Internal and External Incentive, Task Performance and Relationship Performance of Achievement Desire of Media Teachers

4.8.1 Regression Analysis of Various Dimensions of Internal and External Incentive, Task Performance and Relationship Performance of Achievement Desire of Media Teachers

According to the coefficient table 4-64 , the adjustment R^2 of the model is 0.208 and the F value is 53.456 in the model where the external incentive is the independent variable and the education and teaching is the dependent variable, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.460, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the education and teaching; in the model with the external incentive as the independent variable and the scientific research as the dependent variable, the adjustment R^2 of the model is 0.163, and the F value is 40.016, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.409, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the scientific research; in the model with the external incentive as the independent variable and the social service as the dependent variable, the adjustment R^2 of the model is 0.078, and the F value is 17.832, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.287, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive effect on the social service; in the model with the external incentive as the independent variable and the peripheral relationship as the dependent variable, the adjustment R^2 of the model is 0.144, and the F value is 34.545, which indicates that the fitting degree of the model is good, and there is a

linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.385, the sig value is less than 0.05, through the significance test, it shows that the external incentive has a significant positive influence on the peripheral relationship; in the model with the external incentive as the independent variable and the organizational dedication as the dependent variable, the adjustment R^2 of the model is 0.187, and the F value is 46.868, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.437 and the sig value is less than 0.05. Through the significance test, it shows that the external incentive has a significant positive effect on the organizational dedication.

The adjustment R^2 of the model is 0.358 and the F value is 112.684 in the model where the internal incentive is the independent variable and the education and teaching is the dependent variable, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.601, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the education and teaching; in the model with the internal incentive as the independent variable and the scientific research as the dependent variable, the adjustment R^2 of the model is 0.373, and the F value is 119.907, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.613, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the scientific research; in the model with the internal incentive as the independent variable and the social service as the dependent variable, the adjustment R^2 of the model is 0.226, and the F value is 59.262, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.479, the sig value is less than 0.05, through the significance test, it shows that the

internal incentive has a significant positive effect on the social service; in the model with the internal incentive as the independent variable and the peripheral relationship as the dependent variable, the adjustment R^2 of the model is 0.229, and the F value is 60.274, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.482, the sig value is less than 0.05, through the significance test, it shows that the internal incentive has a significant positive influence on the peripheral relationship; in the model with the internal incentive as the independent variable and the organizational dedication as the dependent variable, the adjustment R^2 of the model is 0.196, and the F value is 49.839, which indicates that the fitting degree of the model is good, and there is a linear correlation between the dependent variable and the independent variable. The normalized regression coefficient of the model independent variable is 0.448 and the sig value is less than 0.05. Through the significance test, it shows that the internal incentive has a significant positive effect on the organizational dedication.

Table 4.64 Regression Analysis of Various Dimensions of Internal and External Incentive, Task Performance and Relationship
Performance of Achievement Desire of Media Teachers

Dependent Variable	Independent Variable	Unstandardized Coefficient		Standardized Coefficient	T	R^2	Adjusted R^2	F
		B	Standard error	Beta				
JYJX	(Constant)	2.671	0.262	-	10.207***	0.212	0.208	53.456***
	WZJL	0.466	0.064	0.460	7.311***	-	-	-
KXYJ	(Constant)	2.085	0.347	-	6.006***	0.167	0.163	40.016***
	WZJL	0.535	0.085	0.409	6.326***	-	-	-
SHFW	(Constant)	2.609	0.383	-	6.816***	0.082	0.078	17.823***
	WZJL	0.394	0.093	0.287	4.222***	-	-	-
ZBGX	(Constant)	2.910	0.287	-	10.131***	0.148	0.144	34.545***
	WZJL	0.411	0.070	0.385	5.877***	-	-	-
ZZFX	(Constant)	2.058	0.349	-	5.891***	0.191	0.187	46.868***
	WZJL	0.583	0.085	0.437	6.846***	-	-	-
JYJX	(Constant)	1.885	0.255	-	7.398***	0.362	0.358	112.684***
	NZJL	0.574	0.054	0.601	10.615***			
KXYJ	(Constant)	0.732	0.325	-	2.252*	0.376	0.373	119.907***
	NZJL	0.756	0.069	0.613	10.950***	-	-	-

Dependent Variable	Independent Variable	Unstandardized Coefficient		Standardized Coefficient	T	R^2	Adjusted R^2	F
		B	Standard error	Beta				
SHFW	(Constant)	1.316	0.379	-	3.469**	0.229	0.226	59.262***
	NZJL	0.620	0.081	0.479	7.698***	-	-	-
ZBGX	(Constant)	2.312	0.295	-	7.839***	0.232	0.229	60.274***
	NZJL	0.486	0.063	0.482	7.764***	-	-	-
ZZFX	(Constant)	1.795	0.376	-	4.779***	0.200	0.196	49.839***
	NZJL	0.563	0.080	0.448	7.060***	-	-	-
***p<0.001, **p<0.01, *p<0.05								

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment, ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive, JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relationship, ZZFX = Organizational dedication, WZJL = External motivation,

NZJL = Intrinsic motivation.

4.8.2 Regulation Effect Test of Media Teacher's Achievement Desire on Task Performance and Relationship Performance by External Incentive

1) Regulation effect test of media teacher's achievement desire on external incentive and education and teaching

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.65) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and education and teaching being dependent variable, the R^2 is 0.3979, the F value is 25.7714, the fitting degree of the model is good, and the coefficient of interaction between external incentive and pursuit of success is negative, and it has not passed the significance test (P > 0.05), which indicates that the effect of external incentive on education and teaching is not significant; the coefficient of interaction between external incentive and avoidance of failure is negative, and it has not passed the significance test (P > 0.05). The results show that the effect of avoidance of failure is not significant in the effect of incentive on education and teaching.

Table 4.65 Significance Test of Media Teacher's Achievement Desire on External
Incentive and Education and Teaching

| Dependent Variable | JYJX | | | | | |
	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.5795	0.0403	113.5519	0.0000	4.5000	4.6590
WZJL	0.2270	0.0661	3.4341	0.0007	0.0966	0.3574
ZQCG	0.3197	0.0569	5.6178	0.0000	0.2074	0.4319
WZJL*ZQCG	-0.0455	0.0600	-0.7584	0.4491	-0.1639	0.0729
BMSB	0.1200	0.0381	3.1463	0.0019	0.0448	0.1953
WZJL*BMSB	-0.0678	0.0609	-1.1120	0.2675	-0.1879	0.0524
R	0.6308					
R-sq	0.3979					
F	25.7714					

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.66), the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and education and teaching.

Table 4.66 Regulation Effect Test of Media Teacher's Achievement Desire on
External Incentive and Education and Teaching

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0018	0.5752	1	195	0.4491
WZJL*BMSB	0.0038	1.2365	1	195	0.2675

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
WZJL = External motivation.

2) Regulation effect test of media teacher's achievement desire on external incentive and scientific research

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.67) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and scientific research being dependent variable, the R^2 is 0.5717, the F value is 18.9344, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Failure to pass the significance test ($P > 0.05$) showed that the adjustment effect of pursuing success was not significant in the influence of external incentive on scientific research; the interaction coefficient of external incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on scientific research.

Table 4.67 Significance Test of Media Teacher's Achievement Desire on External Incentive and Scientific Research

Dependent Variable	KXYJ					
	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.246	0.055	77.136	0.0000	4.1374	4.3545
WZJL	0.2789	0.0902	3.0909	0.0023	0.1009	0.4568
ZQCG	0.4068	0.0777	5.2374	0.0000	0.2536	0.5599
WZJL*ZQCG	0.0793	0.0819	0.9681	0.3342	-0.0823	0.241
BMSB	0.1645	0.0521	3.159	0.0018	0.0618	0.2672
WZJL*BMSB	-0.1096	0.0832	-1.3173	0.1893	-0.2736	0.0545
R	0.5717					
R-sq	0.3268					
F	18.9344					

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
       BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table 4.68, the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and scientific research.

Table 4.68 Regulation Effect Test of Media Teacher's Achievement Desire on External Incentive and Scientific Research

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0032	0.9373	1	195	0.3342
WZJL*BMSB	0.006	1.7353	1	195	0.1893

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

3) Regulation effect test of media teacher's achievement desire on external incentive and social service

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.69) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and social service being dependent variable, the R^2 is 0.483, the F value is 11.8671, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Pass the significance test ($P < 0.05$) showed that the adjustment effect of pursuing success was significant in the influence of external incentive on social service; the interaction coefficient of external incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on social service.

Table 4.69 Significance Test of Media Teacher's Achievement Desire on External
Incentive and Social Service

Dependent	SHFW					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.1745	0.0617	67.6644	0	4.0528	4.2961
WZJL	0.179	0.1011	1.7703	0.0782	-0.0204	0.3784
ZQCG	0.3857	0.087	4.4306	0	0.214	0.5573
WZJL*ZQCG	0.1895	0.0918	2.0628	0.0405	0.0083	0.3706
BMSB	0.1997	0.0584	3.423	0.0008	0.0847	0.3148
WZJL*BMSB	-0.1424	0.0932	-1.5274	0.1283	-0.3262	0.0415
R	0.483					
R-sq	0.2333					
F	11.8671					

Note: SHFW = Social services, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.70), the change of interaction item R^2 of external incentive and pursuit of success is 0.0167, the F value is 4.255, the significant P value is less than 0.05, combined with the value of interaction item, it is known that there is a positive regulation effect between external incentive and social service, and the P value of external incentive and avoidance of failure is greater than 0.05. Therefore, there is no regulation effect between external incentive and social service to avoid failure.

Table 4.70 Regulation Effect Test of Media Teacher's Achievement Desire on
External Incentive and Social Service

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0167	4.255	1	195	0.0405
WZJL*BMSB	0.0092	2.333	1	195	0.1283

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

4) Regulation effect test of media teacher's achievement desire on external incentive and peripheral relationship

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.71) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and peripheral relationship being dependent variable, the R^2 is 0.5146, the F value is 14.0477, the model fits well, and the interaction coefficient of external incentive and pursuit of success is positive. Failure to pass the significance test (P > 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of external incentive on peripheral relationship; the interaction coefficient of external incentive and avoidance of failure was negative, and failed to pass the significance test (P > 0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on peripheral relationship.

Table 4.71 Significance Test of Media Teacher's Achievement Desire on External
             Incentive and Peripheral Relationship

Dependent	ZBGX					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.5683	0.0471	97.0893	0.0000	4.4755	4.6611
WZJL	0.2492	0.0771	3.2318	0.0014	0.0971	0.4013
ZQCG	0.3377	0.0664	5.0861	0.0000	0.2067	0.4686
WZJL*ZQCG	0.099	0.0701	1.4127	0.1593	-0.0392	0.2371
BMSB	0.017	0.0445	0.381	0.7036	-0.0708	0.1047
WZJL*BMSB	-0.1282	0.0711	-1.8029	0.073	-0.2684	0.012
R	0.5146					
R-sq	0.2648					
F	14.0477					

Note: ZBGX = Peripheral relationship, ZQCG = Pursuing success,
       BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.72), the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and peripheral relationship.

Table 4.72 Regulation Effect Test of Media Teacher's Achievement Desire on
             External Incentive and Peripheral Relationship

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0.0075	1.9958	1	195	0.1593
WZJL*BMSB	0.0123	3.2503	1	195	0.073

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
       WZJL = External motivation.

5) Regulation effect test of media teacher's achievement desire on external incentive and organizational dedication

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.73) in the model with the interaction items of external incentive, pursuit of success, avoidance of failure, external incentive and pursuit of success, and the interaction items of external incentive and avoidance of failure being independent variables, and organizational dedication being dependent variable, the R^2 is 0.3621, the F value is 22.1335, the model fits well, and the interaction coefficient of external incentive and pursuit of success is negative. Failure to pass the significance test ($P > 0.05$) showed that the adjustment effect of pursuing success was not significant in the influence of external incentive on organizational dedication; the interaction coefficient of external incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of avoiding failure was not significant in the influence of external incentive on organizational dedication.

Table 4.73 Significance Test of Media Teacher's Achievement Desire on External Incentive and Organizational Dedication

Dependent	ZZFX					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.4332	0.0547	81.056	0	4.3253	4.541
WZJL	0.2887	0.0896	3.2204	0.0015	0.1119	0.4655
ZQCG	0.4325	0.0772	5.6051	0	0.2803	0.5847
WZJL*ZQCG	-0.0009	0.0814	-0.0111	0.9911	-0.1615	0.1597
BMSB	0.1414	0.0517	2.7331	0.0069	0.0394	0.2434
WZJL*BMSB	-0.1105	0.0826	-1.3371	0.1827	-0.2734	0.0525
R	0.6017					
R-sq	0.3621					
F	22.1335					

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation.

According to the regulation effect table (Table 4.74), the P value of the interaction term of external incentive and pursuit of success, and the external incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between external incentive and organizational dedication.

Table 4.74 Regulation Effect Test of Media Teacher's Achievement Desire on External Incentive and Organizational Dedication

	R2-chng	F	df1	df2	p
WZJL*ZQCG	0	0.0001	1	195	0.9911
WZJL*BMSB	0.0058	1.7879	1	195	0.1827

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

WZJL = External motivation.

4.8.3 Regulation Effect Test of Media Teacher's Achievement Desire on Task Performance and Relationship Performance by Internal Incentive

1) Regulation effect test of media teacher's achievement desire on internal incentive and education and teaching

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.75) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and education and teaching being dependent variable, the R^2 is 0.4639, the F value is 33.7448, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is negative. Failure to pass the significance test ($P > 0.05$) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on education and teaching; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of

avoiding failure was not significant in the influence of internal incentive on education and teaching.

Table 4.75 Significance Test of Media Teacher's Achievement Desire on Internal
Incentive and Education and Teaching

Dependent	JYJX					
Variable	Regression Coefficient	SE	t	p	LLCI	ULCI
constant	4.5669	0.0383	119.2019	0	4.4913	4.6424
NZJL	0.3758	0.0634	5.924	0	0.2507	0.5009
ZQCG	0.2259	0.0567	3.9832	0.0001	0.114	0.3377
NZJL*ZQCG	-0.0013	0.0457	-0.0294	0.9766	-0.0914	0.0887
BMSB	0.1314	0.0373	3.5251	0.0005	0.0579	0.2049
NZJL*BMSB	-0.0665	0.0505	-1.3168	0.1894	-0.1662	0.0331
R	0.6811					
R-sq	0.4639					
F	33.7448					

Note: JYJX = Education and teaching, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.76), the P value of the interaction term of internal incentive and pursuit of success, and the internal incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between internal incentive and education and teaching.

Table 4.76 Regulation Effect Test of Media Teacher's Achievement Desire on
Internal Incentive and Education and Teaching

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0	0.0009	1	195	0.9766
NZJL*BMSB	0.0048	1.7341	1	195	0.1894

Note: ZQCG = Pursuing success, BMSB = Avoid failure,
NZJL = Intrinsic motivation.

2) Regulation effect test of media teacher's achievement desire on internal incentive and scientific research

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.77) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and scientific research being dependent variable, the R^2 is 0.4436, the F value is 31.0979, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is negative. Failure to pass the significance test ($P > 0.05$) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on scientific research; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on scientific research.

Table 4.77 Significance Test of Media Teacher's Achievement Desire on Internal
Incentive and Scientific Research

Dependent	KXYJ					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.2352	0.0504	84.0646	0	4.1358	4.3345
NZJL	0.6038	0.0834	7.238	0	0.4393	0.7684
ZQCG	0.2162	0.0746	2.8993	0.0042	0.0691	0.3633
NZJL*ZQCG	0.0459	0.0601	0.7633	0.4462	-0.0726	0.1643
BMSB	0.1534	0.049	3.1291	0.002	0.0567	0.25
NZJL*BMSB	-0.0033	0.0664	-0.0489	0.961	-0.1343	0.1278
R	0.6661					
R-sq	0.4436					
F	31.0979					

Note: KXYJ = Scientific research, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.78), the P value of the
interaction term of internal incentive and pursuit of success, and the internal incentive
and avoidance of failure are greater than 0.05, so there is no adjustment effect
between internal incentive and scientific research.

Table 4.78 Regulation Effect Test of Media Teacher's Achievement Desire on
          Internal Incentive and Scientific Research

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0017	0.5827	1	195	0.4462
NZJL*BMSB	0	0.0024	1	195	0.961

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

3) Regulation effect test of media teacher's achievement desire on internal incentive and social service

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.79) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and social service being dependent variable, the R^2 is 0.3147, the F value is 17.9073, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is positive. Pass the significance test ($P < 0.05$) showed that the adjustment effect of pursuing success was significant in the influence of internal incentive on social service; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test ($P > 0.05$), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on social service.

Table 4.79 Significance Test of Media Teacher's Achievement Desire on Internal
Incentive and Social Service

Dependent	SHFW					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.1574	0.0587	70.7991	0.0000	4.0416	4.2732
NZJL	0.5153	0.0972	5.2993	0.000	0.3235	0.7071
ZQCG	0.201	0.0869	2.3126	0.0218	0.0296	0.3724
NZJL*ZQCG	0.1655	0.07	2.3644	0.019	0.0275	0.3036
BMSB	0.1995	0.0571	3.4911	0.0006	0.0868	0.3121
NZJL*BMSB	-0.0747	0.0774	-0.9643	0.3361	-0.2274	0.078
R	0.561					
R-sq	0.3147					
F	17.9073					

Note: SHFW = Social services, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.80), the change of
interaction item R^2 of internal incentive and pursuit of success is 0.0196, the F value
is 5.5906, the significant P value is less than 0.05, combined with the value of
interaction item, it is known that there is a positive regulation effect between internal
incentive and social service, and the P value of internal incentive and avoidance of
failure is greater than 0.05. Therefore, there is no regulation effect between internal
incentive and social service to avoid failure.

Table 4.80 Regulation Effect Test of Media Teacher's Achievement Desire on
Internal Incentive and Social Service

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0196	5.5906	1	195	0.019
NZJL*BMSB	0.0033	0.9298	1	195	0.3361

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

4) Regulation effect test of media teacher's achievement desire on
internal incentive and peripheral relationship

By using Model 2 in SPSS MACRO compiled by Hayes (2012), the
results show that (Table 4.81) in the model with the interaction items of internal
incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of
success, and the interaction items of internal incentive and avoidance of failure being
independent variables, and peripheral relationship being dependent variable, the R^2 is
0.3063, the F value is 17.2225, the model fits well, and the interaction coefficient of
internal incentive and pursuit of success is positive. Pass the significance test (P $<$
0.05) showed that the adjustment effect of pursuing success was significant in the
influence of internal incentive on peripheral relationship; the interaction coefficient of
internal incentive and avoidance of failure was negative, and failed to pass the
significance test (P$>$0.05), indicating that the adjustment effect of avoiding failure
was not significant in the influence of internal incentive on peripheral relationship.

Table 4.81 Significance Test of Media Teacher's Achievement Desire on Internal
Incentive and Peripheral Relationship

Dependent	ZBGX					
Variable	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.5454	0.0460	98.7836	0.0000	4.4546	4.6361
NZJL	0.3523	0.0762	4.6238	0.0000	0.2020	0.5026
ZQCG	0.2712	0.0681	3.9823	0.0001	0.1369	0.4056
NZJL*ZQCG	0.1281	0.0549	2.3349	0.0206	0.0199	0.2363
BMSB	0.0318	0.0448	0.7095	0.4788	-0.0565	0.1201
NZJL*BMSB	-0.0972	0.0607	-1.6021	0.1108	-0.2169	0.0225
R	0.5535					
R-sq	0.3063					
F	17.2225					

Note: ZBGX = Peripheral relationship, ZQCG = Pursuing success,
BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.82), the change of interaction item R^2 of internal incentive and pursuit of success is 0.0194, the F value is 5.4518, the significant P value is less than 0.05, combined with the value of interaction item, it is known that there is a positive regulation effect between internal incentive and peripheral relationship, and the P value of internal incentive and avoidance of failure is greater than 0.05. Therefore, there is no regulation effect between internal incentive and peripheral relationship to avoid failure.

Table 4.82 Regulation Effect Test of Media Teacher's Achievement Desire on
          Internal Incentive and Peripheral Relationship

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.0194	5.4518	1	195	0.0206
NZJL*BMSB	0.0091	2.5667	1	195	0.1108

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

5) Regulation effect test of media teacher's achievement desire on internal incentive and organizational dedication

By using Model 12 in SPSS MACRO compiled by Hayes (2012), the results show that (Table 4.83) in the model with the interaction items of internal incentive, pursuit of success, avoidance of failure, internal incentive and pursuit of success, and the interaction items of internal incentive and avoidance of failure being independent variables, and organizational dedication being dependent variable, the R^2 is 0.3483, the F value is 20.8409, the model fits well, and the interaction coefficient of internal incentive and pursuit of success is positive. Failure to pass the significance test (P $>$ 0.05) showed that the adjustment effect of pursuing success was not significant in the influence of internal incentive on organizational dedication; the interaction coefficient of internal incentive and avoidance of failure was negative, and failed to pass the significance test (P$>$0.05), indicating that the adjustment effect of avoiding failure was not significant in the influence of internal incentive on organizational dedication.

Table 4.83 Significance Test of Media Teacher's Achievement Desire on Internal Incentive and Organizational Dedication

Dependent Variable	ZZFX					
	Regression Coefficient	se	t	p	LLCI	ULCI
constant	4.416	0.0557	79.3494	0.0000	4.3063	4.5258
NZJL	0.2414	0.0922	2.6194	0.0095	0.0596	0.4231
ZQCG	0.4334	0.0824	5.2609	0.0000	0.2709	0.5958
NZJL*ZQCG	0.0358	0.0664	0.5391	0.5905	-0.0951	0.1666
BMSB	0.1595	0.0541	2.9452	0.0036	0.0527	0.2663
NZJL*BMSB	-0.0863	0.0734	-1.1758	0.2411	-0.231	0.0584
R	0.5901					
R-sq	0.3483					
F	20.8409					

Note: ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, NZJL = Intrinsic motivation.

According to the regulation effect table (Table 4.84), the P value of the interaction term of internal incentive and pursuit of success, and the internal incentive and avoidance of failure are greater than 0.05, so there is no adjustment effect between internal incentive and organizational dedication.

Table 4.84 Regulation Effect Test of Media Teacher's Achievement Desire on
Internal Incentive and Organizational Dedication

	R2-chng	F	df1	df2	p
NZJL*ZQCG	0.001	0.2906	1	195	0.5905
NZJL*BMSB	0.0046	1.3826	1	195	0.2411

Note: ZQCG = Pursuing success, BMSB = Avoid failure,

NZJL = Intrinsic motivation.

To sum up, the study hypothesizes thatH13 (a-e)'- H14 (a-e)': The test results of the regulation effect of achievement desire of media teachers on performance by internal and external incentive are as follows:

The pursuit of success has a positive regulation effect on the impact of external incentive on social services.

The pursuit of success has a positive regulation effect on the impact of internal incentives on social services.

The pursuit of success has a positive regulation effect on the impact of internal incentive on the peripheral relationship.

CHAPTER 5

DISCUSSION AND SUGGESTIONS

5.1 Conclusion

5.1.1 The Results of Hypothesis Verification on Internal and External Motivation, Relationship Performance and Task Performance of Non-Media and Media Teachers

In the hypotheses about the relationship between independent variables and dependent variables between non media teachers and media teachers, some of the hypotheses have been verified, and some have not been verified through confirmatory factor analysis, constructing the structural equation model. The results are shown in tables 5.1 and 5.2.

Table 5.1 Hypothesis Verification Table of Non-Media Internal and External Incentives, Relationship Performance and Task Performance

		Variable Relation	Conclusion
Non-Media College Teachers	Hypothesis test on the dimensions of external motivation and task performance	XCFL→JYJX	false
		ZZHJ→JYJX	*true*
		ZYFZ→JYJX	*true*
		XCFL→KXYJ	false
		ZZHJ→KXYJ	*true*
		ZYFZ→KXYJ	*true*
		XCFL→SHFW	false
		ZZHJ→SHFW	*true*
		ZYFZ→SHFW	*true*

		Variable Relation	Conclusion
	Hypothesis test on the dimensions of external motivation and relational performance	XCFL→ZBGX	false
		ZZHJ→ZBGX	*true*
		ZYFZ→ZBGX	*true*
		XCFL→ZZFX	false
		ZZHJ→ZZFX	*true*
		ZYFZ→ZZFX	*true*
	Hypothesis test of intrinsic motivation dimensions and task performance dimensions	GZCJ→JYJX	*true*
		GRJZ→JYJX	false
		CXJL→JYJX	false
		GZCJ→KXYJ	*true*
		GRJZ→KXYJ	false
		CXJL→KXYJ	false
		GZCJ→SHFW	*true*
		GRJZ→SHFW	false
		CXJL→SHFW	false
	Hypothesis test on the dimensions of internal motivation and relational performance	GZCJ→ZBGX	*true*
		GRJZ→ZBGX	*true*
		CXJL→ZBGX	false
		GZCJ→ZZFX	*true*
		GRJZ→ZZFX	*true*
		CXJL→ZZFX	false

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,

ZYFZ = Career development, GZCJ = Work achievement,

GRJZ = Individual values, CXJL = Innovation incentive,

JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication.

Table 5.2 Hypothesis Verification Table of Media Internal and External Incentives,
Relationship Performance and Task Performance

		Variable Relation	Conclusion
Media College Teachers	Hypothesis test on the dimensions of external motivation and task performance	XCFL→JYJX	false
		ZZHJ→JYJX	false
		ZYFZ→JYJX	*true*
		XCFL→KXYJ	false
		ZZHJ→KXYJ	false
		ZYFZ→KXYJ	*true*
		XCFL→SHFW	false
		ZZHJ→SHFW	false
		ZYFZ→SHFW	*true*
	Hypothesis test on the dimensions of external motivation and relational performance	XCFL→ZBGX	false
		ZZHJ→ZBGX	*true*
		ZYFZ→ZBGX	*true*
		XCFL→ZZFX	false
		ZZHJ→ZZFX	*true*
		ZYFZ→ZZFX	*true*
	Hypothesis test of intrinsic motivation dimensions and task performance dimensions	GZCJ→JYJX	*true*
		GRJZ→JYJX	false
		CXJL→JYJX	false
		GZCJ→KXYJ	*true*
		GRJZ→KXYJ	false
		CXJL→KXYJ	false
		GZCJ→SHFW	*true*
		GRJZ→SHFW	false
		CXJL→SHFW	false
	Hypothesis test on the dimensions of internal motivation and relational performance	GZCJ→ZBGX	*true*
		GRJZ→ZBGX	false
		CXJL→ZBGX	false

	Variable Relation	Conclusion
	GZCJ→ZZFX	*true*
	GRJZ→ZZFX	false
	CXJL→ZZFX	false

Note: XCFL = Salary and welfare, ZZHJ = Organizational environment,
ZYFZ = Career development, GZCJ = Work achievement,
GRJZ = Individual values, CXJL = Innovation incentive,
JYJX = Education and teaching, KXYJ = Scientific research,
SHFW = Social services, ZBGX = Peripheral relations,
ZZFX = Organizational dedication.

There is no concept intersection between the dimensions Through the validation of structural validity. Salary and welfare is the teacher's demand in which they can maintain basic requirements of life because a good economic foundation is the basic guarantee of teachers' life. The organizational environment refers to the factor influencing teachers in various ways. Professional development, including the promotion of professional titles and position, is a factor that teachers are more concerned about. Teachers are encouraged to improve their performance and strive to meet and realize the goal, through the promotion of professional title, position and post level. Personal value refers to improve themselves internally and serves a way to express their self-value. Specifically, teachers' personal performance can be improved by optimizing teachers' internal level, Work achievement is the promotion and embodiment of one's own sense of achievement and the embodiment of teachers' sense of achievement. Innovation incentive means to encourage university teachers to explore the unknown field actively, and make them thirsty for knowledge. This means stretching their ability to the maximum and guide them to figure out the problems from a new perspective, stimulate their work enthusiasm to the maximum extent, so as to improve their performance level.

5.1.2 Analysis of the Relationship Between the Dimensions of Incentive and Performance of Non-Media Teachers and Media Teachers

1) The influence analysis of the dimensions of external incentive and performance of non-media teachers and media teachers

By analyzing from the source factors of incentive, the internal incentive and external incentive of media teachers and non-media teachers in universities and colleges have different influences on teachers' performance dimensions. From the perspective of external incentive of non-media teachers, salary benefits do not have much effect on teachers' performance improvement. This is contrary to the studies of scholars such as F. Xu (2007), which may be for the following reasons: for example, teachers are not paid correspondingly for what they've paid for social services, and in the meantime, the insignificance on education and teaching may be the reasons such as low class fee, and the insignificance on scientific research may be the reason that what the teachers paid in scientific research is higher than that they've paid, or teachers don't do academic work for reasons such as pay, and so do media teachers. It is necessary to establish a fair salary benefits system so that teachers in universities and colleges can achieve a balance in the return of education, teaching, scientific research and social services, and consider the appropriate reduction of incentives for scientific research.

With regard to the analysis of the organizational environment, the results of the study on non-media teachers are consistent with those of scholars such as Yueru Ma (2006). The organizational environment and education, teaching, scientific research and social services are significant, indicating that the better the organizational environment is, the more focused the teaching is, and the more perfect the hardware facilities are, the more beneficial the teacher's education and teaching activities are, and the more detailed the means of management and examination are, the more serious the teaching is, and at the same time, the school motto, spirit and so on, including scenery environment and hardware facilities, will help teachers to make more efforts in scientific research and social services. For the media teachers, the organizational environment has a negative effect on the performance of education and teaching and social service, which indicates that the media teachers will carry out

other related activities on the basis of the strong incentive of the organizational environment. Media teacher's and non-media teacher's organizational environment has significant relationship with the peripheral relationship and organizational dedication, which is consistent with the study results achieved by Wenxiu Zhang et al. (2013) scholars, explaining the peripheral relationship and good environment will promote people's interpersonal relations and other factors, and at the same time, the good office environment also makes teachers willing to pay extra labor, showing that effective management means is indispensable. The impact of the media teachers is insignificant in the organizational environment and task performance and other various dimensions, indicating that media teachers may not be able to meet the current hardware, because the media students originally need the environment and other materials, and because the school may be more rigid in some links of various aspects of management, and for media teachers, the more the need for teaching feedback, the more unfavorable to the improvement of teaching quality, while for media teachers, it is difficult for schools to improve the performance of scientific research and social services by improving the organizational environment.

In the career development aspect, it is consistent with partial viewpoint of the scholar X. Liu (2008). The professional development of teachers in the media and non-media categories is significantly related to education, teaching, scientific research, social service, peripheral relationship and organizational dedication, which indicates that it is effective to improve performance through professional development. Many colleges and universities continuously associate professional development with such factors as education, teaching, scientific research and social service, and improve teachers' performance to a certain extent, which further shows that the enjoyment of professional development can encourage teachers to pay more attention to teaching and stimulate teachers to make more efforts in scientific research, thus it shows that the academic research conducted by teachers in universities and colleges is largely associated with the promotion. In the meantime, teachers in universities and colleges will have a better emotion to establish friendship with colleagues and students, and the activeness brought by career promotion and professional title appraisal can promote teachers to dedicate more willingly, and to pay more efforts in work. In social service, teachers will participate in more social

services because of their professional development, which is related to their field. Media teachers will participate in more social services on the basis of career development, which may be related to their professional nature, such as the winning of works outside campus, or the use of works in professional title evaluation. Therefore, it has positive effect on improving teacher's overall performance to make corresponding professional title evaluation and position promotion plan.

2) The influence analysis of the dimensions of internal incentive and performance of non-media teachers and media teachers

From the perspective of internal incentive, there will be different results on teachers' performance in terms of work achievement, personal value and innovation incentive. Non-media teachers and media teachers have a significant impact on their performance in terms of work achievement incentive, which echoes the findings of scholars such as (X. Xu & Zhang, 2011); Yin and Wang (2004). It is beneficial for teachers to improve their teaching performance by improving their work achievement and improving their self-ability. The improvement of the self-ability is beneficial for teachers to enhance their interest in scientific research, and for teachers to have a strong sense of accomplishment in the process of cultivating talents when they are engaged in educational and teaching activities, and therefore, it is necessary to improve the teaching performance by improving their achievement. As for the relationship between work achievement and social service, non-media teachers and media teachers think that social service is an activity that can bring about work achievement, so there will be significant correlation. Social service is a project that can bring work achievement, it is a kind of citizen behavior that serves the society and self-dedication, the more the school emphasizes work achievement, the stronger the enthusiasm that it participates in social service. The study results of the two kinds of teacher on peripheral relationship and organizational dedication are consistent, because the enthusiasm brought by work achievement, teachers will pay more attention to the relationship with colleagues and students around, thus it supports the study results of Jing and Yang (2013).

In terms of personal value, the research results of J. Hu and Mo (2004) and other scholars are verified. Non-media teachers and media teachers are not significant in personal value and education and teaching, scientific research and social service performance, which indirectly shows that it is hard to realize the improvement of task performance by improving the personal value incentive. The study results of X. Ren and Zhang (2003) are verified by the correlation between personal value and social service performance, taking the media teachers as an example, to serve the society by using their own knowledge. In every participation in a social service activity, when the finished product is displayed in the form of media, there will be a strong coverage, and therefore, there will be the display of value and so on. Personal values are also slightly different for peripheral relationship and organizational dedication. Media teachers are not significant in relationship performance, but non-media teachers are significant, which is related to the teacher's profession.

In the aspect of innovation incentive, media teachers and non-media teachers have the same performance in education and teaching, which shows that it is difficult for schools to improve teachers' performance by promoting innovation incentive. Take the social achievement performance as an example, because the social service is more about the re-use of knowledge, in fact, the teachers in universities and colleges transfer their own professional knowledge and skills to the social field, and in the process of the application, it focuses on the role of real life, emphasizing its practicality, so in this process, it is less involved in the new field of innovation, so that the conclusion is not significant. Media teachers and non-media teachers have a negative impact on scientific research and social services, indicating that when the university knocks out innovation incentives, it also means that it is more difficult to improve scientific research and social services, so the more emphasis is placed on innovation, the less obvious is its scientific research and social services and performance.

5.1.3 The mediating Effect of Achievement Desire of Non-Media and Media Teachers in Colleges and Universities on Performance Incentive

The test results of the intermediary effects of non-media teachers' and media teachers' desire for achievement on task performance and relationship performance by internal incentive and external incentive are shown in Table 5.3, Table 5.4.

Table 5.3 Intermediary Effects of Non-Media Teachers' Desire for Achievement on Task Performance and Relationship Performance by Internal Incentive and External Incentive

		Relation of Variables	**Conclusion**
Non-Media Category	WZJL→CJYW→RWJX	WZJL→ZQCG→JYJX	False
		WZJL→BMSB→JYJX	False
		WZJL→ZQCG→KXYJ	False
		WZJL→BMSB→KXYJ	False
		WZJL→ZQCG→SHFW	False
		WZJL→BMSB→SHFW	False
	WZJL→CJYW→GXJX	WZJL→ZQCG→ZBGX	False
		WZJL→BMSB→ZBGX	False
		WZJL→ZQCG→ZZFX	*Completely intermediary*
		WZJL→BMSB→ZZFX	False
	NZJL→CJYW→RWJX	NZJL→ZQCG→JYJX	False
		NZJL→BMSB→JYJX	False
		NZJL→ZQCG→KXYJ	*Partial intermediary*
		NZJL→BMSB→KXYJ	False
		NZJL→ZQCG→SHFW	*Partial intermediary*
		NZJL→BMSB→SHFW	False
	NZJL→CJYW→GXJX	NZJL→ZQCG→ZBGX	False

	Relation of Variables	Conclusion
	NZJL→BMSB→ZBGX	False
	NZJL→ZQCG→ZZFX	*Completely intermediary*
	NZJL→BMSB→ZZFX	False

Note: JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation,

NZJL = Intrinsic motivation, CJYW = Desire for achievement.

Table 5.4 Intermediary Effects of Media Teachers' Desire for Achievement on Task Performance and Relationship Performance by Internal Incentive and External Incentive

		Relation of Variables	Conclusion
Media Category	WZJL→CJYW→RWJX	WZJL→ZQCG→JYJX	False
		WZJL→BMSB→JYJX	False
		WZJL→ZQCG→KXYJ	False
		WZJL→BMSB→KXYJ	False
		WZJL→ZQCG→SHFW	False
		WZJL→BMSB→SHFW	False
	WZJL→CJYW→GXJX	WZJL→ZQCG→ZBGX	False
		WZJL→BMSB→ZBGX	False
		WZJL→ZQCG→ZZFX	*Completely intermediary*
		WZJL→BMSB→ZZFX	False
	NZJL→CJYW→RWJX	NZJL→ZQCG→JYJX	*Partial intermediary*
		NZJL→BMSB→JYJX	False
		NZJL→ZQCG→KXYJ	False

	Relation of Variables	Conclusion
	NZJL→BMSB→KXYJ	False
	NZJL→ZQCG→SHFW	*Partial intermediary*
	NZJL→BMSB→SHFW	False
NZJL→CJYW→GXJX	NZJL→ZQCG→ZBGX	*Partial intermediary*
	NZJL→BMSB→ZBGX	False
	NZJL→ZQCG→ZZFX	*Partial intermediary*
	NZJL→BMSB→ZZFX	*Partial intermediary*

Note: JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relationship,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation,

NZJL = Intrinsic motivation, CJYW = Desire for achievement.

The findings of this study confirm the view that there is a positive correlation between achievement incentive and work performance proposed by Yang Wang (2007a) in the study. At the same time, some viewpoints are consistent with the study results of M. Ren (2014). The concrete study results (see Table 5.2) show that there is no mediating effect of achievement desire on task performance among media and non-media teachers in universities and colleges. For relationship performance, there is no mediating effect of achievement desire on peripheral relationship by external incentive, and external incentive influences organizational dedication by pursuing success. In the test of the mediating effect of internal incentive on task performance, the internal incentive of media teachers and non-media teachers will affect social service by pursuing success, so colleges and universities can improve teachers' social service performance by improving their incentive to pursue success and reducing their incentive to avoid failure. As for non-media teachers, internal incentive affects

scientific research by pursuing success. It is pointed out that in the evaluation of teachers' scientific research, colleges and universities can stimulate the performance of scientific research by improving their incentive to pursue success, while paying attention to the influence of internal incentive on the performance of tasks, the factors of teachers' achievement incentive should also be taken into account. Internal incentive influences organizational dedication through the pursuit of success. In the performance evaluation of organizational dedication, multi-faceted factors should be considered to improve organizational performance through the control and guidance of intermediate factors. Internal incentive of media teachers will influence educational teaching through the pursuit of success. At the same time, the internal incentive of the media teachers influences the peripheral relationship through the pursuit of success, clarifying the diversity of human beings, and revealing the variable factors of the pursuit of success. Internal incentive can improve the teacher's organizational dedication by pursuing success and avoiding failure. In the performance evaluation of the teacher's internal incentive to the organization's dedication, we try our best to improve the teacher's incentive to pursue success, so as to counteract the incentive to avoid failure to improve the teacher's organizational dedication performance. So how to take advantage of the intermediary role of pursuing success, for example, encourage teachers to set up self-improvement measures, establish a fair and appropriate audit mechanism for self-improvement in schools, and at the same time, combine the measures of success pursuing assessment with external incentives, such as salary benefits, so as to promote teachers' attention to task performance, and conduct targeted intervention in the mediating effect of teacher's internal and external incentives on performance, make targeted intervention and guidance, fully mobilize the teacher's enthusiasm and initiative, stimulate the teacher's work enthusiasm, so as to effectively improve their performance.

5.1.4 The Moderating Effect of Achievement Desire of Non-Media Teachers and Media Teachers on Performance

The moderating effects of internal and external incentives on task performance and relationship performance of non-media teachers and media teachers are shown in Table 5.5 and Table 5.6.

Table 5.5 The Moderating Effect of Internal and External Motivation of Non-Media Teachers' Achievement Desire on Task Performance and Relationship Performance

		Variable Relation	Conclusion
Non-Media College Teachers	WZJL、CJYW、RWJX	WZJL、ZQCG、JYJX	fail
		WZJL、BMSB、JYJX	fail
		WZJL、ZQCG、KXYJ	fail
		WZJL、BMSB、KXYJ	fail
		WZJL、ZQCG、SHFW	fail
		WZJL、BMSB、SHFW	fail
	WZJL、CJYW、GXJX	WZJL、ZQCG、ZBGX	*positive*
		WZJL、BMSB、ZBGX	fail
		WZJL、ZQCG、ZZFX	*positive*
		WZJL、BMSB、ZZFX	fail

		Variable Relation	**Conclusion**
	NZJL、CJYW、RWJX	NZJL、ZQCG、JYJX	fail
		NZJL、BMSB、JYJX	*negative*
		NZJL、ZQCG、KXYJ	*negative*
		NZJL、BMSB、KXYJ	fail
		NZJL、ZQCG、SHFW	fail
		NZJL、BMSB、SHFW	fail
	NZJL、CJYW、GXJX	NZJL、ZQCG、ZBGX	fail
		NZJL、BMSB、ZBGX	fail
		NZJL、ZQCG、ZZFX	fail
		NZJL、BMSB、ZZFX	fail

Note: JYJX = Education and teaching, KXYJ = Scientific research,

SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success,

BMSB = Avoid failure, WZJL = External motivation，

NZJL = Intrinsic motivation, CJYW = Desire for achievement.

Table 5.6 The Moderating Effect of Internal and External Incentives on Task
Performance and Relationship Performance of Media Teachers'
Achievement Desire

		Variable Relation	Conclusion
Media College Teachers	WZJL、CJYW、RWJX	WZJL、ZQCG、JYJX	fail
		WZJL、BMSB、JYJX	fail
		WZJL、ZQCG、KXYJ	fail
		WZJL、BMSB、KXYJ	fail
		WZJL、ZQCG、SHFW	*positive*
		WZJL、BMSB、SHFW	fail
	WZJL、CJYW、GXJX	WZJL、ZQCG、ZBGX	fail
		WZJL、BMSB、ZBGX	fail
		WZJL、ZQCG、ZZFX	fail
		WZJL、BMSB、ZZFX	fail
	NZJL、CJYW、RWJX	NZJL、ZQCG、JYJX	fail
		NZJL、BMSB、JYJX	fail
		NZJL、ZQCG、KXYJ	fail
		NZJL、BMSB、KXYJ	fail
		NZJL、ZQCG、SHFW	*positive*
		NZJL、BMSB、SHFW	fail
	NZJL、CJYW、GXJX	NZJL、ZQCG、ZBGX	*positive*
		NZJL、BMSB、ZBGX	fail
		NZJL、ZQCG、ZZFX	fail
		NZJL、BMSB、ZZFX	fail

Note: JYJX = Education and teaching, KXYJ = Scientific research,
SHFW = Social services, ZBGX = Peripheral relations,
ZZFX = Organizational dedication, ZQCG = Pursuing success,
BMSB = Avoid failure, WZJL = External motivation，
NZJL = Intrinsic motivation, CJYW = Desire for achievement.

According to the results, the pursuit of success under the desire for achievement has a positive regulatory effect on the peripheral relationship in the external incentive for non-media college teachers. Meanwhile, the pursuit the pursuit of success has a positive regulatory effect on organizational dedication in the external incentive. This elaborates that when media college teachers are motivated by external incentive to pursue success, they pay much more attention to the peripheral relationship and organizational dedication, whose reason concluded by this study was that teachers focus on success based an the maximum realization of their own value, as well as the reach harvest obtained from the getting along well with others and the organizational dedication. It is also found that the motivation of media teachers' pursuit of success positively regulates social services. More specifically, the more they want to pursue success, the more social service they are willing to do. To sum up, media teachers hope to realize their self-worth by more accesses. According to the results, the pursuit of success under the desire for achievement has a positive regulatory effect on the peripheral relationship in the external incentive for non-media college teachers. Meanwhile, the pursuit the pursuit of success has a positive regulatory effect on organizational dedication in the external incentive. This elaborates that when media college teachers are motivated by external incentive to pursue success, they pay much more attention to the peripheral relationship and organizational dedication, whose reason concluded by this study was that teachers focus on success based and the maximum realization of their own value, as well as the reach harvest obtained from the getting along well with others and the organizational dedication. It is also found that the motivation of media teachers' pursuit of success positively regulates social services. More specifically, the more they want to pursue success, the more social service they are willing to do. To sum up, media teachers hope to realize their self-worth by more accesses.

In the moderating effect of internal incentives of non-media teachers' desire for achievement, non-media teachers tend to avoid failure. At that time, the external achievement has a reverse regulatory effect on education and teaching. To illustrate, non-media teachers tend to be more conservative in the teaching to avoid failure; the pursuit of success motivation has a negative impact on scientific research The more obvious and urgent the desire for success, the colder their idea of scientific research

results is, which may be related to the choice of teachers where they want to make it in a very short time, but scientific research is a relative process involved in numerous time. For media teachers, the stronger the motivation to pursue success, they are more willing to provide more services to the society through their own knowledge and excellence; the stronger the motivation to pursue success for media teachers, the more attention they will pay to cultivation of the relationship with the people around them, at the same time, the more they are willing to make more contributions to the organization. On the contrary, the more to avoid failure for media teachers, the more they will weaken the cultivation of interpersonal relationship with surrounding friends and dedication to the organization, through which to reduce mistakes.

5.1.5 Summary

According to the study, it is obvious that the incentive factors on non-media college teachers' task performance include external and internal incentive factors. The external incentive factors playing a significant role include organizational environment, career development. To illustrate, organizational environment has a positive impact on education and teaching, and there is a positive correlation between the two factors; career development has a positive impact on organizational dedication, and there is a positive correlation between the two; the significant internal incentive factors include: work achievement and personal value. For example, work achievement has a positive impact on education and teaching, and personal value has a positive impact on social service, and the two are positively correlated. At the same time, the study also reveals the main incentive and external factors for college media teachers' task performance. The external incentives that play a significant role include organizational environment, career development. For example, the organizational environment has a positive impact on the surrounding relations, and the two are positively correlated; career development has a positive impact on social services, and the two are positively correlated; the internal incentives that play a significant role include: work achievement. For example, work achievement has a positive impact on scientific research, and there is a positive correlation between the two.

In the moderating effect of external and internal incentives of media teachers' desire for achievement, The pursuit of success plays a mediating role in the influence of external incentives on organizational dedication; in the moderating effect of internal incentives of media teachers' desire for achievement, the pursuit of success plays a partial mediating role in the influence of internal incentives on scientific research and social service while it plays a complete mediating effect on organizational dedication; In the moderating effect of external and internal incentives of media teachers' desire for achievement, the pursuit of success plays a mediating role in the influence of external incentives on organizational dedication; the pursuit of success plays a partial mediating effect in the influence of internal incentives on teaching quality, social service and peripheral relationship and organizational dedication while the avoidance of failure plays a partial mediating effect in the influence of internal incentive on organizational dedication.

In the moderating effect of external and internal incentives of non-media teachers' desire for achievement, the achievement desire plays a positive role in the influence of external incentives on peripheral relationship and organizational dedication,; in the moderating effect of internal incentives of non-media teachers' desire for achievement, the avoidance of failure plays a negative impact in the influence of internal incentives on teaching quality while the pursuit of success plays a negative impact on scientific research; In the moderating effect of external and internal incentives of media teachers' desire for achievement, the pursuit of success plays a positive role in the influence of external incentives on social service; In the moderating effect of external and internal incentives of media teachers' desire for achievement, the pursuit of success plays a positive role in the influence of internal incentives on social service and peripheral relationship.

5.2 Theoretical Significance

1) This study enriches the connotation of self-determination theory and achievement motivation theory, further perfects the relevant influencing factors of self-determination theory and achievement motivation theory, further deepens the connotation of self-determination theory and achievement motivation, compensating the mediating role of achievement desire in external motivation on performance, and fills in the relationship between internal motivation and external motivation of achievement desire In addition, it further deepens and perfects the motivation theory proposed by Edward L. Deci and Ryan (1985).

First, this study enriches the connotation of self-determination theory. Unlike other research which focuses on incentive subject, means, methods, principles and so on in the process, this study proposes that self-determination theory is one of the core theories to guide and direct teachers. The theory guides and navigates people based on self-determination theory. This study is further developed on the basis of self-determination theory, finding that work achievement in intrinsic motivation is positively correlated with the influence of non-media teachers and media teachers on organizational dedication, and work achievement has a positive impact on education and teaching. At the same time, when people are more enthusiastic about things, they will be more stimulated and act more initiatively, which is also the main process where the internal motivation transforms to external motivation. The study further verified that when intrinsic motivation and extrinsic motivation work together, the effect can be the most evident (the idea is shared by scholar Adie et al. (2012); (J. Han & Yin, 2014; Jian Zhang et al., 2011); Porter, 1968, etc.). On this basis, this study adopts a more comprehensive and systematic study of a more modern system and framework of incentive mechanism for non-media and media arrogance in colleges and universities, which breaks the original decentralized and one-sided situation of incentive design. From the micro perspective, the study combines the existing theories and the corresponding results systematically, thus forming a new structure where task performance and relation performance are driven by work achievement, welfare and salary, personal value, innovation incentive, career development, organizational environment based on the motivation from both individuals and universities, which

has further deepened and improved the current theoretical system of self-determination theory.

Second, this study reveals the mediating mechanism of achievement desire in the incentive mechanism; achievement motivation directly affects employees' work performance; the pursuit of success and the avoidance of failure motivation have a mediating effect on employees' turnover intention. This study further verifies reward has a mediating effect on achievement motivation in the process of creativity based on cross level analysis. In this study, internal motivation has an impact on some dimensions through the pursuit of success, further indicating that internal motivation not only has a direct impact on performance, but also transforms the intermediate conversion factors (J. Ma, 2016; Sun, 2009). Therefore, this study improves the relevant influencing factors which are free in self-determination theory and achievement motivation theory, and the mediating effect of achievement desire on performance in external motivation, which is consistent with some results of this study in mediating test. Based on the perspective of self-determination theory, this study illustrates the mediating effect of achievement desire from the perspective of internal motivation and external motivation, combined with the integration of achievement desire as the research framework. More specifically, pursuing success and avoiding failure have different effects on performance. Those who are encouraged should pursue success to the greatest extent and avoid the risk of failure. This conclusion not only provides further theoretical support for the effect of intrinsic motivation on performance through achievement desire, but also helps to enrich and perfect the theoretical understanding of the impact of intrinsic motivation on performance, thus providing a new theoretical support for the in-depth understanding of the relationship between the various elements of motivation and performance through achievement desire, and also providing theoretical support and research significance for achievement desire to become the intermediary variable in the relationship between motivation and performance.

Third, this study deepens the connotation of self-determination theory and achievement motivation, and fills the gap in the moderating role of internal and external motivation of achievement desire on the relationship between performance and performance. The study concluded to pursue success and avoid failure has positive or negative moderating effect in the impact of various incentive dimensions on performance, while some do not through the research on the moderating effect of achievement desire of non-media and media teachers in internal and external motivation on performance. This is the externalization of achievement desire between internal and external motivation and performance. Ming Wu (2017) conducted a research where the salary satisfaction was regarded as an independent variable, achievement motivation as a moderating variable, and performance as a dependent variable, and found that there was a moderating effect, as reflected in the situation where achievement motivation as a moderating variable had a positive effect on the relationship between salary satisfaction and job performance, which was consistent with some of the results in this study (Aloysius, 2011; Schay, 1998). Given the above discussion, this paper further explains the role of achievement motivation in the relationship between motivation and performance, and expands the application of self-determination theory and achievement desire in teacher incentive mechanism and performance level.

2) This study expands the incentive theory and self-determination theory, breaks the original theoretical limitations, realizing the perfect marriage between self-determination theory, achievement desire and incentive theory, which provides theoretical basis for colleges and universities to formulate incentive policies. This study not only verifies the mediating role of achievement motivation in the influence of reward on creativity conducted by J. Ma (2016) on the basis of cross level analysis, but also verifies achievement motivation can be regarded as the moderating role to affect performance conducted by Huang (2015), which is consistent with some research results of this study.

Firstly, this study expands the motivation theory and self-determination theory. It breaks through the limitations of the original academic theoretical research and literature research by empirical research on the relationship between incentive factors and performance of non-media and media teachers in Colleges and

universities, forming the concept model of incentive elements. This study also proposes the hypothesis on the relationship between the incentive factors and performance of non-media and media teachers in Colleges and universities and constructs a model where salary and welfare, organizational environment, career development, work achievement, personal value and innovation incentive are taken as independent variables, education and teaching, scientific research, social services, peripheral relations and organizational dedication are taken as dependent variables, and achievement desire as intermediary and moderating variables respectively. Thus, Thus, a questionnaire is formed to measure the performance of non-media teachers and media teachers, which further expands the research scope of self-determination theory and incentive theory practically.

Second, this study breaks the original theoretical limitations and realizes the perfect combination between self-determination theory, achievement desire and motivation theory. This study makes a comprehensive, scientific and systematic analysis on the multi-level incentive mechanism of university teachers by using the knowledge and theory of teaching and learning, management science and other disciplines, and strives to achieve the combination of rationality and sensibility, and the unity of theory and practice. This could provide more accurate and efficient targeted ideas and methods for the incentive policies and performance improvement methods of media and non-media teachers in Chinese universities, and realize the integration of self-determination theory, achievement motivation and incentive theory in the extension.

Third, this study expands the theoretical content of teacher evaluation, providing a theoretical basis for colleges and universities to formulate incentive policies. The demand for the basic theory of teachers' personnel management is more urgent amid diversified educating models due to continuous development of society, which has a solid bedrock for the relationship between incentive factor and job performance accordingly. At the same time, the value judgment of incentive factors and performance should be based on such theories. At the same time, the research shall be applied to non-media and media teachers respectively. This research beats the traditional evaluation orientation of general analysis to great extent.

5.3   Suggestions on Management

1）Strengthen the incentive of education and teaching; balance the incentive of scientific research

According to the research, colleges and universities should further strengthen the assessment of education and teaching, and relatively weaken the incentive of scientific research. The performance of education and teaching should be combined organically. At present, colleges and universities pay less attention to the education and teaching work. To illustrate the assessment measures are relatively weak meaning that "Students' evaluation of teaching" is common in Colleges and universities which can be done by the staff themselves. Therefor we should pay much attention to adopt available access to regulate the way of assessment of college teachers, through making clear the specific tasks and requirements, changing the pressure into motivation, and calling on more teachers to be willing to invest more time in education and teaching. The school should constantly improve the assessment measures of education and teaching to form specific indicators. At the same time, because the current level of running a university is closely related to the scientific research achievements of the school, colleges and universities will formulate corresponding scientific research tasks for each teacher. Financial or non-financial punishment should be imposed on the teacher who fails to complete the task, but this may lead to more academic ethical problems and academic fraud, and lose its original significance. Scientific research is not only the embodiment of teachers' ability, but also the manifestation of school spirit. Excessive pursuit of scientific research results may lead to the gradual disappearance of teachers' innovative spirit. At the same time, the excessive pursuit of scientific research will cause teachers to spend more time and energy on scientific research, which will lead to the distraction of education and teaching, and cause the phenomenon of favouring one and the other., Therefore, it is suggested that scientific research should weakened in the assessment.

2) Promote the role that innovation incentive as a guide in the scientific research

Academic assessment should start from the perspective of innovation incentive, and combine with the promotion and professional title in career development so that teachers are able to carry out academic research activities consciously for promotion and personal development needs. We should form multi-channel incentive and form more perfect and effective incentive measures and shape a sound environment embracing innovation, teamwork and professor-oriented system.

3) Fully respect and trust teachers and stimulate their enthusiasm to participate in social services

As a special public organization, colleges and universities have certain responsibilities in social services. College teachers are the main force to participate in social services. We should fully encourage university teachers to actively participate in communication with the outside world, actively cooperate with the outside world to make teachers fully feel respected by the outside world in the process of participating in social services. Through actively carrying out various social services, the teachers get promoted both in the performance level of social service and professional knowledge.

4) Strengthen the construction of teachers' performance level and improve the motivation level of pursuing success.

In the study, it is found that mediating effect of achievement desire does not work in external motivation on task performance of non-media teachers and media teachers, showing that there is no relationship between external motivation and teachers' desire for achievement, so the achievement desire cannot affect their performance level. In the moderating effect of external and internal incentives of non-media and media teachers' desire for achievement, the pursuit of success plays a significant role in the influence of external incentives on organizational dedication, meaning that when the external incentive factors such as salary and welfare, working environment and career development improve, teachers will have the ideal of pursuing higher goals, and then stimulate their dedication and be willing to undertake more tasks; similarly, The more obvious the external incentive, the more teachers want to pursue higher success, so as to avoid the risk of failure as far as possible. This

will improve their dedication performance to the organization. In the moderating effect of internal incentives of non-media and teachers' scientific research, it is found that when the incentive factors ,such as exploration of their personal value and the embodiment of their work achievements, for non-media teachers improve, they will pay more attention to their desire for success and make more efforts to improve their scientific research achievements. The achievement desire plays a significant role in the influence of internal incentives on teaching quality for media teachers, meaning that through the stimulation of internal motivation of media teachers, they will pay more attention to pursue success and try to avoid failure; Meanwhile, they will pay more attention to personnel training, especially after their work achievements are reflected, the more they want to show their ability to control the classroom ,which is consistent with the characteristics of media teachers. The achievement desire plays a significant role in the influence of internal incentives on organizational dedication for non-media teachers, meaning that driven by internal motivation, they try their best to pursue success and realize their social value.

On running school, the internal and external incentives should be combined organically. According to the study, we should attach greater importance to the internal motivation and regard external incentive as supplementation. By stimulating the teachers' pursuit of success and avoiding failure, their performance level could be improved. In return, when the internal motivation is realized, it can improve the performance and explore the realization of teachers' organizational goals in the pursuit of success.

5) Strengthen the rationality of system and balance the collocation of incentive means

A multi-dimensional incentive structure is formed through the investigation of different types of University Media teachers and non-media teachers which shows that currently, as social needs and structure change gradually, there are some differences in various incentive means. Therefore, the school administrator needs to further perfect the construction of performance incentive system by improving the design of various dimensions of the incentive system, and considering the internal and external incentives comprehensively and effectively. At the same time, we should take into account the specific paths and measures of various incentive elements to

form a relatively comprehensive and perfect system., so as to form a more representative incentive system with the incentive elements complementing each other. In this process, the key to the incentive system maybe the proportion, meaning that regarding the development direction of the University as the orientation to formulate corresponding incentive mechanisms and means based on the university's reality. More targeted and effective measures should be put forward in these incentive mechanisms based on different types of groups and the form of performance requirements should also be consistent with its main subject. On the one hand, different groups need to be treated differently; on the other hand, incentive means and performance types should be reasonably matched to fully mobilize the enthusiasm of teachers, so as to stimulate teachers of all majors Work enthusiasm, so as to achieve the overall improvement of teachers' performance level.

6) Encourage teachers to participate in the development process of assessment system

When formulating the corresponding management and assessment system, the university management system should fully consider the wishes and needs of the teachers instead of ignoring them. A good communication is entailed between the two party, meaning the administrators should fully engage in teachers through the feedback of teachers and the exposure of the system so that teachers can feel that they are really valued. This will lead to a virtuous cycle, which can not only reduce unnecessary labor contract costs, but also establish a more perfect and practical assessment system. To sum up, the practical assessment system is both conducive to improving the synergy between teacher motivation and performance and helping to improve the efficiency of school management in implementing policies

7) Amplify the positive role of achievement desire in promoting performance improvement

The significant moderating effect of partial path of achievement desire further indicates that in order to improve teacher performance, colleges and universities should attach importance to the role of pursuing success and avoiding failure for teacher performance, and actively take corresponding management measures. However, it is not feasible for school administrator to reduce the risk factor to improve teachers' performance level even if the teachers with low ability lie in the

threshold of sensitive status because of the differences in the group. Similarly, high performance level is not reasonable given that the influencing factors are limited for teachers with high performance and in return, it will takes much on the management. Therefore, colleges and universities should strengthen the influence of internal and external incentives on the improvement of teachers' achievement desire and performance. To sum up, in order to improve the performance and promote the realization of the overall strategic planning of colleges and universities, the school administrator strictly screen the interviewer, and introduce teachers with strong work achievement into the team, so as to improve the incentive level and performance of teachers.

5.4 Research Deficiencies and Future Research Prospects

1) The conclusion drawn from this study may not apply to the key university given that this study gives more priority to the general public university, and the sample size is larger than that of the key universities. In the later study, further research can be carried out on the key universities, such as 985-project University, 211-project University, double first-class universities, so as to make the natural point more comprehensive and perfect.

2) In the further study, population statistics can be used as a moderating variable to analyze its significance, so as to put forward more specific and targeted suggestions.

3) It has a long way to go in the perfection of incentive system of college teachers. The internal incentives are divided into work achievement, personal value and innovation incentive while the external incentives are welfare and salary, working environment and career development. It is found that questionnaire obtained a good reliability and validity based on the data analysis of the questionnaire. However, there may be some deviations and omissions in the structure of incentive elements due to the limitations of literature. At the same time, the incentive elements of media and non-media teachers in Colleges and universities will change with the development of economy and social environment. Therefore, it needs to be further improved in the follow-up research.

4) The task performance of teachers is divided into task performance and relationship performance in the study. Task performance includes education and teaching, scientific research and social dedication. Relationship performance mainly refers to peripheral relationship and organizational dedication. With the development of social economy and the change of teachers' surrounding environment, market demand, as well as the emphasis on the evaluation of university personnel, there are more classifications of performance or the performance will be classified from a different perspective, such as behavior performance and outcome performance, based on the impact of internal and external incentives on them. At the same time, how the relationship between the various performance can be tested and verified in the follow-up research. This will help schools to take measures More effective incentive measures to improve teacher performance.

5) Achievement desire is an important mediating variable between incentive factors and performance. There may be other mediating or moderating variables, such as teachers' personal ability and teachers' cognition, teachers' self-expression. Such intermediate variables can be added to further research because it will have reference significance for the subsequent changes in school management measures. Therefore, it is very meaning to study other mediating or moderating variables.

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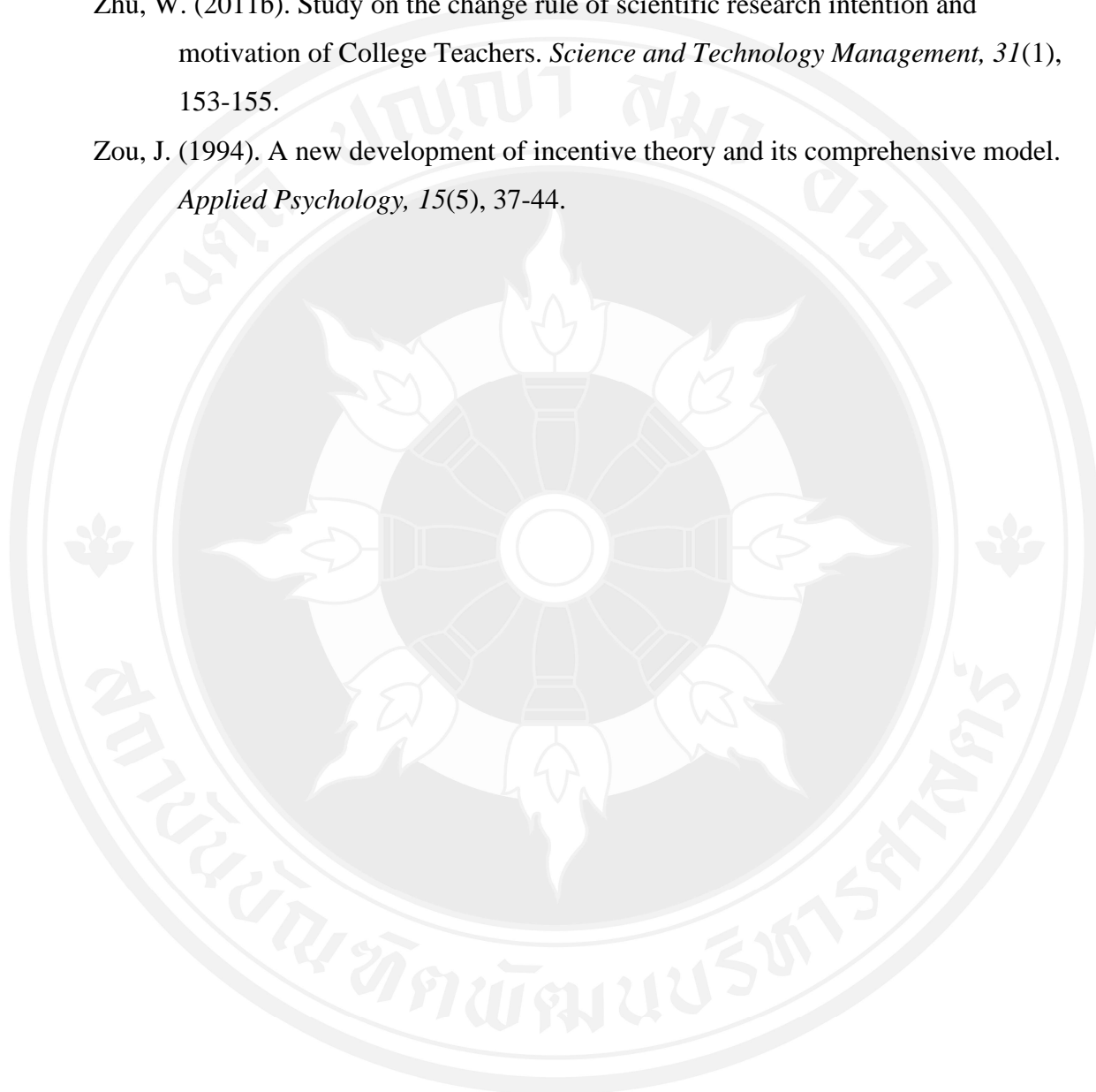
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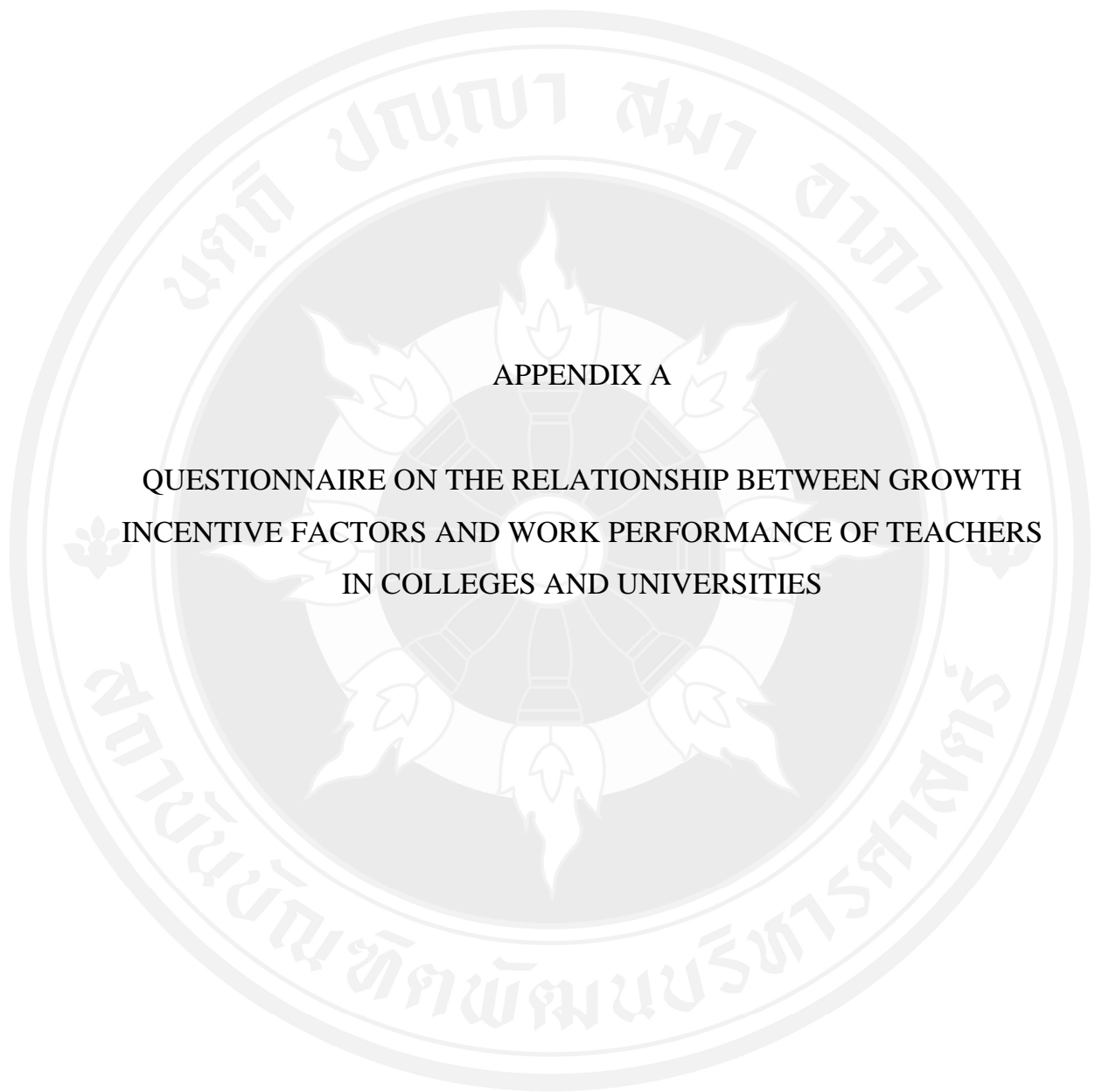
APPENDIX A

QUESTIONNAIRE ON THE RELATIONSHIP BETWEEN GROWTH
INCENTIVE FACTORS AND WORK PERFORMANCE OF TEACHERS
IN COLLEGES AND UNIVERSITIES

Dear Teacher:

How do you do!

I am a doctoral student. The purpose of this questionnaire is to learn about the incentive factors of teachers in universities and colleges and their relationship with teacher performance. Please read the items carefully, choose the option which represents your views and the actual situation most, the answer is not about correct or wrong. This survey is only used for academic research, your information and identity will not be leaked. Thank you for your support and help.

The order of the options is:

1) Completely disagree;
2) Relatively disagree;
3) Disagree;
4) Relatively agree;
5) Agree;
6) Completely agree

Part I: Basic Information

1. Your Gender:
   ☐ Male   ☐ Female

2. Your age:
   ☐ 30 years of age and below   ☐ 31 - 35 years of age
   ☐ 36 - 40 years of age   ☐ 41 - 45 years of age
   ☐ 46 - 50 years of age   ☐ 51 years of age and above

3. Marriage Status:
   ☐ Unmarried   ☐ Married

4. Your Teaching Age:
   ☐ 1 year and below   ☐ 2 - 10 years   ☐ 11 - 20 years
   ☐ 21 - 30 years   ☐ 31 years or above

5. Your Title:
   ☐ Assistant   ☐ Lecturer
   ☐ Associate Professor   ☐ Professor

6. Your Educational Background:
   ☐ Bachelor's degree or below,   ☐ Master's degree
   ☐ Doctoral degree or above

7. What Kind of School You are in:
   ☐ Ordinary colleges and universities   ☐ 211 colleges and universities and above

8. Whether to Hold an Administrative Post Concurrently:
   ☐ Yes   ☐ No

9. Whether or not to be A Media Teacher:
   ☐ Yes   ☐ No

Dimension	Serial No.	Item	Completely Disagree - Completely Agree 1 2 3 4 5 6
Salary benefits	1.	The income will affect my work enthusiasm.	☐ ☐ ☐ ☐ ☐ ☐
	2.	The income gap with others will affect my work enthusiasm.	☐ ☐ ☐ ☐ ☐ ☐
	3.	The salary will affect my enthusiasm for the job.	☐ ☐ ☐ ☐ ☐ ☐
	4.	The more the class hours, the higher the reward.	☐ ☐ ☐ ☐ ☐ ☐
	5.	I was paid accordingly for my work.	☐ ☐ ☐ ☐ ☐ ☐
Organizational environment	6.	I can accept all the rules and regulations of the school.	☐ ☐ ☐ ☐ ☐ ☐
	7.	I have the opportunity to participate in school decision-making and management.	☐ ☐ ☐ ☐ ☐ ☐
	8.	At present, I am satisfied with the school's teaching facilities, conditions and so on.	☐ ☐ ☐ ☐ ☐ ☐
	9.	School management can listen to teachers.	☐ ☐ ☐ ☐ ☐ ☐
	10.	I quite agree with the idea of running a school.	☐ ☐ ☐ ☐ ☐ ☐
	11.	The school has created a good condition for me to learn and study further.	☐ ☐ ☐ ☐ ☐ ☐
Career development	12.	I am satisfied with the present promotion system.	☐ ☐ ☐ ☐ ☐ ☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	13.	I attach great importance to the promotion of positions and titles.	☐	☐	☐	☐	☐	☐
	14.	Promotion, and training, etc. can stimulate my enthusiasm for work.	☐	☐	☐	☐	☐	☐
	15.	There is a chance of promotion through hard work.	☐	☐	☐	☐	☐	☐
	16.	Promotion is the embodiment of personal development.	☐	☐	☐	☐	☐	☐
Work achievement	17.	I enjoy the growth brought by my work.	☐	☐	☐	☐	☐	☐
	18.	I have strong autonomy in my work and can arrange my time reasonably.	☐	☐	☐	☐	☐	☐
	19.	The new courses and scientific research are challenging and give me incentive.	☐	☐	☐	☐	☐	☐
	20.	I am loved by my students and respected by my peers.	☐	☐	☐	☐	☐	☐
	21.	I can arrange the contents of the class according to the actual situation.	☐	☐	☐	☐	☐	☐
Personal value	22.	At the moment, my job is what interests me.	☐	☐	☐	☐	☐	☐
	23.	My work gives expression to my value.	☐	☐	☐	☐	☐	☐
	24.	I love my job.	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	25.	My work keeps motivating me.	☐	☐	☐	☐	☐	☐
	26.	I can work for a long time in a row and I enjoy the process.	☐	☐	☐	☐	☐	☐
Innovation incentive	27.	I am open to new challenges and new things at work.	☐	☐	☐	☐	☐	☐
	28.	Solving new problems can make me happy.	☐	☐	☐	☐	☐	☐
	29.	I will try to solve the dilemma in a new way.	☐	☐	☐	☐	☐	☐
	30.	I like to bring up new ideas, philosophy and invent new technologies.	☐	☐	☐	☐	☐	☐
	31.	I enjoy my free play very much.	☐	☐	☐	☐	☐	☐
Education and teaching	32.	My teaching task has met the requirements of the school.	☐	☐	☐	☐	☐	☐
	33.	Compared with others, I have a higher workload.	☐	☐	☐	☐	☐	☐
	34.	People around me have a high opinion of my course.	☐	☐	☐	☐	☐	☐
	35.	I often take part in educational reform and other activities.	☐	☐	☐	☐	☐	☐
	36.	I will use a variety of teaching methods in class	☐	☐	☐	☐	☐	☐
	37.	I have a good grasp of the textbook.	☐	☐	☐	☐	☐	☐
	38.	I pay great attention to the connection between theory and	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
		practice in students' study.						
	39.	I often guide students to participate in social practice, and scientific research projects, etc.	☐	☐	☐	☐	☐	☐
Scientific research	40.	The school is very clear about the rewards and punishments for scientific research.	☐	☐	☐	☐	☐	☐
	41.	The scientific research subject I am chairing exceeds the average of the number.	☐	☐	☐	☐	☐	☐
	42.	I put a lot of effort into scientific research.	☐	☐	☐	☐	☐	☐
	43.	I will try my best to make the results of scientific research instructive.	☐	☐	☐	☐	☐	☐
	44.	My thesis and so on often get the award, with the high academic influence.	☐	☐	☐	☐	☐	☐
Social service	45.	I often take an active part in school and social work, providing technical support, etc.	☐	☐	☐	☐	☐	☐
	46.	I often chair or participate in horizontal projects in the enterprise.	☐	☐	☐	☐	☐	☐
	47.	I often participate in technical exchanges or management consulting activities.	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree
			1 2 3 4 5 6
	48.	I often give lectures, and training, etc.	☐ ☐ ☐ ☐ ☐ ☐
Peripheral relationship	49.	The people around me are friendly and trusting.	☐ ☐ ☐ ☐ ☐ ☐
	50.	I often communicate with my colleagues and learn from each other.	☐ ☐ ☐ ☐ ☐ ☐
	51.	I often help my colleagues deal with the unpleasantness of their relationships.	☐ ☐ ☐ ☐ ☐ ☐
	52.	I have the respect and understanding of the people around me.	☐ ☐ ☐ ☐ ☐ ☐
	53.	The atmosphere of teamwork is harmonious.	☐ ☐ ☐ ☐ ☐ ☐
	54.	I am good at dealing with interpersonal relationships.	☐ ☐ ☐ ☐ ☐ ☐
Organizational dedication	55.	If necessary, I will help my colleagues to finish the work.	☐ ☐ ☐ ☐ ☐ ☐
	56.	I am very concerned about the future development of the school.	☐ ☐ ☐ ☐ ☐ ☐
	57.	I pay a lot of effort into school affairs besides my job.	☐ ☐ ☐ ☐ ☐ ☐
	58.	I work overtime to accomplish other school affairs when I finish my share of work.	☐ ☐ ☐ ☐ ☐ ☐
	59.	I'm willing to take on other work	☐ ☐ ☐ ☐ ☐ ☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree
			1 2 3 4 5 6
		besides my job.	
Pursuit of success	60.	I like new and difficult tasks, and I am even willing to taking risks for it..	☐ ☐ ☐ ☐ ☐ ☐
	61.	I feel happy when I finish a difficult task.	☐ ☐ ☐ ☐ ☐ ☐
	62.	I'm attracted to jobs that know how talented I am.	☐ ☐ ☐ ☐ ☐ ☐
	63.	Facing the opportunity that can measure my ability, I feel a kind of spur and challenge.	☐ ☐ ☐ ☐ ☐ ☐
	64.	I like to work tirelessly on problems that I'm not sure I can solve.	☐ ☐ ☐ ☐ ☐ ☐
	65.	I like to do my best to finish the work.	☐ ☐ ☐ ☐ ☐ ☐
Avoidance of failure	66.	When I come across a problem that I can't understand right away, I get nervous.	☐ ☐ ☐ ☐ ☐ ☐
	67.	I don't want to do the work that will give full play to my ability.	☐ ☐ ☐ ☐ ☐ ☐
	68.	I'm worried about the job I'm not sure I'm up to.	☐ ☐ ☐ ☐ ☐ ☐
	69.	I feel uneasy about finishing a novel and difficult job.	☐ ☐ ☐ ☐ ☐ ☐
	70.	I feel uneasy about situations that measure my ability.	☐ ☐ ☐ ☐ ☐ ☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	71.	I was afraid of failure when I finished what I thought was a difficult task.	☐	☐	☐	☐	☐	☐

Thank you again for your cooperation and support! I wish you success in your work!
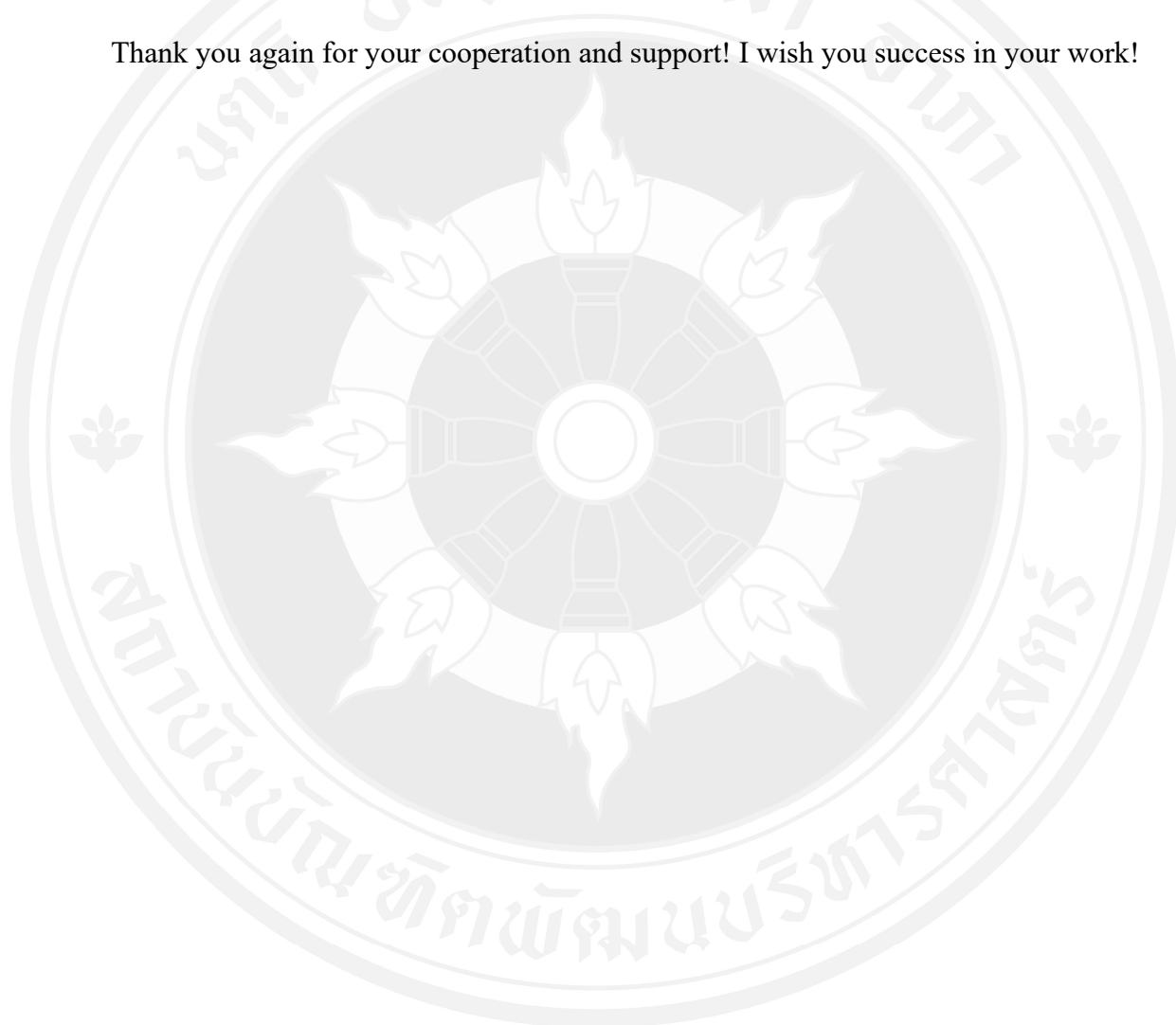
APPENDIX B

INCENTIVE PERFORMANCE QUESTIONNAIRE FOR NON-MEDIA
TEACHERS IN COLLEGES AND UNIVERSITIES

Dimension	Serial No.	Item	Completely Disagree - Completely Agree
			1 2 3 4 5 6
Salary benefits	1.	The income will affect my work enthusiasm.	☐ ☐ ☐ ☐ ☐ ☐
	2.	The income gap with others will affect my work enthusiasm.	☐ ☐ ☐ ☐ ☐ ☐
	3.	The salary will affect my enthusiasm for the job.	☐ ☐ ☐ ☐ ☐ ☐
Organizational environment	4.	I can accept all the rules and regulations of the school.	☐ ☐ ☐ ☐ ☐ ☐
	5.	I have the opportunity to participate in school decision-making and management.	☐ ☐ ☐ ☐ ☐ ☐
	6.	At present, I am satisfied with the school's teaching facilities, conditions and so on.	☐ ☐ ☐ ☐ ☐ ☐
	7.	School management can listen to teachers.	☐ ☐ ☐ ☐ ☐ ☐
	8.	The school has created a good condition for me to learn and study further.	☐ ☐ ☐ ☐ ☐ ☐
Career development	9.	I attach great importance to the promotion of positions and titles.	☐ ☐ ☐ ☐ ☐ ☐
	10.	Promotion, and training, etc. can stimulate my enthusiasm for work.	☐ ☐ ☐ ☐ ☐ ☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	11.	Promotion is the embodiment of personal development.	☐	☐	☐	☐	☐	☐
Work achievement	12.	I enjoy the growth brought by my work.	☐	☐	☐	☐	☐	☐
	13.	I have strong autonomy in my work and can arrange my time reasonably.	☐	☐	☐	☐	☐	☐
	14.	The new courses and scientific research are challenging and give me incentive.	☐	☐	☐	☐	☐	☐
	15.	I am loved by my students and respected by my peers.	☐	☐	☐	☐	☐	☐
Personal value	16.	My work gives expression to my value.	☐	☐	☐	☐	☐	☐
	17.	I love my job.	☐	☐	☐	☐	☐	☐
	18.	My work keeps motivating me.	☐	☐	☐	☐	☐	☐
	19.	I can work for a long time in a row and I enjoy the process.	☐	☐	☐	☐	☐	☐
Innovation incentive	20.	I am open to new challenges and new things at work.	☐	☐	☐	☐	☐	☐
	21.	I will try to solve the dilemma in a new way.	☐	☐	☐	☐	☐	☐
	22.	I like to bring up new ideas, philosophy and invent new technologies.	☐	☐	☐	☐	☐	☐
	23.	I enjoy my free play very much.	☐	☐	☐	☐	☐	☐
Education and	24.	My teaching task has met the	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree
			1 2 3 4 5 6
teaching		requirements of the school.	
	25.	People around me have a high opinion of my course.	☐ ☐ ☐ ☐ ☐ ☐
	26.	I often take part in educational reform and other activities.	☐ ☐ ☐ ☐ ☐ ☐
	27.	I will use a variety of teaching methods in class.	☐ ☐ ☐ ☐ ☐ ☐
	28.	I have a good grasp of the textbook.	☐ ☐ ☐ ☐ ☐ ☐
Scientific research	29.	The school is very clear about the rewards and punishments for scientific research.	☐ ☐ ☐ ☐ ☐ ☐
	30.	The scientific research subject I am chairing exceeds the average of the number.	☐ ☐ ☐ ☐ ☐ ☐
	31.	I will try my best to make the results of scientific research instructive.	☐ ☐ ☐ ☐ ☐ ☐
	32.	My thesis and so on often get the award, with the high academic influence.	☐ ☐ ☐ ☐ ☐ ☐
Social service	33.	I often take an active part in school and social work, providing technical support, etc.	☐ ☐ ☐ ☐ ☐ ☐
	34.	I often chair or participate in horizontal projects in the enterprise.	☐ ☐ ☐ ☐ ☐ ☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	35.	I often attend or preside over academic meetings.	☐	☐	☐	☐	☐	☐
Peripheral relationship	36.	The people around me are friendly and trusting.	☐	☐	☐	☐	☐	☐
	37.	I often communicate with my colleagues and learn from each other.	☐	☐	☐	☐	☐	☐
	38.	I often help my colleagues deal with the unpleasantness of their relationships.	☐	☐	☐	☐	☐	☐
	39.	I have the respect and understanding of the people around me.	☐	☐	☐	☐	☐	☐
	40.	The atmosphere of teamwork is harmonious.	☐	☐	☐	☐	☐	☐
Organizational dedication	41.	If necessary, I will help my colleagues to finish the work.	☐	☐	☐	☐	☐	☐
	42.	I am very concerned about the future development of the school.	☐	☐	☐	☐	☐	☐
	43.	I pay a lot of effort into school affairs besides my job.	☐	☐	☐	☐	☐	☐
	44.	I work overtime to accomplish other school affairs when I finish my share of work.	☐	☐	☐	☐	☐	☐
	45.	I'm willing to take on other work besides my job.	☐	☐	☐	☐	☐	☐
Pursuit of success	46.	I like new and difficult tasks, and	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
		I am even willing to taking risks for it.						
	47.	I feel happy when I finish a difficult task.	☐	☐	☐	☐	☐	☐
	48.	I'm attracted to jobs that know how talented I am.	☐	☐	☐	☐	☐	☐
	49.	Facing the opportunity that can measure my ability, I feel a kind of spur and challenge.	☐	☐	☐	☐	☐	☐
	50.	I like to work tirelessly on problems that I'm not sure I can solve.	☐	☐	☐	☐	☐	☐
Avoidance of failure	51.	When I come across a problem that I can't understand right away, I get nervous.	☐	☐	☐	☐	☐	☐
	52.	I'm worried about the job I'm not sure I'm up to.	☐	☐	☐	☐	☐	☐
	53.	I feel uneasy about finishing a novel and difficult job.	☐	☐	☐	☐	☐	☐
	54.	I was afraid of failure when I finished what I thought was a difficult task.	☐	☐	☐	☐	☐	☐

APPENDIX C

INCENTIVE PERFORMANCE QUESTIONNAIRE FOR MEDIA
TEACHERS IN COLLEGES AND UNIVERSITIES

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
Salary benefits	1.	The income will affect my work enthusiasm.	☐	☐	☐	☐	☐	☐
	2.	The income gap with others will affect my work enthusiasm.	☐	☐	☐	☐	☐	☐
	3.	The salary will affect my enthusiasm for the job.	☐	☐	☐	☐	☐	☐
	4.	The more the class hours, the higher the reward.	☐	☐	☐	☐	☐	☐
Organizational environment	5.	I can accept all the rules and regulations of the school.	☐	☐	☐	☐	☐	☐
	6.	I have the opportunity to participate in school decision-making and management.	☐	☐	☐	☐	☐	☐
	7.	At present, I am satisfied with the school's teaching facilities, conditions and so on.	☐	☐	☐	☐	☐	☐
	8.	School management can listen to teachers.	☐	☐	☐	☐	☐	☐
	9.	I quite agree with the idea of running a school.	☐	☐	☐	☐	☐	☐
	10.	The school has created a good condition for me to learn and study further.	☐	☐	☐	☐	☐	☐
Personal value	11.	I attach great importance to the promotion of positions and titles.	☐	☐	☐	☐	☐	☐
	12.	Promotion, and training, etc. can	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
		stimulate my enthusiasm for work.						
	13.	Promotion is the embodiment of personal development.	☐	☐	☐	☐	☐	☐
Innovation incentive	23.	I am open to new challenges and new things at work.	☐	☐	☐	☐	☐	☐
	24.	Solving new problems can make me happy.	☐	☐	☐	☐	☐	☐
	25.	I will try to solve the dilemma in a new way.	☐	☐	☐	☐	☐	☐
Education and teaching	26.	My teaching task has met the requirements of the school.	☐	☐	☐	☐	☐	☐
	27.	Compared with others, I have a higher workload.	☐	☐	☐	☐	☐	☐
	28.	People around me have a high opinion of my course.	☐	☐	☐	☐	☐	☐
	29.	I often take part in educational reform and other activities.	☐	☐	☐	☐	☐	☐
	30.	I will use a variety of teaching methods in class.	☐	☐	☐	☐	☐	☐
	31.	I have a good grasp of the textbook.	☐	☐	☐	☐	☐	☐
	32.	I often guide students to participate in social practice, and scientific research projects, etc.	☐	☐	☐	☐	☐	☐
Scientific research	33.	The school is very clear about the rewards and punishments for	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
		scientific research.						
	34.	The scientific research subject I am chairing exceeds the average of the number.	☐	☐	☐	☐	☐	☐
	35.	I put a lot of effort into scientific research.	☐	☐	☐	☐	☐	☐
	36.	My thesis and so on often get the award, with the high academic influence.	☐	☐	☐	☐	☐	☐
Social service	37.	I often take an active part in school and social work, providing technical support, etc.	☐	☐	☐	☐	☐	☐
	38.	I often chair or participate in horizontal projects in the enterprise.	☐	☐	☐	☐	☐	☐
	39.	I often attend or preside over academic meetings.	☐	☐	☐	☐	☐	☐
Peripheral relationship	40.	I often help my colleagues deal with the unpleasantness of their relationships.	☐	☐	☐	☐	☐	☐
	41.	I have the respect and understanding of the people around me.	☐	☐	☐	☐	☐	☐
	42.	The atmosphere of teamwork is harmonious.	☐	☐	☐	☐	☐	☐
	43.	I am good at dealing with interpersonal relationships.	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
Organizational dedication	44.	If necessary, I will help my colleagues to finish the work.	☐	☐	☐	☐	☐	☐
	45.	I pay a lot of effort into school affairs besides my job.	☐	☐	☐	☐	☐	☐
	46.	我愿意承担本职工作外的其他工作 I'm willing to take on other work besides my job.	☐	☐	☐	☐	☐	☐
Pursuit of success	47.	I feel happy when I finish a difficult task.	☐	☐	☐	☐	☐	☐
	48.	I'm attracted to jobs that know how talented I am.	☐	☐	☐	☐	☐	☐
	49.	Facing the opportunity that can measure my ability, I feel a kind of spur and challenge.	☐	☐	☐	☐	☐	☐
	50.	I like to work tirelessly on problems that I'm not sure I can solve.	☐	☐	☐	☐	☐	☐
	51.	I like to do my best to finish the work.	☐	☐	☐	☐	☐	☐
Avoidance of failure	52.	When I come across a problem that I can't understand right away, I get nervous.	☐	☐	☐	☐	☐	☐
	53.	I don't want to do the work that will give full play to my ability.	☐	☐	☐	☐	☐	☐
	54.	I'm worried about the job I'm not sure I'm up to.	☐	☐	☐	☐	☐	☐

Dimension	Serial No.	Item	Completely Disagree - Completely Agree					
			1	2	3	4	5	6
	55.	I feel uneasy about finishing a novel and difficult job.	☐	☐	☐	☐	☐	☐
	56.	I feel uneasy about situations that measure my ability.	☐	☐	☐	☐	☐	☐

APPENDIX D

NON-MEDIA AND MEDIA

Non-Media Teacher Cronbach's Alpha

First Order Dimension	Cronbach's a Coefficient	Second Order Dimension	Cronbach's a Coefficient
XCFL	0.75	WZJL	0.85
ZZHJ	0.848		
ZYFZ	0.769		
GZCJ	0.771	NZJL	0.909
GRJZ	0.858		
CXJL	0.843		
JYJX	0.825	RWJX	0.888
KXYJ	0.813		
SHFW	0.757		
ZBGX	0.834	GXJX	0.876
ZZFX	0.795		
ZQCG	0.857	CJYW	0.773
BMSB	0.839		

Media Teacher Cronbach's Alpha

First Order Dimension	Cronbach's a Coefficient	Second Order Dimension	Cronbach's a Coefficient
XCFL	0.764	WZJL	0.835
ZZHJ	0.869		
ZYFZ	0.706		
GZCJ	0.844	NZJL	0.928
GRJZ	0.869		
CXJL	0.846		
JYJX	0.853	RWJX	0.909
KXYJ	0.789		
SHFW	0.780		
ZBGX	0.774	GXJX	0.864
ZZFX	0.818		
ZQCG	0.831	CJYW	0.859
BMSB	0.889		

KMO Test and Bartlett Test for Non-Media Teachers

Variable	KMO Test	Bartlett Test
	KMO Value	Significance Level
Overall Validity	.906	0.000
WZJL	.856	0.000
NZJL	.918	0.000
RWJX	.887	0.000
GXJX	.892	0.000
CJYW	.842	0.000

KMO Test and Bartlett Test for Media Teachers

Variable	KMO Test	Bartlett Test
	KMO Value	**Significance Level**
Overall Validity	.881	0.000
WZJL	.857	0.000
NZJL	.922	0.000
RWJX	.890	0.000
GXJX	.865	0.000
CJYW	.846	0.000

The Fitting Degree of Non-Media Teachers' Organizational Environment Measurement Model after Modification

	X^2	df	X^2/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Organizational environment	7.787	5	1.557	0.991	0.973	0.985	0.995	0.989	0.994	0.041

The Fitting Degree of Non-Media Teachers' Work Achievement Measurement Model after Modification

	X^2	df	X^2/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Work achievement	3.248	2	1.624	0.995	0.975	0.989	0.996	0.987	0.996	0.043

The Fitting Degree of Non-Media Teachers' Personal Value Measurement Model after Modification

	X^2	df	X^2/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Personal value	5.428	2	2.714	0.992	0.959	0.991	0.994	0.982	0.994	0.071

The Fitting Degree of Non-Media Teachers' Innovation Incentive Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Innovation incentive	2.013	2	1.007	0.997	0.985	0.996	1.000	1.000	1.000	0.004

The Fitting Degree of Non-Media Teachers' Education and Teaching Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Education and teaching	13.087	5	2.617	0.986	0.959	0.975	0.984	0.968	0.984	0.069

The Fitting Degree of Non-media Teachers' Scientific Research Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Scientific research	1.321	2	0.661	0.998	0.990	0.996	0.984	0.958	0.987	0.001

The Just Identification of Non-Media Teachers' Social Service Measurement Model after Modification

The Fitting Degree of Non-Media Teachers' Peripheral Relationship Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Peripheral relationship	2.167	5	0.433	0.997	0.992	0.997	0.981	0.952	0.958	0.002

The Fitting Degree of Non-Media Teachers' Pursuit of Success Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Pursuit of success	13.927	5	2.785	0.984	0.952	0.982	0.988	0.977	0.988	0.073

The Fitting Degree of Non-Media Teachers' Avoidance of Failure Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Avoidance of failure	2.573	2	1.286	0.996	0.981	0.994	0.999	0.996	0.999	0.029

The Fitting Degree of Media Teachers' Salary Benefits Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Salary benefits	0.543	2	0.271	0.999	0.993	0.999	0.989	0.995	0.996	0.002

The Fitting Degree of Media Teachers' Organizational Environment Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Organizational environment	14.198	9	1.578	0.978	0.948	0.972	0.990	0.983	0.990	0.054

The Fitting Degree of Media Teachers' Personal Value Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Personal value	2.246	2	1.123	0.994	0.972	0.994	0.999	0.998	0.999	0.025

The Fitting Degree of Media Teachers' Education and Teaching Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Education and teaching	29.483	14	2.106	0.962	0.926	0.936	0.966	0.948	0.965	0.074

The Fitting Degree of Media Teachers' Scientific Research Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Scientific research	3.764	2	1.882	0.991	0.956	0.982	0.991	0.973	0.991	0.066

The Fitting Degree of Media Teachers' Peripheral Relationship Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Peripheral relationship	0.007	2	0.003	0.999	1.000	0.999	0.999	0.999	1.000	0.001

The Fitting Degree of Media Teachers' Pursuit of Success Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Pursuit of success	6.812	5	1.362	0.987	0.962	0.980	0.995	0.989	0.995	0.043

The Fitting Degree of Media Teachers' Avoidance of Failure Measurement Model after Modification

	X²	df	X²/DF	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Avoidance of failure	6.578	5	1.316	0.987	0.961	0.987	0.997	0.994	0.997	0.040

Model 2 in SPSS MACRO:

Model 2
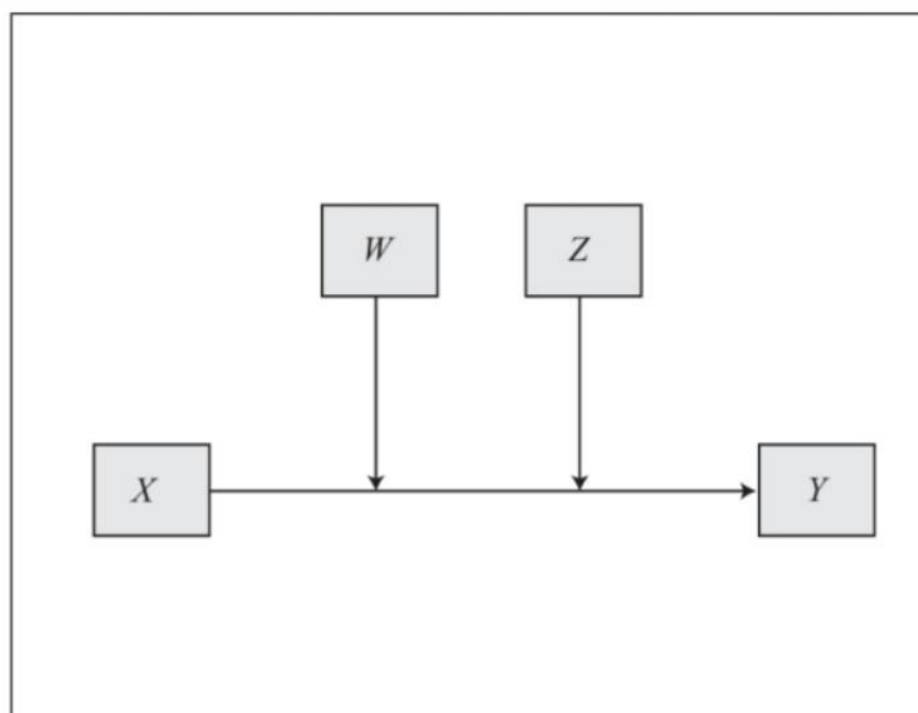
APPENDIX E

MODEL 2 IN SPSS MACRO COMPILED

The Classification of the Research Hypothesis			Research Hypothesis Number	The Description of Research Hypothesis
The hypothesis of the relationship between external motivation and performance.	Task performance.	H1-H3	H1a	Salary and welfare are positively correlated with education and teaching.
			H1b	Organizational environment is positively correlated with education and teaching.
			H1c	Career development is positively correlated with education and teaching.
			H2a	Salary and welfare are positively correlated with scientific research.
			H2b	There is a positive correlation between organizational environment and scientific research.
			H2c	Career development is positively correlated with scientific research.
			H3a	There is a positive correlation between salary and welfare and social service.
			H3b	There is a positive correlation between organizational environment and social service.

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
		H3c	There is a positive correlation between career development and social service.
	Relationship performance	H4-H5	H4a	There is a positive correlation between salary and welfare and peripheral relationship.
		H4b	There is a positive correlation between the organizational environment and the surrounding relationship.
		H4c	There is a positive correlation between career development and peripheral relationship.
		H5a	Salary and welfare are positively correlated with organizational dedication.
		H5b	There is a positive correlation between organizational environment and organizational dedication.
		H5c	Career development is positively correlated with organizational dedication.
The hypothesis of the relationship	Task	H6-H8	H6a	Work achievement is positively correlated with

The Classification of the Research Hypothesis	Research Hypothesis Number	The Description of Research Hypothesis
between intrinsic motivation and performance. performance.		education and teaching.
	H6b	Innovation incentive is positively correlated with education and teaching.
	H6c	Personal value is positively correlated with education and teaching.
	H7a	There is a positive correlation between work achievement and scientific research.
	H7b	Innovation incentive is positively correlated with scientific research.
	H7c	Personal value is positively correlated with scientific research.
	H8a	Work achievement is positively correlated with social service.
	H8b	Innovation incentive is positively correlated with social service.
	H8c	Personal value is positively correlated with social service.

The Classification of the Research Hypothesis		Research Hypothesis Number	The Description of Research Hypothesis
Relationship. Performance.	H9- H10	H9a	There is a positive correlation between work achievement and peripheral relationship.
		H9b	There is a positive correlation between innovation incentive and peripheral relationship.
		H9c	There is a positive correlation between personal value and peripheral relationship.
		H10a	Work achievement is positively correlated with organizational dedication.
		H10b	Innovation incentive is positively correlated with organizational dedication.
		H10c	Personal value is positively correlated with organizational dedication.

Category	WZJL (External Motivation)			Category	WZJL (External Motivation)		
NON-MEDIA	**Variable IDV**	**Variable DV**	**Beta**	MEDIA	**Variable IDV**	**Variable DV**	**Beta**
TEACHERS	XCFL	JYJX	0.015 (H1a)	TEACHERS	XCFL	JYJX	-0.265 (H1a')
	ZZHJ	JYJX	0.269*** (H1b)		ZZHJ	JYJX	-0.338* (H1b')
	ZYFZ	JYJX	0.289*** (H1c)		ZYFZ	JYJX	0.102*** (H1c')
	XCFL	KXYJ	-0.005 (H2a)		XCFL	KXYJ	-0.700*** (H2a')
	ZZHJ	KXYJ	0.557*** (H2b)		ZZHJ	KXYJ	-0.344 (H2b')
	ZYFZ	KXYJ	0.326*** (H2c)		ZYFZ	KXYJ	0.404*** (H2c')
	XCFL	SHFW	0.003 (H3a)		XCFL	SHFW	-0.784*** (H3a')
	ZZHJ	SHFW	0.597*** (H3b)		ZZHJ	SHFW	-0.453* (H3b')
	ZYFZ	SHFW	0.184*** (H3c)		ZYFZ	SHFW	0.369*** (H3c')
	XCFL	ZBGX	-0.061 (H4a)		XCFL	ZBGX	-0.078 (H4a')
	ZZHJ	ZBGX	0.329*** (H4b)		ZZHJ	ZBGX	0.374*** (H4b')
	ZYFZ	ZBGX	0.258*** (H4c)		ZYFZ	ZBGX	0.412*** (H4c')
	XCFL	ZZFX	-0.171** (H5a)		XCFL	ZZFX	-0.008 (H5a')
	ZZHJ	ZZFX	0.308*** (H5b)		ZZHJ	ZZFX	0.285*** (H5b')
	ZYFZ	ZZFX	0.268*** (H5c)		ZYFZ	ZZFX	0.486*** (H5c')

Note: XCFL = Salary and welfare; ZZHJ = Organizational environment; ZYFZ = Career development; JYJX = Teaching,

KXYJ = Scientific research; SHFW = Social services; ZBGX = Peripheral relations; ZZFX = Organizational dedication;

<0.05*; <0.01**;<0.001***

Category	NZJL (Intrinsic Motivation)			Category	NZJL (Intrinsic Motivation)		
NON-MEDIA	**Variable IDV**	**Variable DV**	**Beta**	MEDIA	**Variable IDV**	**Variable DV**	**Beta**
TEACHERS	GZCJ	JYJX	0.806* (H6a)	TEACHERS	GZCJ	JYJX	0.953* (H6a')
	GRJZ	JYJX	-0.068 (H6b)		GRJZ	JYJX	-0.291 (H6b')
	CXJL	JYJX	-0.023*** (H6c)		CXJL	JYJX	0.046 (H6c')
	GZCJ	KXYJ	0.570*** (H7a)		GZCJ	KXYJ	0.825***(H7a')
	GRJZ	KXYJ	-0.933** (H7b)		GRJZ	KXYJ	-0.719** (H7b')
	CXJL	KXYJ	-0.482** (H7c)		CXJL	KXYJ	-0.731** (H7c')
	GZCJ	SHFW	0.532***(H8a)		GZCJ	SHFW	0.951*** (H8a')
	GRJZ	SHFW	-0.867** (H8b)		GRJZ	SHFW	-0.695*** (H8b')
	CXJL	SHFW	-0.481** (H8c)		CXJL	SHFW	-0.888** (H8c')
	GZCJ	ZBGX	0.433** (H9a)		GZCJ	ZBGX	0.388** (H9a')
	GRJZ	ZBGX	0.244* (H9b)		GRJZ	ZBGX	0.213 (H9b')
	CXJL	ZBGX	0.006 (H9c)		CXJL	ZBGX	0.09 (H9c')
	GZCJ	ZZFX	0.352* (H10a)		GZCJ	ZZFX	0.527** (H10a')
	GRJZ	ZZFX	0.255* (H10b)		GRJZ	ZZFX	-0.126 (H10b')
	CXJL	ZZFX	0.023 (H10c)		CXJL	ZZFX	0.213 (H10c')

Note: GZCJ = Work achievement; GRJZ = Individual values; CXJL = Innovation incentive, JYJX = Teaching,

KXYJ = Scientific research; SHFW = Social services; ZBGX = Peripheral relations; ZZFX = Organizational dedication;

<0.05*; <0.01**;<0.001***

			Intermediation Hypothesis
The hypothesis of the mediating effect of external motivation on each dimension of task performance.	H11	H11a	Desire for achievement plays an intermediary role in the influence of external incentives on education and teaching performance.
		H11b	Desire for achievement plays a mediating role in the influence of external incentives on scientific research performance.
		H11c	Desire for achievement plays a mediating role in the influence of external incentives on social service performance.
The hypothesis of the mediating effect of external motivation on each dimension of relationship performance.		H11d	Desire for achievement plays a mediating role in the influence of external incentives on peripheral relationship performance.
		H11e	Desire for achievement plays an intermediary role in the influence of external incentives on organizational dedication performance.
Hypothesis of mediating effects of motivation on various dimensions of task performance.	H12	H12a	Desire for achievement plays an intermediary role in the internal motivation of education and teaching performance.
		H12b	Desire for achievement plays an intermediary role in the influence of internal incentives on scientific research performance.
		H12c	Desire for achievement plays an intermediary role in the internal incentives of social service performance.
The hypothesis of mediating effects of motivation on each dimension of		H12d	Desire for achievement plays an intermediary role in the influence of inner motivation on peripheral relationship performance.

	Intermediation Hypothesis
relationship performance.	H12e Desire for achievement plays an intermediary role in the internal motivation of the organization's contribution to performance.

Mediating Effect Test Hypotheses:

Mediating Effect Test：

Category					Category				
NON-MEDIA TEACHERS	WZJL	ZQCG	JYJX (H11a)	0	MEDIA TEACHERS	WZJL	ZQCG	JYJX (H11a')	0
		BMSB		0			BMSB		0
		ZQCG	KXYJ (H11b)	0			ZQCG	KXYJ (H11b')	0
		BMSB		0			BMSB		0
		ZQCG	SHFW (H11c)	0			ZQCG	SHFW (H11c')	0
		BMSB		0			BMSB		0
		ZQCG	ZBGX (H11d)	0			ZQCG	ZBGX (H11d')	0
		BMSB		0			BMSB		0
		ZQCG	ZZFX (H11e)	***			ZQCG	ZZFX (H11e')	***
		BMSB		0			BMSB		0
	NZJL	ZQCG	JYJX (H12a)	0		NZJL	ZQCG	JYJX (H12a')	**
		BMSB		0			BMSB		0
		ZQCG	KXYJ (H12b)	**			ZQCG	KXYJ (H12b')	0
		BMSB		0			BMSB		0
		ZQCG	SHFW (H12c)	**			ZQCG	SHFW (H12c')	**
		BMSB		0			BMSB		0

Category				Category		
	ZQCG	ZBGX (H12d)	0	ZQCG	ZBGX (H12d')	**
	BMSB		0	BMSB		0
	ZQCG	ZZFX (H12e)	***	ZQCG	ZZFX (H12e')	**
	BMSB		0	BMSB		**

Note: JYJX = Education and teaching, KXYJ = Scientific research, SHFW = Social services, ZBGX = Peripheral relations,

ZZFX = Organizational dedication, ZQCG = Pursuing success, BMSB = Avoid failure, WZJL = External motivation,

NZJL = Intrinsic motivation, CJYW = Desire for achievement.

*** = complete mediating，**= partial mediating，0 = no mediating effect

BIOGRAPHY

NAME   Danna Hao

ACADEMIC   In 2010-2014 Bachelor's degree,

BACKGROUND   with a major in Radio and Television Director
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In 2015-2016 Master's Degree,
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