

Positive leadership, incentive and reward system, and work efficiency in Chinese higher vocational colleges

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Abstract

The aim of this study was to assess the relationship between positive leadership, incentive and reward systems, and work efficiency. A total of 405 management, general administrative staff and teachers from three typical vocational colleges in China were selected for investigation by the method of questionnaire survey and data analysis, and Wanfang, CNKI and Google Scholar were selected as their resource databases. All 405 questionnaires were received, and all relevant questionnaires were carefully screened and processed to ensure the accuracy and reliability of the data. In the data analysis stage, various statistical methods are used to analyze the data comprehensively. This includes descriptive statistics, factor analysis, correlation analysis, and regression analysis. Through these analyses, we can gain a deeper understanding of the intrinsic links between positive leadership, incentive and reward systems, and productivity. The results show that there is a significant correlation between positive leadership, incentive and reward systems and work efficiency. Specifically, there is a positive correlation between positive leadership and work efficiency, that is, the more active leadership is played, the higher the work efficiency of employees. In addition, there is a positive correlation between incentive and reward system and work efficiency, indicating that the more effective incentive and reward system is, the higher the work efficiency of employees. The study explores the relationship among positive leadership, incentive and reward system and work efficiency through questionnaire survey and data analysis. The research results provide a valuable reference for the reform of school management system, and help to give full play to human resources as the first resource to improve the work efficiency of colleges and universities, build a harmonious administrative interpersonal relationship, realize the common growth of employees and schools, and enhance the market competitiveness of colleges and universities.

Keywords: active leadership, incentive and reward system, job burnout, work efficiency

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1. Introduction

In recent years, with the development of economy and society, the development of higher vocational colleges is facing many challenges. On the one hand, the competition of educational resources is becoming increasingly fierce. On the other hand, there are some problems restricting the development of higher vocational colleges, such as job burnout and lack of motivation, which bring great challenges to the development of higher vocational colleges. The effective incentive mechanism helps to better play the active leadership role and improve work efficiency. University governance is a universally respected concept of university development in the world, and its core idea comes from governance theory. The United Nations Development Program believes that the essential elements of governance include participation and transparency, equality and integrity, the rule of law and accountability, strategic vision and effectiveness, consensus and efficiency. In recent years, the Chinese government has clearly proposed to promote the modernization of the national governance system and governance capacity and has also put forward goals and requirements for the modernization of university governance. Using university governance theory to improve work efficiency is the mission and responsibility of higher vocational colleges in the new era, and also has important practical significance.

The "important helmsman" of a team, the leader is the "key person" of the team. From the perspective of self-determination, Yan (2019) found that active leadership has a significant positive impact on employee engagement. Thibault et al. (2019) proposed that positive leadership can positively affect employees' emotions, and the interaction between positive leadership and transformational leadership can predict employees' positive emotions. Liu (2019) proposed that active leadership may also be an important factor affecting team creativity. Malinga's (2019) research shows that positive leaders include leadership traits such as optimism, "can do" mentality, altruism, moral orientation, and motivational traits. A positive leader should create a positive work environment for employees, develop positive relationships, focus on results, and communicate positively with employees. These behaviors can improve certain leadership outcomes, such as increasing overall productivity and performance levels, and improving employee well-being.

Incentive and reward system is a part of incentive theory, which plays an active role in improving work efficiency. Xu (2019) points out that incentive and reward systems play a very important role. It helps to stabilize the teaching staff and attract useful talents; It is helpful for colleges and universities to rationally allocate teachers' human resources, realize effective allocation of various active resources in colleges and universities, improve teachers' work enthusiasm with appropriate funds, and play a long-term incentive role; It can help stimulate the potential of high-quality human capital, effectively ensure the basic living needs of teachers, improve the quality of life and happiness index of teachers, stimulate the enthusiasm of teachers, encourage them to play their potential and enthusiasm, improve the quality of teaching, and complete the teaching task in a better state.

As for work efficiency, Chen (2020) points out that at present, job burnout is an extremely serious problem in colleges and universities, which is not only detrimental to the personal development of teachers, effective training of talents and scientific management of schools, but also hinders the innovation and development of education and teaching. Xu (2020) believes that factors such as management system (including incentive system), leadership level, salary and welfare have a significant impact on employees' work efficiency. There are much research on the relationship between active leadership, incentive, reward system and work efficiency. Wang (2020) pointed out that positive leadership is indispensable to encourage positive emotions, work efficiency and creativity of enterprise team members. Li (2022) believes that in order to play a better leadership role, university leaders will actively introduce corresponding systems to strengthen the management of administrative personnel,

and implement incentive and reward systems, which can not only improve the treatment of managers, but also mobilize the enthusiasm of administrative personnel in institutions of higher learning and improve work efficiency.

In view of this, scholars have proposed a number of motivational strategies based on the current burnout problem. Zheng (2019) believes that the incentive mechanism of college teachers is not single and should be considered from many aspects, including material measures, spiritual measures, goal realization measures and self-realization measures. Colleges and universities should integrate various factors and perfect teachers' incentive mechanism. Based on the expansion of the connotation of "performance orientation (extrinsic motivation)" and "value consciousness (intrinsic motivation)", Ma (2019) established the incentive coordination and integration mechanism of "value consciousness and intrinsic value identity" through the path of "extrinsic → intrinsic motivation → identification → integration". Zhang (2019) believes that leaders should give full play to their leadership ability, organically combine material incentives with spiritual incentives, and actively introduce competitive incentive mechanisms to achieve good results. Although the existing "Incentive Effect Index of University Teachers" links active leadership and incentive with salary system and work efficiency, there are still no specific and effective measures to motivate employees to actively participate in work and improve work efficiency. The results of this study will help fill this gap.

The study builds a more scientific teacher incentive evaluation system by studying the incentive system of college teachers and combining the basic theory of incentive, so as to provide an effective incentive method for the management of higher vocational colleges, which is conducive to improving the work efficiency of colleges and universities and has practical significance for the further improvement and perfection of the management system of colleges and universities.

Objectives of the study - This study aimed to determine positive leadership and work efficiency in higher vocational colleges using incentive and reward system and proposed a framing for enhancing feature effectiveness and classroom management. More specifically, it determined the positive leadership, psychology and effect of the interviewee in the way of motivation; Identified performance in terms of accuracy, quality and outcome; assessed university management strategies and systems, improvement, and efficiency; established the relationship between and among the three variables (positive leadership, incentive and reward system and work efficiency of higher vocational colleges); and proposed a framing plan for enhancing feature effectiveness and classroom management.

2. Methods

Research Design - This study used descriptive research methods to study the relationship between positive leadership, incentive and compensation systems and work efficiency in higher vocational colleges in China. Qualitative data collection methods were used in this study. Quantitative data were collected through effective questionnaire surveys of teachers and administrators in various vocational colleges, and statistical analysis was used to explore the links between variables. Qualitative research is a systematic investigation that primarily focuses on quantifying relationships, behaviors, phenomena, or patterns through numerical data and statistical analysis Creswell (2016). This method involves collecting data that can be measured and analyzed to identify patterns, test theories, or make predictions. Quantitative research often employs structured tools such as surveys, experiments, and secondary data analysis to generate generalizable results. Leavy (2022), defined quantitative research as values breadth, statistical descriptions, and generalizability, with a strong emphasis on achieving objectivity and precise measurement. It is particularly suited for explanatory research, where the goal is to investigate causal relationships and correlations among variables. During the qualitative phase, in-depth interviews were conducted to gain insight into the experiences and perspectives of the participants. It aimed to provide valuable insights for improving the teaching quality and supporting a positive educational environment in higher vocational colleges in China.

Participants - This study selected teachers (including administrative management) in three typical higher vocational colleges in China as the research object. The questionnaire star was used to randomly select 405 people from the school management staff, ordinary administrative staff and other teachers, and the total number of respondents was ensured to be participants in the school management operation. They were selected according to the needed profile by the researcher and was carefully drafted, the Universities that joined the research were: Bantou Vocational and Technical College, Juinhua National ang Technical College and Guangzhou Panyu Vocational and Technical College. These Universities and Colleges were considered from among the lists of participants of the study. The respondents were divided into; The management, the general administrative staff and the teachers of such. The total number shall be subjected to Raosoft calculator to the estimation of the random testing of data. The respondents shall be chosen based on the following:

Choosing respondents for a research study involves careful consideration of several criteria to ensure the sample is representative and suitable for addressing the research questions effectively. Firstly, demographic factors such as age, sex, education level, and socioeconomic status play a crucial role in determining the composition of the sample. Moreover, criteria related to specific characteristics or experiences relevant to the research topic, such as health conditions, cultural backgrounds, or past experiences, can also guide respondent selection. These criteria ensure that the sample adequately represents the population of interest and enables researchers to draw meaningful conclusions and generalize findings where applicable.

Instrument - The purpose of this study is to explore the impact of incentive mechanism on teachers' work efficiency in higher vocational colleges, focused on the interaction between positive leadership, incentive and reward system and work efficiency. In order to achieve the research purpose, this study adopted the combination of questionnaire survey and desk analysis to obtain in-depth and comprehensive data and materials, and finally presented the research results through data visualization.

This study used the questionnaire tool " Incentive and reward system scale ". This tool was created by Ashraf Mohammad Alfandi, Mohammad Shabieb Alkawsawneh (2014) to Evaluate employee motivation. It was widely used and authoritative in the research on motivating employees to improve their effectiveness. Moreover, the reliability and validity of the questionnaire was consistent across cultures. The tool included a total of 81 projects. The questionnaire mainly included three dimensions, positive Leadership, Incentive and reward system, and Factors that affect employees' work efficiency. The questionnaire was distributed to the management, administrative staff and some teachers of three vocational colleges, namely Baotou Vocational and Technical College, Jinhua Vocational and Technical College, Guangzhou Panyu Vocational and Technical College. The questionnaire adopted a 4-point scoring method. The options were from "Strongly Disagree", "Disagree", "Agree" to "Strongly Agree", and 1-4 points are recorded respectively. The score of each dimension was the sum of the scores of all items in this dimension. SPSS 27.0 software was used for reliability test, and AMOS software was used for structural equation analysis.

After the questionnaire was modified, content verification was carried out to verify the validity of the instrument. The questionnaire was conducted by the institute's research consultants, research experts and statisticians. The Cronbach- α coefficients of clear goals as indicators of positive leadership are 0.901 respectively, indicating good internal consistency between projects. In terms of work attitude, Cronbach- α coefficient is 0.846, with good consistency; Cronbach- α coefficient of team building is 0.927, which is excellent. Cronbach- α coefficient of attitude towards subordinates was 0.894, indicating good internal consistency. The coefficient of working ability is 0.919, the coefficient of incentive system is 0.860, and the internal consistency is good. Promotion incentive coefficient is 0.893, material reward coefficient is 0.883, internal consistency is good, spiritual incentive coefficient is 0.897, internal consistency is good, personal quality factor coefficient is 0.862, internal consistency is good, environmental factor coefficient is 0.841, internal consistency is good, technical factor coefficient is 0.920, excellent. The coefficient of incentive training culture system is 0.855, and the internal consistency is good. The same test was used in Wang's (2020) study, which showed that the reliability of positive leadership, incentive system and work efficiency influencing factors were 0.902 and 0.856

respectively, indicating high reliability between projects.

Data Gathering Procedure - The selection of participants was based on probability sampling. Probability sampling ensured that each member of the group had a probability of being selected. A probabilistic sampling method used some form of sampling system for random selection. A system of random selection was chosen, it was necessary to establish some mechanism or procedure to ensure the equality of units in the population with the probability of being selected. Data gathering among Chinese respondents is conducted with careful consideration of cultural norms, language preferences, and appropriate sampling methods to ensure the accuracy and reliability of the collected data. The procedure typically begins with defining clear research objectives and designing culturally sensitive survey or interview questions in Simplified Chinese. A pilot test is conducted to refine these questions, ensuring clarity and relevance. Sampling is done using a stratified approach to represent different demographics, industries, and regions within China. Data collection methods include online surveys distributed through popular Chinese platforms like WeChat, in-person interviews, and focus groups, all conducted in environments where respondents feel comfortable and respected. Anonymity and confidentiality are emphasized to encourage honest responses, and appropriate incentives are offered to enhance participation. Throughout the process, the cultural context is carefully considered, especially in the interpretation of the results to align with the values and behaviors of Chinese respondents. Specifically, stratified sampling was used in this study. When the population had mixed characteristics, a stratified sampling method was appropriate to ensure that the characteristics were reflected proportionally in the sample. The population was divided according to related characteristics, subgroups called strata. Determine how many people was sampled from each subgroup based on the total population ratio. A sample subgroup was then selected from each sample using random or systematic sampling.

Data Analysis - The collected data were tabulated and analyzed according to the following statistical methods or tools. The weighted average ranking measured the administrative leadership, incentive and compensation systems and work efficiency of Chinese vocational colleges. Pearson correlation coefficient was used to analyze the correlation between Positive leadership, incentive and compensation system and work efficiency.

Ethical Considerations - The welfare of participants is upheld throughout the research process. The principle of respect for participants requires researchers to obtain informed consent, ensuring individuals have comprehensive information about the study's purpose, procedures, risks, and benefits before agreeing to participate. This principle also mandates voluntary participation, meaning participants must freely choose to take part without coercion or undue influence. Moreover, researchers must safeguard participants' privacy and confidentiality by using secure data management practices and anonymizing data when necessary to protect identities and sensitive information. The principle of beneficence emphasizes minimizing harm and maximizing benefits to participants and society. Researchers are responsible for identifying and mitigating potential risks associated with the study, ensuring that any harm is justified by the potential benefits of the research. This principle also includes promoting participants' well-being throughout the study, which may involve providing support services or debriefing sessions to address any emotional or psychological effects of participation.

The principle of justice requires fair treatment and equitable distribution of benefits and burdens among participants. This involves selecting participants fairly and avoiding exploitation, particularly with vulnerable populations such as children, elderly individuals, or those with diminished autonomy. Researchers must also consider cultural sensitivity in research design and implementation, respecting cultural norms, values, and beliefs to ensure inclusivity and respect for diversity. Confidentiality of the research data with respect to anonymity of the participants in this study is ensured in keeping the identities of students, the cooperating teachers and the schools unidentified. For purposes of presentation of the data for statistical analysis, codes or numbers are assigned in the tabulation of data gathered from the questionnaire. Informed consent will be obtained from all participants. Confidentiality and anonymity will be maintained in data collection and reporting. Ethical approval was obtained from LPU institutional review committee.

3. Results & discussion

Table 1 provides a comprehensive overview of the five most important aspects of positive leadership, with a composite average of 3.19. The table shows that respondents pay more attention to this content and express a positive attitude.

Table 1

Summary Table on Positive Leadership

Indicators	Weighted Mean	Verbal Interpretation	Rank
Goal clear	3.17	Agree	4
Work attitude	3.20	Agree	2.5
Team building	3.21	Agree	1
Attitude towards subordinates	3.20	Agree	2.5
Working ability	3.15	Agree	5
Composite Mean	3.19	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Team Building ranked first, with a weight mean of 3.21. The respondents believe that team management of the leader is the most important. The leader is the helm of a team, determining the direction of the team, Therefore, the leader must have a sense of team cooperation. This is a sign of the maturity of the leader. Leaders should encourage team members to ask for mutual assistance, cooperation and resource sharing. And he should strive to create a team atmosphere of mutual encouragement, mutual help and joint improvement. This is an important way to enhance team cohesion, but also the basis for leadership to be realized.

Attitude to work and attitude toward subordinates ranked second, it had 3.20. The majority of respondents believe that a good work attitude is also crucial for leaders. A diligent and motivated, fair and decent style of work, clean and honest, law-abiding leadership can often become the example of staff and adhere to the principles. According to the principle of the example, the staffs will rise admiration from the bottom of their hearts, they are more willing to unite around the leaders and work together to complete the tasks. In addition, they believe that a good attitude toward subordinates is an important part of maintaining a good working relationship. For subordinates, the leader's respect and care is an important driving force for team cohesion and loyalty. If a leader is good at observing, caring and understanding his subordinates, he will make his subordinates have a sense of affinity and respect, which is conducive to increasing the motivation of the leader to exert influence on his subordinates. Therefore, positive leaders should have a correct attitude, strictly demand themselves, be fair and honest, be open to subordinates, do fair things, reward and punishment clearly, in dealing with contradictions, be equal, act impartially, take the initiative to exchange ideas with subordinates, emotional people, and create a good working relationship atmosphere.

Clear Goals ranked third, with a weight of 3.17. The respondents believe that vision is where the leader is ahead of ordinary people. When A leader lacks vision and struggling to cope with all the problems he encountered, he will not be a qualified leader. They expect leaders to know the way forward, and this expectation of followers corresponds to the leader's ability to articulate a shared vision. A good leader always spends a lot of time organizing and searching for a common goal that belongs to them as a group and to everyone. Because it's good for clarifying ambiguities among team members. The team has a common goal. And each member knows they need to contribute for the team and the organization for their goal. Therefore, they will continue to learn, surpass, and work for a common goal.

Ability to work ranked the lowest, with a weight mean of 3.15. Although in all projects, the weight of work ability is not high, the respondents believe that the main responsibility of the leader is to guide and manage, work ability appears less important than other aspects. But it is not to say that the leader's work ability is not important. On the contrary, the leader needs to have some work ability. They believe that the leader's intelligence, working ability and professional ability are important conditions. These can help him to competent for leader's positions and complete his work. If a leader has special skills and talents in the work, it will naturally form an

influence on the subordinates. It will make the subordinates have admiration and admiration, and it is convenient to complete the organizational tasks under the leadership for the leaders. A capable leader can convince members, which is a kind of psychological magnetism. It can make people more consciously to accept the influence of leaders. It can help to play a leadership role effectively. If a leader's competence is questioned, followers are unlikely to follow him firmly. Therefore, qualified leaders and managers must vigorously strengthen learning, and strive to enrich themselves, so as to be more competent for their positions and work.

Zbierowski (2019) pointed out that if leaders want to give full play to the best potential of team members, they need to rely on ethics, honesty, openness and integrity to develop positive leadership, use positive leadership to convey positive signals, create a positive working environment, and develop positive interpersonal relationships. Communicate the goals and tasks of creative work to team members in a more acceptable way, establish a model learning effect, and actively communicate with team members, impose positive behaviors on team members, encourage them to participate actively and have the courage to make suggestions, improve team members' participation and sense of belonging internally, and establish a good corporate image externally. Zbierowski's (2019) views are consistent with those of this study, emphasizing that universities should give full play to the promoting role of positive leadership in order to build harmonious, healthy and motivated teams.

Table 2

Summary Table on Incentive and reward system

Indicators	Weighted Mean	Verbal Interpretation	Rank
Incentive mechanism	3.13	Agree	4
Promotion mechanism	3.14	Agree	3
Rewards	3.15	Agree	2
Spiritual motivation	3.17	Agree	1
Composite Mean	3.15	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 is a summary of the incentive mechanism. The table shows that the average weight is 3.15. Participants hold positive opinions on the role of incentive mechanism to work efficiency. They believe that a good incentive mechanism can motivate staff to work hard.

As can be seen from the table, mental motivation ranked first, with a weight of 3.17. The participants think that the role of spiritual motivation is much greater than that of other incentives such as material, so the leaders should attach the importance to spiritual motivation in the application of incentive mechanism. Material rewards ranked second, with a weight of 3.15. They believe that material reward is also very important, it can provide staff with more direct and effective incentives. The staff can truly feel the happiness and satisfaction brought by material. Therefore, material reward is also a very important and effective incentive means. Promotion awards ranked third, with a weight of 3.14. They believe that promotion is also important to promote work efficiency. Promotion can not only improve the material treatment of staff, but also make them feel the recognition and sense of achievement of work ability. It can motivate staff to work hard from the spiritual aspect. Institutional incentives ranked lowest, with a weight of 3.13. They believe that the role of institutional incentive is relatively weak compared with other incentive methods, but the incentive role of the system is still recognized and cannot be ignored and effective.

Zhu and Liao (2019) believed that incentive is an important measure to improve work efficiency. By motivating the enthusiasm of faculty and staff, they can work actively and creatively, do things that are usually impossible to do, and maintain high work performance. Motivation is the source of motivation to bring out the faculty's potential and work hard. Psychologists have found that in the absence of incentives, the average employee can only play 20% to 30% of the ability, because this has been able to maintain their existing status. If you can fully mobilize their enthusiasm through incentives, then people's potential can be played to 80% to 90%. It can be seen that there is a gap of about 60% between a person's normal level of working ability and the level of working ability that can be achieved after stimulation. And incentive is an important way to explore this potential. Therefore, in the process of human resources management in colleges and universities, it is very

necessary to explore the potential ability of faculty and staff and urge them to work hard.

Table 3 is a summary of the factors affecting the work efficiency of staff, with an average weight of 3.14. It can be seen from the table that most respondents have a positive attitude towards the factors affecting the work efficiency.

Table 3

Summary Table on Factors that affect employees' work efficiency

Indicators	Weighted Mean	Verbal Interpretation	Rank
Personal quality requirement	3.15	Agree	2
Environmental factor	3.11	Agree	4
Technical factor	3.16	Agree	1
Training Culture	3.12	Agree	3
Composite Mean	3.14	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Through the table, it is found that most respondents pay more attention to technical factors, which ranked first among all items, with a weight of 3.16. They believe that a qualified staff must have certain working knowledge and skills. they should be familiar with the work content and be able to complete the work as required. The all is a prerequisite for efficient completion of the work. If the corresponding technical conditions are not available, it will inevitably affect the normal completion of the work, let alone the efficiency. As can be seen from the table, personal factors ranked second, with a weight of 3.15. They believe that for a qualified staff, it is necessary to have personal qualities to meet the needs of the work, such as physical conditions, communication and coordination skills. These are essential basic conditions to ensure the success of the job, so respondents are also more concerned about this content. In addition, training culture ranked third, and it has 3.12. Most respondents believe that as a staff member, they must be able to adapt to the changing working environment, accept new knowledge and skills constantly, and be able to resolve the difficulties encountered in work easily. Only in this way, they can ensure the smooth completion of work, otherwise there is no efficiency.

Environmental factors ranked fourth, with a weight of 3.11. It can be seen from the table that respondents pay less attention to environmental factors than other factors, but in fact, the harmony of the working environment, the fit of the job and the rationality of the work assignment play a very important role in promoting the work enthusiasm of employees. Gan (2022) pointed out that the analysis of motivating factors for university teachers can be regarded as a system, and we hope to maximize the enthusiasm of teaching and research personnel to participate in administrative personnel, enhance the vitality of universities, and rapidly improve the adaptability and competitiveness of universities.

Table 4 presented the relationship between positive leadership and incentive and reward system. Research on the relationship between active leadership and incentive systems has revealed this huge correlation between the two. The highly significant coefficients observed in different regions highlight the interconnectedness of different aspects of motivational styles and highlight the diversity of active leadership and motivational styles. From the perspective of promotion motivation, the high significance coefficient (.887) indicates that the positive degree of leadership has a positive impact on promotion incentive. The higher the incentive of the leader, the more consideration will be given to the development of the employee and the more promotion opportunities will be provided for the employee. From the perspective of material reward, the high significant coefficient (.898) shows a positive relationship between positive leadership and material reward. The more positive the leader, the more he will mobilize the enthusiasm of staff through effective material rewards. From the perspective of spiritual incentive, the high significant coefficient (.855) indicates that there is a positive correlation between the leader's positivity and spiritual incentive consent. The more positive the leader, the more attention will be paid to the role of spiritual incentive in promoting the effort level of staff.

In summary, there is a strong direct correlation between positive leadership and incentive reward systems. The more positive the leader, the better the incentive and reward system. These findings underscore the

importance of taking full advantage of the positive role of leadership. Only by actively taking initiative, taking scientific and reasonable incentive measures, and attaching equal importance to material incentive and spiritual incentive, can leaders better incentive staff to complete work tasks actively and efficiently.

Table 4*Relationship Between Positive Leadership and Incentive and Reward System*

Goal clear	r-value	p-value	Interpretation
Incentive mechanism	.821**	0.000	Highly Significant
Promotion mechanism	.876**	0.000	Highly Significant
Rewards	.890**	0.000	Highly Significant
Spiritual motivation	.827**	0.000	Highly Significant
Work attitude			
Incentive mechanism	.838**	0.000	Highly Significant
Promotion mechanism	.887**	0.000	Highly Significant
Rewards	.898**	0.000	Highly Significant
Spiritual motivation	.855**	0.000	Highly Significant
Team building			
Incentive mechanism	.790**	0.000	Highly Significant
Promotion mechanism	.848**	0.000	Highly Significant
Rewards	.848**	0.000	Highly Significant
Spiritual motivation	.812**	0.000	Highly Significant
Attitude towards subordinates			
Incentive mechanism	.821**	0.000	Highly Significant
Promotion mechanism	.866**	0.000	Highly Significant
Rewards	.878**	0.000	Highly Significant
Spiritual motivation	.845**	0.000	Highly Significant
Working ability			
Incentive mechanism	.789**	0.000	Highly Significant
Promotion mechanism	.834**	0.000	Highly Significant
Rewards	.846**	0.000	Highly Significant
Spiritual motivation	.805**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Xu (2023) pointed out that active leaders should pay more attention to encouraging and supporting their subordinates, giving priority to meeting their needs and constantly stimulating their potential. While effectively guaranteeing the basic living needs of subordinates, it also improves the quality of life and happiness index of subordinates, stimulates their work enthusiasm, encourages them to give full play to their potential and enthusiasm, and better complete the teaching tasks. Xu (2023) agrees with this study. The research shows that the competition among universities is as fierce as the competition among enterprises, and the competition for talents is becoming more and more fierce. College leaders should actively establish a reasonable salary distribution system to meet talents' self-actualization needs and meet talents' demands for salary, welfare, development prospects and recognition by others, which is of great practical significance for attracting, retaining and motivating talents.

The correlation matrix listed in Table 5 illustrates the relationship between active leadership and various factors affecting work efficiency. There is a significant positive correlation between positive leadership and personal quality requirements that affect work efficiency. The more active the leader, the more it helps to develop the personal qualities of the employee to work efficiently. Among them, the correlation value of positive leadership and work attitude on work efficiency is the highest (901). This suggests a strong correlation between the two. Positive leaders can improve work efficiency by having a better work attitude.

The relationship between positive leadership and environmental factors, there is a direct positive correlation between positive leadership and environmental factors that affect work efficiency. The more positive the leader, the more will create a good working environment atmosphere, improve the enthusiasm of staff and work efficiency. Among them, the leader's attitude has the highest relationship with environmental factors (897), which indicates that there is a strong positive correlation between the two.

Table 5*Relationship Between Positive Leadership and Factors that affect employees' work efficiency*

Goal clear	r-value	p-value	Interpretation
Personal quality requirement	.892**	0.000	Highly Significant
Environmental factor	.864**	0.000	Highly Significant
Technical factor	.877**	0.000	Highly Significant
Training Culture	0.043	0.209	Not Significant
Work attitude			
Personal quality requirement	.901**	0.000	Highly Significant
Environmental factor	.897**	0.000	Highly Significant
Technical factor	.887**	0.000	Highly Significant
Training Culture	0.042	0.619	Not Significant
Team building			
Personal quality requirement	.838**	0.000	Highly Significant
Environmental factor	.837**	0.000	Highly Significant
Technical factor	.844**	0.000	Highly Significant
Training Culture	0.051	0.702	Not Significant
Attitude towards subordinates			
Personal quality requirement	.888**	0.000	Highly Significant
Environmental factor	.874**	0.000	Highly Significant
Technical factor	.862**	0.000	Highly Significant
Training Culture	0.052	0.792	Not Significant
Working ability			
Personal quality requirement	.861**	0.000	Highly Significant
Environmental factor	.850**	0.000	Highly Significant
Technical factor	.859**	0.000	Highly Significant
Training Culture	0.088	0.602	Not Significant

Legend: Significant at p-value < 0.01

The relationship between positive leadership and technical factors, positive correlation exists between positive leadership and technical factors affecting work efficiency. The more positive leaders are, the more they will pay attention to technical factors, constantly create an atmosphere that values skills and knowledge, and use technology to drive the improvement of work efficiency. Among them, the relationship between the attitude of leaders and technical factors is the highest (887). This indicates that the attitude of positive leadership is positively correlated with the technical factors affecting work efficiency. The more positive the leadership attitude, the better the role of technical factors.

As can be seen from the table, among the factors affecting staff' work efficiency, there is little correlation between positive leadership and "training culture". This suggests that there is no direct correlation between "training culture" and whether leaders are positive or not. Yan (2019) pointed out that positive leaders can constantly convey positive emotions to new members of the enterprise team, make them realize the value and significance of the work they are engaged in, realize their sense of responsibility and mission, and constantly stimulate the enthusiasm of team members to explore new ideas and new methods to solve problems. In addition, positive leadership positively impacts team creativity by supporting a shared vision, challenging stereotypes, and leading by example to enhance team members' cognition, emotion, motivation, and ability to perform creative tasks. Yan's (2019) views are consistent with those of this study. Research has shown that there is a significant relationship between positive leadership and factors that affect employee productivity (with the exception of training culture), that is, the more positive the leadership, the better the factors that affect employee productivity. It is necessary to give full play to the positive role of leadership, fully mobilize various factors, improve the enthusiasm and initiative of employees, so as to better stimulate the energy of employees and create good benefits.

Table 6 shows statistics on the significance of the relationship between incentive and compensation systems and factors affecting staff productivity. These findings suggest a strong correlation between incentive and reward systems and factors that affect employee productivity. Only by incorporating various factors that affect employees' work efficiency into the incentive system, can employees be truly stimulated to work efficiently.

Table 6*Relationship Between Incentive and Reward System and Factors that affect employees' work efficiency*

Incentive mechanism	r-value	p-value	Interpretation
Personal quality requirement	.816**	0.000	Highly Significant
Environmental factor	.822**	0.000	Highly Significant
Technical factor	.820**	0.000	Highly Significant
Training Culture	0.063	0.056	Not Significant
Promotion mechanism			
Personal quality requirement	.867**	0.000	Highly Significant
Environmental factor	.880**	0.000	Highly Significant
Technical factor	.846**	0.000	Highly Significant
Training Culture	0.049	0.078	Not Significant
Rewards			
Personal quality requirement	.882**	0.000	Highly Significant
Environmental factor	.871**	0.000	Highly Significant
Technical factor	.870**	0.000	Highly Significant
Training Culture	0.037	0.750	Not Significant
Spiritual motivation			
Personal quality requirement	.846**	0.000	Highly Significant
Environmental factor	.854**	0.000	Highly Significant
Technical factor	.821**	0.000	Highly Significant
Training Culture	0.02	0.629	Not Significant

Legend: Significant at p -value < 0.01

As can be seen from the table, the incentive system, promotion incentive, material reward and spiritual incentive in the incentive and reward system have a strong correlation with the personal quality, environmental factors and technical factors that affect the work efficiency of employees. However, the correlation between incentive system, promotion system, material incentive and spiritual incentive and training culture is not obvious, and the interdependence is not strong. This shows that incentive and compensation systems are positively correlated with factors affecting employee productivity (except training culture). The more you consider the factors that affect an employee's productivity, the better your incentive and compensation system will work.

Chai (2022) pointed out that when formulating the incentive system, university administrators should not only pay attention to short-term bonuses and rewards, and link the salary with the workload completed by teachers in a short period of time, scientific research results and the number of published papers, but should set up incentive projects scientifically based on the overall and long-term interests of the school. For example, the incentive content can consider the career planning of employees and the assessment of personal quality and ability, can increase the content of the development of personal professional skills, can also consider the development environment of the school, and combine the scientific research work of teachers with the teaching quality and the overall development goal of the school. In this way, teachers can have a sense of belonging and ownership of the school, stimulate teachers' greater work enthusiasm and innovative spirit, realize personal contribution and achievement, and be able to better serve the school.

The views of Chai (2022) are consistent with those of this study. The research shows that there is a complex relationship between incentive payment system and the factors that affect work efficiency. It is emphasized that we should attach importance to the design of incentive and reward system, consider various influencing factors from a comprehensive perspective, use and give full play to incentive measures, and stimulate the endogenous motivation and entrepreneurial passion of teachers and staff.

Based on the results of this study, in order to give full play to the role of leadership and incentive system, stimulate the enthusiasm of college teachers and improve work efficiency, the researchers put forward the following plans to improve the incentive and reward system of higher vocational colleges. The improvement of incentive measures mainly includes three levels. The first level is to give full play to the role of positive leadership. Through the training of the leaders' incentive consciousness, we can improve their decision-making wisdom in the process of making incentive and reward system, and ensure that the incentive system is reasonable and effective. On the second level, on the basis of fully paying attention to the role of various factors that affect the incentive

effect, it is reasonable to set incentive goals, distinguish incentive objects, divide incentive categories and set incentive measures. Through the determination of incentive goals, the coordination of organizational goals and personal goals can be achieved, and the conflict between individuals and organizations can be eliminated. Through the classification and project setting of teachers' personality and needs, the incentive measures are differentiated, diversified and innovative, so as to ensure that they can truly motivate and promote, and contribute to improving the work efficiency of employees. The third level is the evaluation and reflection of incentive effect. Through the establishment of supervision and evaluation mechanism and continuous reflection, the evaluation and supervision of the incentive effect are strengthened, which is helpful to find the loopholes in the incentive system and further optimize it.

Table 7

Proposed the improvement plan of incentive and reward system for Chinese higher vocational colleges

Key Result Area	Project objective	Enhancement activity	Success indicator	Human participation
Make leadership decisions more scientific	Goal 1. Pay attention to the consolidation of leadership's incentive consciousness	Give expert lectures. Improve leadership's attention to incentive and influencing factors.	Leadership engagement. The participation rate of leaders involved in and supporting the development of incentive programs is high.	Human resource management consultant; University leadership; University administrators, teachers.
	Goal 2. Improve the quality and ability of leaders to formulate incentive plans scientifically	Establish a research system. Guide leaders to understand the actual situation of the school through investigation and provide data basis for proposing targeted incentive programs.	Satisfaction with incentive programs. The satisfaction of different teacher groups with incentive programs.	
	Goal 3. Supervise the development of leadership incentive plan effectively	Carry out special training for leaders. Cultivate the quality and ability of scientific decision-making leadership. And guide him to play a key leadership role in the development of incentive programs.	Effectiveness of incentive programs. The actual incentive effect of incentive schemes (including indicators, incentive projects and measures, etc.).	
Optimizing the quality of incentive elements	Goal 1. It emphasizes the motivating effect of organizational goals and realizes the combination of organizational goals and personal goals.	Improve the decision-making and evaluation system. Conduct monitoring work involving members of different needs and levels to effectively evaluate the leadership's incentive decisions.	Evaluate the effectiveness of surveillance. Ensure that the incentive plan decision is open and fair, and avoid leaders using their own advantages to interfere with the incentive effect.	School leadership team; Administrative personnel; Teacher; Monitoring organization
		Identify incentive goals. Hold meetings, solicit opinions widely, and establish scientific and reasonable incentive goals, taking into account both organizational goals and personal goals and needs.	The balance between organizational goals and personal goals is achieved, no conflict occurs, and subordinates' recognition and satisfaction is high.	
		Determine the type of incentive program. Conduct teacher and staff needs surveys. Research and establish the classification of differentiated incentive and adopt differentiated incentive measures for different types.	Effectiveness of differentiated incentives. Differentiated incentive measures have good incentive effect and high teacher satisfaction.	
		Innovate incentives. Through online surveys and other means, a wide range of opinions are absorbed, and on the basis of considering the incentive factors, innovative material and spiritual incentive measures are developed.	Effectiveness of innovative incentives. The support rate of incentive measures is high, and the proportion in incentive teachers' work efficiency is increased.	
Use incentive effectiveness.	Goal 2. Ensure that incentive programs meet the needs of different groups in the school.			
	Goal 3. Ensure the internal incentive and external incentive factors and incentive measures set reasonable and effective.			
Goal 4. Ensure that the incentive system can motivate employees to work.				
Evaluation and reflection on motivational outcomes	Goal 1. Objective and effective monitoring of incentive effects.	We will establish an objective and impartial incentive supervision and evaluation system and supervisory bodies, and carry out all-round monitoring of the whole process.	Monitoring effect effectiveness. The effect of supervision on the incentive system is good, and the teacher satisfaction is high.	Administrative personnel; Teacher Policy maker Regulatory agency
	Goal 2. Effective and smooth feedback incentive effect, to ensure the accuracy and reliability of feedback information.	We will improve channels for information feedback. Build an information feedback network platform, use feedback mailboxes, hold regular information feedback meetings, and	The information feedback system works well. The proportion of authentic and reliable feedback information is high, which is recognized by teachers.	
Incentive result monitoring	Goal 3. Through the			

analysis and evaluation of incentive effect data, objective and real data can be obtained to provide support for the adjustment of incentive system.	collect teachers' opinions. The problems existing in the incentive process are sorted out in detail by holding and strong reference to be reflection meeting on incentive effect and adopted in the subsequent extensively consulting teachers' opinions, incentive plan. and corresponding adjustment plans are proposed.	The questions and adjustment suggestions raised by the reflection have a high proportion to be
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4. Conclusion and recommendations

Most leaders and employees have a positive work attitude. Their enthusiasm and work engagement contribute to improve work efficiency. Positive leadership has a significant relationship with factors that affect work efficiency. The more positive the leader, the better the factors that affect employees' work efficiency, but there is little correlation between the positive leadership and "training culture" among the influencing factors. There is a strong correlation between the incentive and reward system and the factors that affect the work efficiency of employees. When the incentive and reward system plays a full role, the vitality of each factor is stimulated better, but the correlation with the influencing factor training culture is not obvious. There is a significant correlation between the three variables, indicating that positive leadership has a strong correlation with the incentive and reward system. The more positive the leader, the better the effect of the incentive and reward system and the higher the work efficiency. Incentive and reward system can motivate staff to work hard, and it is an effective way to improve work efficiency. The researchers proposed a set of effective incentive and reward system improvement scheme for the management of higher vocational colleges.

School administrators can formulate their own incentive program based on the evaluation of the three variables of incentive. The Human Resource may develop differentiated incentive strategies, incentive objects can be further subdivided. Pay attention to the salaries of employees in different series of positions, pay attention to the salaries of employees at different levels in the same series, and even consider the past, present and future salary development of each employee. Incentives can have appropriate flexibility and diversity, for example, implicit incentives and spiritual incentives can be used to make up for the lack of material incentives. Teachers can help in the formulating and implementing incentive measures, we can invite more senior employees to participate in and supervise, because they are rich in experience and can provide better suggestions for the incentive system. Future researchers may conduct similar studies using other methods such as qualitative research to further confirm the findings. Proposed improvements to the incentive and compensation system may be submitted for discussion and use.

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