

Career development needs, teachers' evaluation and incentive mechanisms in traditional Chinese medicine colleges: Basis for training and development plan

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Abstract

The development of higher education has put forward higher requirements for the comprehensive literacy of university teachers. Traditional Chinese medicine education holds a unique position globally, and the role of teachers in traditional Chinese medicine colleges has become increasingly important. The career development of this group is crucial to the quality and sustainable development of traditional Chinese medicine education. Improving teacher evaluation and incentive mechanisms is an important way to enhance the professional development of traditional Chinese medicine teachers. This study adopts a descriptive research method, aiming to deeply explore the correlation between teacher career development needs, teacher evaluation, and incentive measures. A total of 474 respondents from three undergraduate Chinese medicine universities were involved in the study. Results showed that majority of the respondents were female, 35-44 years old, master's degree holder and serving the university for 1-5 years. They agreed on all the indicators under teacher career development needs giving high regard to teacher career satisfaction. Also, the respondents all agreed on all the items under teacher evaluation giving more importance to teachers' morality and style. In terms of teacher incentive mechanism, the respondents agreed on all the indicators giving high regard to career identity. Furthermore, there exists significant difference in teacher career development and teacher evaluation when respondents were grouped according to age. Likewise, there exists a highly significant relationship among the three variables. This indicates that college teachers' career development needs are shaped by individual aspirations and institutional goals. Also, evaluation systems should align with teachers' career development needs to provide meaningful feedback and guidance. Finally, incentive mechanisms can be designed to motivate teachers to meet specific career development goals. In the end, a training and development plan for traditional Chinese medicine college teachers was proposed. Therefore, this study proposes several suggestions for the professional development of teachers, calling on society, schools, and individuals to work together to build a complete teacher development system. These suggestions help promote the professional growth of teachers, promote their comprehensive development,

improve the quality of education and teaching in schools, and enhance their research level. It has a certain standardization significance and has reference value and radiation effect on the development planning of teachers in similar universities.

Keywords: career development needs, teacher evaluation, incentive mechanisms, career development plan

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1. Introduction

Colleges and universities are important places for teaching and educating people, cultivating talents, conducting academic research, serving society and inheriting culture, and they have important strategic significance. To achieve these five functions, colleges and universities cannot do without an excellent teaching staff. College teachers are the lifeline and main force of the existence and development of colleges and universities. Chinese President Xi Jinping (2016) pointed out at the National Conference on Education that a strong teacher means a strong education, and a strong education means a strong country. However, from the perspective of China's reality, since the implementation of the policy of expanding enrollment in Chinese colleges and universities in the 1990s, for a long period of time, the higher education authorities and colleges and universities generally paid more attention to the hardware investment and construction of educational resources. Although the attention paid to the development of the teaching staff has increased in recent years, overall, the degree of attention is still insufficient. The Chinese government (2018) issued the "Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era", and the Ministry of Education of China (2018) and five other departments issued the "Action Plan for the Revitalization of Teacher Education (2018-2022)" and other documents. The goals and requirements of comprehensively improving the quality and ability of teachers and building a strong teaching staff were clearly stated. This study interprets the problem of professional development of college teachers from the perspective of the professional development needs, teacher evaluation and teacher incentive mechanism of college teachers, so that it can return to the ideal state of promoting teacher development.

In the face of the new requirements for building a modern education power for a high-quality teaching team, it is necessary to recognize the great significance of strengthening the construction of the teaching team from a strategic height. Teachers are the main body of university development, the first resource for high-quality development of education, and the fundamental force for building a high-quality education system and implementing high-quality education. Therefore, building a high-quality teaching team with strong political quality, superb professional ability and high level of education has become the basic work of modern university construction. The level of the teaching team directly determines the quality and ability level of the students trained. Teachers, as the backbone of the transformation and development of schools, are the key force for whether colleges and universities can adapt to the requirements of the times, whether they can be among the ranks of "double first-class", and whether they can achieve long-term development.

In addition to the requirements of building modern universities, with China's increasing attention to and policy support for traditional Chinese medicine, people have put forward higher requirements for the quality of traditional Chinese medicine education. Strengthening the construction of the teaching team of traditional Chinese medicine colleges has become one of the important issues affecting the further development of higher education in traditional Chinese medicine in my country. Therefore, teachers in TCM colleges and universities also have the goal of benchmarking the "Healthy China" strategy and the development plan of TCM, continuously serving the national medical and health cause, local economic development and cultivating high-quality TCM talents.

Teachers' career development needs come from many aspects, mainly reflected in professional development, including the improvement of teaching ability, scientific research ability and clinical practice ability; also include the need for promotion opportunities; the need for work environment, campus culture, learning opportunities, training exchanges, teaching and scientific research equipment resources; the need for salary and benefits, vacation rest; the need for social status, spiritual recognition, and humanistic care; also include the sense of

accomplishment that teachers get from teaching and scientific research, satisfaction with the working environment and interpersonal relationships, etc. The higher the degree to which teachers' needs are met and realized, the higher the teachers' satisfaction with their careers, and the stronger the teachers' sense of happiness (Xie, 2020).

Teacher evaluation is a scientific and comprehensive systematic project. Teaching and scientific research are the two main knowledge activities of college teachers. The two promote each other and integrate with each other (Yan, 2022). Among them, scientific research ability is one of the important factors in the evaluation of college teachers (Jiang, 2023), which is crucial for the development of college teachers. In addition to teaching and scientific research, teacher ethics and style have become an important part of the evaluation and assessment of college teachers. In 2019, the Ministry of Education of China and seven other departments jointly issued the "Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Style in the New Era", proposing that the teacher assessment system should have a comprehensive and objective performance of teachers' ethics. Generally speaking, the development of college teachers covers three aspects: teachers' academic level, professional knowledge and skills, and the improvement of teachers' ethics (Pan, 2007).

The incentive mechanism for college teachers should be guided by the professional development of teachers and be based on professional identity, teachers' needs and development motivation (Wang, 2020). Colleges and universities should enrich the incentive content and meet the incentive needs of teachers in multiple aspects and levels such as salary, promotion, development, culture, achievement, and emotion (Sun, 2023). Give full play to the main role of teachers in running schools, establish a reasonable salary incentive mechanism (Bai, 2019), and divide the incentive system into material incentives and non-material incentives (Wang, 2020). Reasonable post setting, classified management, and differentiated evaluation should be implemented to meet the career development needs of teachers at different levels in colleges and universities (Zhang, 2021). It is also necessary to strengthen teacher professional training, overseas study exchange and development platforms, improve teachers' working environment, and formulate effective incentive and support policies. The stronger the institutional cultural atmosphere, the stronger the willingness of teachers to engage in this field (Wang, 2019).

With the in-depth development of China's education in the new era, the quality of higher education is in urgent need of comprehensive improvement, and the development of college teachers has received more and more attention. In "China's Education Modernization 2035", building a high-quality teaching team is listed as one of the strategic tasks. Driven by the strong demand for professional development, it is urgent to seek breakthroughs in the professional development of teachers. The development of college teachers is mainly reflected through demand satisfaction, teacher evaluation and incentive mechanisms. At present, there are still problems in the development of college teachers, such as insufficient professional needs, lack of systematic training, imperfect institutional policies, and insufficient resources and environment, which have a significant impact on the professional development of teachers and the quality of teaching and research.

Scientific teacher development needs help to enhance teachers' enthusiasm for work and have a guiding role in the construction of the evaluation system; a reasonable evaluation system can better meet teachers' needs and directly affect teachers' incentives and results; an effective incentive mechanism can meet teachers' material and spiritual needs and promote teachers' professional development. Therefore, based on the work experience and management experience of traditional Chinese medicine universities, the researchers aim to build a scientific, efficient and systematic teacher professional development system, continuously improve teachers' comprehensive quality and education, teaching, scientific research and innovation capabilities, further improve teacher training and management, evaluation and incentive mechanisms, with the goal of comprehensively strengthening the development of teachers in traditional Chinese medicine colleges, and actively research and explore the establishment of new paths suitable for the high-quality development of university teachers in the new era.

Objectives of the study - This study aims to determine the relationship among the career development needs,

evaluation and incentive mechanism of traditional Chinese medicine college teachers. More specifically, it seeks to attain the following objectives: assessed the career development needs with regard to satisfaction, self-cognition, job cognition, expectations and remarks; identified the teacher evaluation as to morality and style, teaching quality, and scientific research ability; determined the incentive mechanism as regards career identity, organizational recognition, and culture and policy; tested the significant relationship among the three variables; and propose a training and development plan for traditional Chinese medicine college teachers based on the results of the study.

2. Methods

Research Design - This study used descriptive research to determine the relationship among teachers' professional development needs, evaluation and incentive mechanisms in three Chinese traditional medicine colleges. Descriptive research method is a common research method. It mainly collects, organizes, analyzes and interprets data of the research object, understands the current situation, nature, background and trend of the research object and other phenomena or problems, and systematically and objectively describes the research object. It has the characteristics of intuitiveness, representative data diversity, repeatability and descriptiveness. It can comprehensively and accurately reflect the characteristics of the research object through a large number of data samples. By comparing the data, the changing trend of the research object can be explored. It can also provide basic data and theoretical basis for subsequent explanatory research, predictive research or intervention research. This research method is widely used in many fields such as sociology, education, and medicine, and is often used for observation and description of participants, questionnaire surveys of large amounts of data, and document analysis. (Pare, 2015). To achieve the expected research purpose, the researcher utilized descriptive research and collected large sample data on the three variables of this study through observation and questionnaire survey. Through the analysis and comparison of the frequency, percentage, weighted mean, correlation, significance and other indicators of the survey results, the similarities and differences of teachers in traditional Chinese medicine colleges in the three variables of career development needs, teacher evaluation and incentive mechanism are fully explained. Through more comprehensive and in-depth research results, the significant relationship between the three variables and the significant relationship between the variables themselves are described.

Participants - Participants in this study were 474 teachers from three traditional Chinese medicine colleges in Zhejiang, Henan, and Jiangsu provinces in China. The total number of faculty members in these three universities is 1380, 1540 and 2080 respectively, and the total sample size is 5000. The sample size was calculated using the formula in Raosoft, which is based on the total number of teachers participating in this study to determine the maximum sample size. The data comes from three undergraduate universities of traditional Chinese medicine in three different provinces in China. The number of teachers who randomly participated in this research survey exceeded 9% of the total sample size, which were 131, 146 and 197 respectively. All participants are current teachers in the three universities who are on the payroll and on the job, and all meet the standards set by this study. That is, participants need to be in a specific age range, and those who do not meet the age requirements may be excluded (retired personnel from the three universities are not among the respondents this time). All participants understand the purpose, significance and requirements of participating in the survey, and all participants can fill in the questions of the relevant questionnaire scientifically, rigorously and normatively, and participate in the analysis of teachers' professional development needs, teacher evaluation and teacher motivation.

Instrument - The survey questionnaire used in this study consists of four parts. The first part is an overview of demographic surveys, including sex, age, highest education level, and years in service. The second part is about the career development needs of teachers, and most of the projects in this part are adapted from the research by Xu Qian (2016) and others on the career development needs of university teachers - a survey and analysis using Fujian University of Traditional Chinese Medicine as an example. The original survey questionnaire had a total of 22 items. In order to achieve the expected mother and be more suitable for this study,

the researchers made some modifications and adjusted some items according to the situation of the participants, ultimately determining a more comprehensive questionnaire content. The improved teacher career development needs include 28 items, divided into four subscales: teacher career development satisfaction (items 1-7), self-awareness (items 8-14), work cognition (items 15-21), expectations and requirements (items 22-28). The Cronbach alpha calculated in this study also showed considerable reliability (0.876).

The third part is teacher evaluation, adapted from Song Xinqiang's (2021) research on the value balance model of teacher evaluation and incentive mechanisms - taking 10 comprehensive undergraduate universities in Guangdong Province as examples. Song's survey questionnaire includes 18 items, and the researcher made some modifications to the questionnaire to ensure that it is more suitable for participants. The improved teacher evaluation includes 21 items, divided into three subscales: teacher ethics and conduct (items 1-7), teaching quality (items 8-14), and research level (items 15-21). The Cronbach alpha calculated in this study also showed considerable reliability (0.876). The fourth part is the incentive mechanism, adapted from Wang Yanli's (2021) "Teacher Evaluation and Incentive Mechanism Based on Teacher Career Planning - Taking Universities in Jiangxi Province as an Example". This questionnaire consists of 21 items and is divided into three subscales: occupational identity (items 1-7), organizational recognition (items 8-14), and culture and policy (items 15-21). After testing, the questionnaire has high reliability, and the calculated Cronbach alpha in this section also shows considerable reliability (0.876). The entire questionnaire consists of 74 items, which require each participant to select only one option on each item. The reliability of the questionnaire calculated using Cronbach Alpha in this study is 0.909, which proves that the questionnaire has good reliability.

In order to evaluate the consistency of variables, this study uses Cronbach's Alpha for reliability analysis. Generally speaking, if the Cronbach's Alpha is high and close to 1, it means that the internal consistency of the test is high and the method has high reliability. In basic research, it is usually required that the Cronbach's Alpha is at least 0.80 to be acceptable, while in exploratory research, the Cronbach's Alpha is acceptable when it reaches 0.70. Generally speaking, Cronbach's Alpha between 0.70 and 0.98 belongs to the high reliability range. The results show that the Cronbach's coefficient of each item of "Teacher Professional Development Satisfaction" is 0.739, indicating that the respondent's answer is consistent in each variable and acceptable; the Cronbach's coefficient of each item of "Self-cognition" is 0.934, indicating that the respondent's answer is highly consistent in each variable and highly reliable; the Cronbach's coefficient of each item of "Job cognition" is 0.795, indicating that the respondent's answer is consistent in each variable and acceptable; the Cronbach's coefficient of each item of "Expectations and Requirements" is 0.941, indicating that the respondent's answer is highly consistent in each variable and highly reliable; the Cronbach's coefficient of each item of "Teacher's Ethics" is 0.708, indicating that the respondent's answer is consistent in each variable and acceptable; The Cronbach's alpha of each item of "teaching quality" is 0.907, indicating that the respondent's answer is highly consistent in all variables and highly reliable; the Cronbach's alpha of each item of "scientific research ability" is 0.921, indicating that the respondent's answer is highly consistent in all variables and highly reliable; the Cronbach's alpha of each item of "professional identity" is 0.859, indicating that the respondent's answer is very consistent in all variables and has good reliability; the Cronbach's alpha of each item of "organizational recognition" is 0.912, indicating that the respondent's answer is highly consistent in all variables and is highly reliable; the Cronbach's alpha of each item of "cultural and policy influence" is 0.935, indicating that the respondent's answer is highly consistent in all variables and is highly reliable.

Data Gathering Procedure - Before creating the questionnaire, the researcher consulted a large amount of relevant literature and received professional guidance from professors and consultants. After multiple revisions, the questionnaire for this study was finally completed. In the small sample testing phase, a pilot test was conducted on 30 teachers from traditional Chinese medicine colleges, all of which were anonymous surveys of in-service teachers. Each participant was asked to carefully read the questions and honestly provide their own answers, and each completed a complete set of 74 items. After statistical analysis, the reliability conclusion of the pilot test was obtained. The reliability results show that the alpha value (0.876), teacher evaluation (0.947), and incentive mechanism (0.909) of teacher career development needs indicate that these items have high

internal consistency.

The next step is the large sample data test, which is a very important process in the whole study. The researcher input the questionnaire items into the "Wenjuxing" system to generate a specific QR code. A large-scale questionnaire survey was conducted on in-service teachers from three ordinary undergraduate Chinese medicine universities in China using a random sampling method. The number of participants in each school exceeded 9.4% (425/5000), and there was no upper limit requirement. For the purpose of academic research, the survey was conducted anonymously, and the data obtained was used exclusively for statistical research and analysis without any commercial use. In the three ordinary undergraduate Chinese medicine universities, the number of teachers who randomly participated in the survey was 131, 146 and 197 respectively, and finally 474 teachers participated in the questionnaire activity. Data was collected through the Wenjuxing data download platform. After data collection, the researcher cleaned the data, performed logical and organizational processing, and constructed a basic variable model. Subsequently, the data was encoded in Excel format and sent to the research center. Statisticians used professional statistical software to professionally analyze and decode the data. Further analyze the relationship and influence of the three variables of career development needs, evaluation and motivation for medical school teachers. The results of the study will be presented in a tabular format to facilitate narrative and interpretation.

Data Analysis - For data analysis, the researcher performed statistical processing on the data collected in this study while analyzing, interpreting and comparing the responses of the respondents. The statistical tools used by the researcher of this study are as follows. Weighted means and rankings are used to evaluate teachers' career development needs, self-perception, career cognition, expectations and needs; evaluate teachers' teacher ethics, teaching quality and scientific research ability; and determine teachers' incentive mechanisms in terms of professional identity, organizational recognition, culture and policy. Analysis of variance or ANOVA is applied to determine the relationship between demographic characteristics and respondents in teacher career development needs and teacher evaluation, teacher career development needs and teacher incentive mechanisms, and Pearson r correlation is applied to determine the correlation differences between sex, age, highest educational attainment, and years in service. After calculating the hypotheses, all data were presented in the form of tables or visual presentations. They were then interpreted and analyzed in depth. Finally, the researcher made conclusions and suggestions for the development of college teachers, especially in traditional Chinese medicine colleges.

Ethical Considerations - After obtaining approval from the Research Ethics Committee of the University of Batangas in the Philippines, this study was allowed to continue. Throughout the entire research process, before distributing the survey questionnaire, the researchers made it very clear that the information and choices of all voluntary participants would be kept confidential. In addition, all projects and requirements are explained in detail to ensure that all voluntary participants can objectively and unambiguously make choices. For ethical reasons, the names of participants do not need to be included in the questionnaire and are not mentioned in any part of the study. The researchers strictly adhere to the prescribed protocols and promise all participants that all data obtained from the questionnaire will only be used for academic purposes, and their privacy will be highly protected. In order to protect their privacy, all participants in this survey were assigned pseudonyms and measures were taken to conceal or modify the true identities of the school and the respondents.

3. Results & discussion

Table 1

Summary Table on Career Development Needs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teacher Career Satisfaction	3.36	Agree	3
2. Self-cognition	3.38	Agree	2
3. Job Cognition	3.41	Agree	1
4. Expectations and Demands	3.34	Agree	4
Composite Mean	3.37	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 1 summarizes the four indicators of teachers' professional development needs, including the weighted average of each indicator, verbal explanation, ranking order of each indicator and comprehensive average. Among the above four items, the scores of teachers' work cognition and self-cognition are relatively high, 3.41 and 3.38 points respectively. It shows that the respondents generally agree with this view, reflecting that teachers have a high enthusiasm for the profession of teachers, love their profession, and can recognize the nobleness and importance of the teaching profession. The scores of teachers' professional satisfaction and expected needs are 3.36 and 3.34 respectively. Relatively speaking, the ranking is slightly lower, indicating that although the respondents agree with the above view description, some respondents may think that the expectations and needs of teachers' professional development have not reached the expected value. In their opinion, the degree of realization may be large, or they realize that there may be no way to realize the expectations and needs, so the recognition of these items is low.

Overall, the comprehensive average of teachers' professional development needs is 3.37 points. It shows that the respondents can maintain a high level of cognition of the importance of themselves in teachers' professional development and have a good overall level of satisfaction with teachers' professional development. Xie Yun (2020) pointed out that work happiness, work identity, interpersonal coordination, and self-value realization are all important factors affecting the teacher happiness index. Jiang Zhuo (2023) believes that the demand for teacher development is becoming increasingly strong. Teachers attach great importance to personal development and organizational recognition in the professional process, and have a strong demand for improvement in working environment and salary. Cui Mingchen (2014) and Yin Junyan (2017) suggested that colleges and universities should increase funding for teacher professional development, establish special teacher development institutions, guide teachers to formulate reasonable career development plans, and maximize the satisfaction of teachers' reasonable career development needs. Hou Cuiping (2018) and Liu Liang (2021) and others proposed specific measures such as strengthening the comprehensive training of young teachers, improving career development management methods and incentive mechanisms, and strengthening teachers' learning and training opportunities to stimulate teachers' work enthusiasm and creativity and help teachers' healthy career development.

Table 2

Summary Table on Teachers' Evaluation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teacher's Morality and Style	3.53	Strongly Agree	1
Teaching Quality	3.42	Agree	2
Scientific Research Ability	3.29	Agree	3
Composite Mean	3.41	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 summarizes the three indicators of teacher evaluation, with a comprehensive average of 3.41, which generally shows that the respondents agree with the above indicator description. Among them, "teacher's professional ethics" ranks first, with a weighted average of 3.53 points, ranking above teaching level and scientific research ability. The respondents generally agree with this view. The weighted average of "teaching quality" is 3.42 points, indicating that the respondents also agree with this view. Zhu Zhen (2021) and others believe that the evaluation of teachers' teaching quality is an evaluation of their teaching process and effects, and the results are given feedback and continuously improved. Teaching quality evaluation is an effective supervision method to promote teaching reform. "Scientific research ability" ranks third, with a relatively low score. It shows that in the view of the respondents, the scientific research tasks of colleges and universities are heavy and relatively difficult to achieve. Most colleges and universities also link scientific research with assessment and professional titles. Scientific research has become a "stumbling block" to the career development of teachers to a certain extent.

Overall, these three indicators summarize the main contents of teacher evaluation. Mr. Pan Maoyuan, a

Chinese educator who has been teaching for 76 years, believes that the development of college teachers mainly includes three aspects: improvement of academic level; improvement of teachers' professional knowledge and skills; improvement of teachers' ethics. The weighted values of teachers' ethics fully illustrate that Chinese colleges and universities attach great importance to the evaluation indicators of teachers' ethics. To become an excellent college teacher, noble academic ethics, personality ethics and professional ethics are the spirit of college teachers to "be a role model for others". In ancient China, there was already a precedent of "governing the country with virtue", such as the "Book of Shangjun": In a peaceful world, it is important to govern the country with virtue, with virtue as the main and punishment as the auxiliary; while in a chaotic world, the country must be governed by law, with strict punishment and severe laws. Today, the morality of teachers has become a concrete manifestation of the spirit of "teacher's way", that is, Tao-Virtue-Action, through the unity of knowledge and action, to achieve the goal of knowing the way and becoming virtue.

In addition, "good teachers" should also have high teaching and scientific research capabilities. First, teaching quality is the lifeline of the school. As representatives of educators, teachers undertake the important task of cultivating talents and improving teaching quality. In teaching, teachers should not only impart knowledge, but also cultivate students' thinking ability, innovation ability and practical ability. Exquisite professional knowledge and skills are important magic weapons for university teachers to transform what they have learned into students' knowledge. Without profound teaching ability, even the best teachers can only "work behind closed doors" and cannot "cultivate talents". Second, the scientific research ability of teachers is one of the important factors to measure their academic status and influence. Liu Jianting (2020) and others pointed out in the article that colleges and universities should have two functions: teaching and scientific research. Scientific research is a special teaching method to cultivate students' scientific accomplishment and professional ability. A high level of scientific research ability is the foundation and primary requirement of the teaching profession, and professional knowledge is the foundation of college teachers.

Wilhelm von Humboldt, the father of modern education, German thinker and educational reformer, first proposed the principle of "unity of teaching and scientific research" and introduced this concept to the University of Berlin. Subsequently, Gilman proposed the concept of "combining teaching and scientific research", that is, teaching relies on scientific research to promote its own development, and scientific research also relies on teaching to be put into practice. The two are inseparable. Jaspers proposed the idea of "giving equal importance to teaching and scientific research", that is, teaching and scientific research activities are dialectically unified in terms of pure academic research and social service. Burton R. Clark proposed that the separation of teaching and scientific research is inevitable, but he still believes that "scientific research and teaching can be integrated, and both are beneficial. Scientific research itself can be a very efficient form of teaching". Therefore, college teachers should abandon the one-sided idea of "focusing on scientific research and neglecting teaching" or "focusing on teaching and neglecting scientific research" and pay attention to the coordination between teaching and scientific research. On the one hand, through scientific research activities, teachers' professional knowledge reserves can be expanded, and they can understand the latest technologies and cutting-edge trends in their own professional development; on the other hand, through the improvement of teaching quality, the improvement of scientific research literacy can be promoted, and finally "teaching" and "scientific research" can complement each other.

Table 3

Summary Table on Incentive Mechanism

Indicators	Weighted Mean	Verbal Interpretation	Rank
Career Identity	3.40	Agree	1
Organizational Recognition	3.27	Agree	3
Culture and Policy	3.37	Agree	2
Composite Mean	3.35	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 3 summarizes the teacher incentive mechanisms of respondents in three aspects: professional identity,

organizational recognition, culture, and policy. The comprehensive average of the three indicators is 3.35, indicating that the respondents agree with the sub item content description of the indicators. From the above survey data, it can be seen that the average strengthened occupational identity of the respondents is 3.40, ranking first. The satisfaction of respondents with teacher professional identity is higher than the other two dimensions. This indicates that respondents have a high level of recognition and expectations for the teaching profession. Professional identity is an important indicator of teacher motivation mechanisms, reflecting the level of love and positive evaluation and recognition of the profession by teachers. Generally speaking, for teachers with a strong sense of professional identity, no matter how heavy their work is or how much pressure they face, they can find inspiration and joy in it. The stronger the sense of professional identity, the more effective the incentive measures, and the higher the satisfaction of teacher career development. On the contrary, if their sense of professional identity is low, even if the job is simple, they will feel a heavy workload and lower job satisfaction.

Following closely behind are culture and policy, with a weighted average of 3.37. Indicates that the respondents acknowledge the motivating effects brought by cultural and policy aspects. In the social and cultural environment, the government formulates a set of closely connected, coordinated, rigorous, and efficient institutional systems for higher education, universities, and teachers. Such as the Education Law, the Teacher Law, the Implementation Outline of China's Education Reform and Development, the Code of Professional Ethics for Higher Education Teachers, and the Ten Guidelines for Professional Behavior of Higher Education Teachers in the New Era. The modern university system requires the government to respect universities, academia, and emphasize university autonomy. Therefore, universities should combine the actual situation and use the university charter as the institutional carrier to formulate practical rules and regulations in various fields, such as the "14th Five Year Plan" development plan, talent strategy, professional title evaluation methods, education and teaching quality evaluation methods, and scientific research management methods.

The weighted average recognized by the organization is 3.27, which is the lowest score compared to the other two indicators. Indicating that the respondents agree with the content description of this indicator, but their satisfaction with organizational recognition still needs to be further improved. Universities should further attach importance to the material and spiritual needs, living security, and working environment of teachers, and provide them with support and care. By creating a favorable campus environment, teaching and research environment, and setting reasonable salary incentive mechanisms and teacher career development support systems, universities continuously enhance the teaching ability, high-quality scientific research achievements, and effective social services of teachers.

Overall, teachers should fully understand the honor value and development prospects of this profession, clarify their role positioning and responsibilities, and regard teaching and educating as a sacred mission. Universities should create a good organizational environment, establish scientific incentive measures, effective cultural policies and guarantee systems to enhance the level of organizational recognition. Universities can develop reasonable salary incentive mechanisms based on their strategic goals and school-based characteristics. In addition to reasonable material needs, it is also necessary to meet the spiritual needs of teachers for harmonious interpersonal relationships, working environment, sense of achievement in work, and respect from others, to enhance their professional identity and career development needs (Batsenko et al., 2020).

Table 4 shows the relationship between career development needs and teacher evaluation. The calculated r value indicates a strong direct correlation, and the resulting p -values are all below the alpha level. This means that there is a significant relationship, which means that the better the career development needs, the better the teacher evaluation. The data results indicate that the correlation coefficient (r value) between the three dimensions of teacher evaluation (teacher's ethics and style, teaching quality, and research ability) and career development needs is around 0.7, and the p -value is all less than 0.01. This indicates a highly significant positive correlation between the two. There is a strong connection between the career development needs of teachers and teaching evaluation. This also means that the better the teacher's professional ethics, teaching style, and research abilities, the higher their career development needs will be. In other words, more positive teaching evaluation can promote better

career development needs. When grouped according to teacher career satisfaction and self-awareness, the correlation between teaching quality is highest. This indicates that a teacher's self-awareness directly affects the quality of teaching, which also determines their work enthusiasm and happiness, thereby affecting their professional satisfaction.

Table 4

Relationship Between Career Development Needs and Teachers' Evaluation

Teacher Career Satisfaction	r-value	p-value	Interpretation
Teacher's Morality and Style	.640**	0.000	Highly Significant
Teaching Quality	.676**	0.000	Highly Significant
Scientific Research Ability	.661**	0.000	Highly Significant
Self-cognition			
Teacher's Morality and Style	.670**	0.000	Highly Significant
Teaching Quality	.742**	0.000	Highly Significant
Scientific Research Ability	.739**	0.000	Highly Significant
Job Cognition			
Teacher's Morality and Style	.728**	0.000	Highly Significant
Teaching Quality	.696**	0.000	Highly Significant
Scientific Research Ability	.646**	0.000	Highly Significant
Expectations and Demands			
Teacher's Morality and Style	.688**	0.000	Highly Significant
Teaching Quality	.743**	0.000	Highly Significant
Scientific Research Ability	.712**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Chen Yongjin (2020) and Cao Li (2020) et al. suggest that when teachers have a positive understanding of their abilities and teaching effectiveness, they are more likely to maintain a high level of professional motivation and engagement. This positive attitude can be translated into more effective teaching practices and better student performance, thereby improving teachers' happiness index and sense of work belonging. On the contrary, if teachers hold a skeptical attitude towards their teaching ability or feel that their efforts have not been recognized by the organization, it may lead to a decrease in work enthusiasm and even occupational burnout. Xiao-yong (2017) believes that high teacher professional satisfaction is beneficial for improving teaching quality. When teachers are satisfied with their profession, they will pay more attention to the needs and growth of students, actively adjust teaching methods and strategies to adapt to the learning characteristics of different students. In summary, teaching quality has the strongest impact on the professional satisfaction and self-awareness of teachers.

When grouped according to work cognition, the correlation between teacher's professional ethics and style ($r=0.728$) is the highest, indicating that teachers generally believe that professional ethics and style are the first criterion for the work of university teachers and the decisive factor in evaluating educational effectiveness. Yang Guangying (2021) believes that teacher ethics are the lifeline of higher education, and the quality of teacher ethics affects the improvement of teaching quality. Du Hongying (2023) pointed out that high standards of teacher ethics can meet the moral expectations of the public for university teachers. The trust and respect of society in the education industry is largely based on the recognition of teacher ethics. Teachers with high moral standards can enhance the image of the entire education industry, enhance social confidence in education, and create a favorable external environment for the smooth progress of educational work. Therefore, teachers generally believe that teacher ethics are the first standard for participating in teaching work.

When grouped according to expectations and needs, the correlation between teaching quality ($r=0.743$) is highest, indicating that the majority of teachers have career development expectations and needs to improve teaching quality. With the continuous deepening of education reform, society's demand for educational quality is increasing. Meng (2021) pointed out that on the one hand, teachers constantly update their educational concepts, teaching methods, and teaching content in the teaching process, as well as constantly summarize experiences, discover and research new academic phenomena, and constantly carry out innovative research to meet the needs of educational reform and development. On the other hand, the core responsibility of teachers is to educate and cultivate students, and the quality of teaching is directly related to the learning effectiveness and comprehensive

development of students. Students and society have expectations for teachers and hope that they can provide high-quality education.

Table 5

Relationship Between Career Development Needs and Incentive Mechanism

Teacher Career Satisfaction	r-value	p-value	Interpretation
Career Identity	.742**	0.000	Highly Significant
Organizational Recognition	.756**	0.000	Highly Significant
Culture and Policy	.767**	0.000	Highly Significant
Self-cognition			
Career Identity	.782**	0.000	Highly Significant
Organizational Recognition	.778**	0.000	Highly Significant
Culture and Policy	.762**	0.000	Highly Significant
Job Cognition			
Career Identity	.745**	0.000	Highly Significant
Organizational Recognition	.723**	0.000	Highly Significant
Culture and Policy	.734**	0.000	Highly Significant
Expectations and Demands			
Career Identity	.790**	0.000	Highly Significant
Organizational Recognition	.833**	0.000	Highly Significant
Culture and Policy	.818**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the relationship between career development needs and incentive mechanisms. The calculated r value indicates a strong direct correlation, and the resulting p-values are all below the alpha level. This means that there is a significant relationship and that the better the career development needs, the better the incentive mechanism. The data results indicate that the correlation coefficient (r value) between the three dimensions of teacher incentive mechanism (professional identity, organizational recognition, culture and policy) and the three dimensions of career development needs is greater than 0.7, and the p-value is all less than 0.01. This indicates a highly significant positive correlation between the two. This means that there is a strong connection between the career development needs of teachers and incentive mechanisms, and more proactive incentive mechanisms can promote better career development needs.

When grouped according to teacher career satisfaction, the correlation between culture and policy ($r=0.767$) is the highest, indicating that policy support is the most effective in improving teacher career development satisfaction. Luo Liang (2023) and others believe that most young teachers are forced to become "academic migrant workers", and the policy of title evaluation affects the direction of young teachers' career development, seriously affecting their satisfaction with their career development. Jiang Zhuo (2023) and others pointed out that good policy support can provide opportunities for teachers to develop professionally. In terms of improving teacher remuneration, improving work environment, reducing work pressure, and safeguarding teacher rights, it is possible to allocate educational resources reasonably, provide equal development opportunities, enhance the social status of teachers, and enhance their professional identity and satisfaction. Li Siyu (2023) suggests that universities should pay attention to the transformation of digital education and provide training support for teachers in the fields of digital literacy and teaching abilities by providing opportunities for training, further education, and academic exchange. Yu Yulan (2021) believes that the career development of young university teachers requires the coordinated support of family, school, and society. Liu Jin (2016) believes that universities should establish teacher development support institutions to provide professional growth paths for teachers. By establishing clear career promotion channels and providing guidance and support for career development, teachers can help plan their career, achieve career goals and ideals, and thereby improve career satisfaction. In summary, policy support is the most effective in enhancing the satisfaction of teachers with their career development, as it can provide opportunities for professional development, improve working conditions, promote educational equity, and provide a path for career growth.

When grouped according to self-awareness and work cognition, the correlation between professional identity is highest, indicating that in teachers' self-awareness, professional identity is the most influential factor in career

development. Different cognition implies different paths for the career development of teachers. Luo Xingchi (2019) believes that some teachers can adopt flexible methods to achieve a transformation of their professional identity. Specialized technical teachers devote more energy to scientific research and teaching work, while management teachers devote more energy to administrative management. Firstly, professional identity is a symbol of a teacher's social status and professional level. The professional identity of teachers, such as professors and researchers, not only represents their academic status and professional knowledge level, but also affects their discourse power and influence in the field of education. A high-level professional identity can bring more respect and recognition to teachers, thereby promoting their career development. Secondly, professional identity is closely related to the career development opportunities of teachers. In educational institutions and academic fields, a high-level professional identity often means more career development opportunities, such as leadership positions, important projects, academic resources, etc. These opportunities can help teachers realize their self-worth, enhance their career achievements, and thus promote their career development.

Once again, professional identity affects the professional and academic development of teachers. A high-level professional identity is often accompanied by higher academic requirements and professional standards. This can motivate teachers to continuously improve their professional competence and academic level, pursue higher academic achievements, and thereby promote their career development. Finally, professional identity is directly related to the salary and benefits of teachers. In the education industry, teachers with different professional identities often enjoy different salaries and benefits. A high-level professional identity can bring better economic income and welfare security to teachers, improve their quality of life, enhance career satisfaction, and promote stable career development. Overall, in the perception of teachers, professional identity has the greatest impact on career development, as it represents the social status and professional level of teachers, affecting their career development opportunities, professional growth, academic development, and salary and benefits.

When grouped according to expectations and needs, organizational recognition ($r=0.833$) has the highest correlation, indicating that school organizational recognition can best meet teachers' career development expectations. Organizational recognition not only enhances teachers' sense of professional achievement and pride but is often directly related to their professional title and position promotion, research funding, and access to teaching resources. Zhang Yong (2020) believes that improving the scientific management system of universities, encouraging teachers to participate in organizational management, and providing sufficient "humanistic care" can enhance teachers' trust and sense of belonging to the organization. Firstly, the recognition of school organizations helps to enhance the professional status of teachers. In the process of teacher career development, gaining recognition from the school represents the recognition of the value and importance of teachers in the education team, which helps teachers gain higher reputation and respect among peers and provides motivation for their career growth. Secondly, the recognition of school organizations is closely related to the career development opportunities of teachers. Schools usually consider the performance and contribution of teachers in the process of teacher evaluation and promotion. Teachers who are recognized by the school often have more opportunities for career advancement, leadership positions, and important projects, which directly affect their career growth and achievement of career goals. Thirdly, the recognition of school organizations has a motivating effect on the professional growth of teachers. When a teacher's work is recognized and praised by the school, they will be more actively involved in teaching and research, continuously improving their professional level and teaching ability to meet the expectations of the school and society and achieve the enhancement of their self-worth.

Table 6 illustrates the relationship between teacher evaluation and incentive mechanisms. The calculated r value indicates a strong direct correlation, and the resulting p -values are all below the alpha level. This means there is a significant relationship, which means that the better the teacher evaluation, the better the incentive mechanism. The data results indicate that the correlation coefficient (r value) between the three dimensions of teacher incentive mechanism (professional identity, organizational recognition, culture and policy) and the three dimensions of professional evaluation is greater than 0.7, and the p -value is all less than 0.01. This indicates a highly significant positive correlation between the two. This means that there is a strong connection between teacher career evaluation and incentive mechanisms, and more proactive incentive mechanisms can promote

better career evaluation. Professional identity has the greatest impact on the teacher's professional ethics and style. Qin Jun (2023) constructed a path for the construction of teacher ethics and conduct in universities from three aspects: society, universities, and teachers. Firstly, from a social perspective, professional identity endows teachers with specific social roles and responsibilities. As teachers, they not only bear the task of imparting knowledge and cultivating skills, but also the responsibility of guiding students to form correct values and shaping good moral qualities. Therefore, the ethics and style of teachers are largely influenced by their professional identity.

Table 6*Relationship Between Teachers' Evaluation and Incentive Mechanism*

Teacher's Morality and Style	r-value	p-value	Interpretation
Career Identity	.779**	0.000	Highly Significant
Organizational Recognition	.655**	0.000	Highly Significant
Culture and Policy	.722**	0.000	Highly Significant
Teaching Quality			
Career Identity	.847**	0.000	Highly Significant
Organizational Recognition	.736**	0.000	Highly Significant
Culture and Policy	.767**	0.000	Highly Significant
Scientific Research Ability			
Career Identity	.817**	0.000	Highly Significant
Organizational Recognition	.780**	0.000	Highly Significant
Culture and Policy	.793**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

Secondly, from the perspective of universities, professional identity has an impact on the teaching style of teachers. Teachers with different professional identities may have differences in teaching methods, content, and attitudes. For example, professors may place more emphasis on academic research and theoretical exploration, while lecturers may place more emphasis on practical operations and skill transmission. These differences lead teachers to exhibit different characteristics in their teaching styles, thereby affecting the learning outcomes of students. Thirdly, from the perspective of teachers, professional identity has an impact on their career development. The professional ethics and style of teachers are directly related to their career development and reputation. A teacher with good ethics and style is more likely to gain recognition and respect from students, parents, and society. This recognition and respect can help teachers achieve better results in their career development and enhance their professional status. Furthermore, from the perspective of students, teacher ethics and conduct have a demonstrative role. The behavior and style of teachers directly affect the moral concepts and behavioral habits of students, often becoming objects of imitation for students.

The impact of professional identity on the teaching quality and research ability of university teachers is the highest. Teaching and research are the two major responsibilities and missions of university teachers, and are the two most important knowledge activities. Yan Jianyong (2022), Wang Huanfang (2018) and others have elaborated on the interrelationship between teaching and scientific research. Yan Jianyong (2022) believes that the integration and promotion of teaching and research have a significant positive effect on the development of teaching abilities. Wang Baoxing (2019) pointed out that teaching achievements can stimulate the vitality of academic research, while scientific research can feed back the development of teaching. Only with the identity of a teacher can teaching and research coexist harmoniously, thereby maximizing the benefits of university teaching and research. Teaching and research are the two major values pursued by university teachers and students. Tan Cheng (2021) and Sun Yu (2023) emphasize that universities should continuously improve the corresponding guarantee strategies for teachers in terms of salary, promotion, development, culture, and achievement, ultimately awakening and stimulating the internal driving force for teachers' self professional development and value realization, and achieving the unified and coordinated development of personal career development and the school's vision, mission, goals, and values.

Derek Bock's (2017) study suggests that for any university to achieve the best possible teaching quality, continuous evaluation of teaching at all levels is necessary. In the field of teaching, universities attach great

importance to the teaching achievements of teachers and feedback from students, which will help teachers continuously improve their teaching methods and strategies, and enhance the quality of teaching. In the academic field, the research achievements and contributions of teachers can be recognized and respected by peers and society, which helps to enhance their research confidence and motivation, and thus drives them to continuously pursue higher research achievements.

Table 7

Proposed Training and Development Plan for Traditional Chinese Medicine College Teachers

Key Result Areas / Objectives	Strategies / Activities	Success indicators	Persons involved
1. Teacher Career Development Needs 1.1 Expectations and Demands Objective: To enhance teacher satisfaction, retention, and performance by effectively addressing career development needs, expectations, and demands.	<p>1. Strengthen the top-level design and planning of colleges and universities, integrate school resources, and do a good job in teacher development.</p> <p>1.1 Formulate short-term, medium-term and long-term plans for teacher training that are adapted to the characteristics of TCM colleges and universities.</p> <p>1.2 From the perspectives of teachers' professional characteristics, subject attributes, personal development, etc., focus on the differentiation and personalization of teacher training at different levels by subject, major and age.</p> <p>2. Establish a special teacher development organization.</p> <p>2.1 Implement teacher career training, strengthen pre-job training for new teachers, carry out special training on teacher business ability based on the five dimensions of new teachers, main teachers, backbone teachers, excellent teachers and famous teachers, establish a teacher growth archive, and provide consulting services for teacher development.</p> <p>2.2 Innovate training forms, deepen a series of on-campus and off-campus training such as famous teacher expert forums, observation teaching, teacher workshops, and scientific research application training, and do a good job in improving teachers' teaching and scientific research capabilities in all aspects.</p> <p>2.3 Teachers in the theoretical majors of the school should strengthen exchanges and cooperation with teachers in the clinical practice of the hospital to enhance teachers' experimental and practical teaching skills and internship teaching ability.</p> <p>2.4 From the policy perspective, we encourage young teachers to participate in the national, provincial and school-sponsored study abroad programs, and support teachers to study abroad, visit abroad, study for a doctorate, participate in international conferences, and conduct cooperative research, so as to expand the international vision of teachers in TCM colleges and universities.</p> <p>3. Create diversified channels for teacher promotion.</p> <p>3.1 In terms of professional title promotion, different types of teacher professional title promotion are set, such as teaching-oriented, teaching and research-oriented, research and development service-oriented, and clinical teaching and research-oriented. According to the differences between natural sciences and humanities and social sciences, the evaluation conditions are formulated in a classified and layered manner.</p> <p>3.2 For teachers and counselors of ideological and political theory courses, separate plans, separate conditions, and separate recommendations and evaluations are implemented.</p> <p>3.3 A "green channel" is opened, including three channels of priority recommendation, direct recommendation, and special evaluation, to encourage outstanding talents to stand out.</p> <p>3.4 In terms of job promotion, section members, deputy section members, regular section members, deputy division members, and regular division members are set up to meet the needs of administrative management teachers based on personal work performance and school cadre management requirements.</p> <p>3.5 In terms of teaching workload, teaching and research projects, achievements and transformation of achievements, honors and awards, guidance of student competitions, etc., job responsibilities and tasks are formulated according to different positions and levels to ensure that teachers can choose their own positions and perform their job responsibilities.</p>	<p>Increased teacher satisfaction with career development opportunities by 90%</p> <p>Improved teacher performance as measured by evaluations by 90%</p> <p>Higher teacher retention rates up to 80%</p> <p>Increased number of teachers pursuing advanced degrees or certifications by 50.</p>	<p>Leader of TCM colleges and universities;</p> <p>Teacher development organization and management</p> <p>Ren Yan;</p> <p>Teacher;</p> <p>Professional teacher;</p> <p>Clinical teacher;</p> <p>Counselor;</p> <p>Administrative teacher</p>
2. Teacher Evaluation 2.1 Scientific Research Ability Objective: To develop a	<p>1. Colleges and universities should provide all kinds of support for teachers' scientific research. Make overall planning in terms of team building, platform building, policy funding, etc.</p> <p>1.1 Implement the talent-strengthening school strategy. Formulate the policy measures of "making good use of existing talents, retaining key talents, introducing urgently needed talents, and cultivating backbone talents". Discover, introduce, and cultivate top talents and leading talents, and provide supporting policies such as talent echelons, scientific research conditions, and management mechanisms; focus on cultivating strategic talents on young scientific and</p>	<p>Increased faculty research productivity and output by 90%</p> <p>Increased number of successful grant applications by 50.</p>	<p>Leaders of TCM colleges and universities;</p> <p>staff and managers of teacher development institutions,</p>

robust evaluation system that accurately assesses faculty members' scientific research capabilities and contributions.	<p>technological talents, implement the development support plan for young and middle-aged teachers, implement the "academic mentor" system for young teachers, and vigorously reserve outstanding young talents; actively introduce relevant talents according to the needs of the school's cross-disciplinary construction, and continuously develop potential talents.</p> <p>1.2 Use national-level teaching and scientific research platforms and major projects as carriers to promote the integration and promotion of teaching and scientific research.</p> <p>1.3 Frequently organize academic exchange meetings, especially national-level academic conferences. Build new platforms and channels for the transformation of scientific research and teaching for teachers through academic forums, exchange visits, and expert guidance.</p> <p>1.4 Increase investment in scientific research funds, increase support for scientific research equipment, and provide specific scientific research venues.</p> <p>1.5 Establish a stable and efficient scientific research team, especially for young teachers, increase support, organize a group of outstanding scientific research experts and veteran teachers to guide young people, help them determine the direction of scientific research and topic selection guidance, etc.</p> <p>2. Strengthen the collaborative cooperation between colleges and universities and local governments, scientific research institutes (especially the Institute of Traditional Chinese Medicine, the Institute of Medical Sciences, the Institute of Drug and Medical Device Inspection), and enterprises, jointly build scientific research practice, internship and training bases, and realize more scientific research results transformation.</p> <p>2.1 In terms of schools, first, strengthen the theoretical research of traditional Chinese medicine and produce more and better research results, especially teachers of theoretical majors should strengthen exchanges and cooperation with clinical practice teachers; second, based on the responsibilities and missions of traditional Chinese medicine colleges, cultivate more practical talents in traditional Chinese medicine and Chinese medicine for the society.</p> <p>2.2 In terms of teachers, encourage teachers' scientific research results to enter the classroom and textbooks, improve the transformation of virtual simulation experimental teaching projects, and make scientific research feed back to teaching, so as to achieve the goal of "teaching" and "scientific research".</p> <p>2.3 In terms of the government, the scientific research efforts, financial investment and policy support in traditional Chinese medicine should be increased.</p> <p>2.4 As for enterprises, more opportunities for cooperation with TCM colleges and universities should be given to a certain extent. Both parties should jointly promote the development of "new drug research and development" and "preparation" and track the clinical use and efficacy of new drugs.</p> <p>3. Formulate a reasonable scientific research evaluation index system to encourage teachers to conduct scientific research and increase rewards for outstanding research results and scientific researchers.</p>	Improved quality of research publications by 90%. Enhanced faculty recognition for research achievements by 90%. Increased collaboration among faculty researchers by 90%.	scientific research management institutions, personnel management institutions and management personnel; scientific research experts; young teachers; government departments and enterprises
<p>3. Teacher Incentive Mechanism</p> <p>3.1 Organizational Recognition</p> <p>Objective: To establish a strong and equitable incentive system that recognizes and rewards teacher contributions to organizational goals.</p>	<p>1. Colleges and universities shall have a teachers' congress, academic committee, professional title evaluation committee, principal's office meeting, and party committee meeting to ensure that teachers can participate in the democratic management and supervision of the school in accordance with the law.</p> <p>2. Organize teacher seminars, establish a reception day for school leaders, a "one-to-one" contact system between school leaders and young teachers, and open mailboxes for party committee secretaries and principals, so that teachers' opinions and suggestions can be heard by leaders, and beneficial experiences can be adopted and integrated into school policies and management.</p> <p>3. Formulate a teacher honor recognition system and set honor reward standards. There are both spiritual incentives and material rewards to encourage every teacher to actively participate. According to the development characteristics and growth laws of teachers, "famous masters", "famous teachers" and "famous doctors" shall be selected by age, level and position. Give full play to the exemplary motivation and leading role of outstanding teacher representatives such as national medical masters, teaching masters, and the most beautiful teachers.</p> <p>4. Formulate a reasonable reward system. Guided by contribution, combining qualitative and quantitative methods, establish "conventional performance, special performance, and excellent performance", establish a salary distribution system for personnel in different positions, and give play to the regulatory and incentive role of performance distribution.</p>	Increased teacher motivation and engagement by 90%. Improved teacher performance and productivity by 90%. Higher teacher retention rates up to 90%. Enhanced school culture and morale. Increased alignment of teacher goals with institutional objectives by 90%.	Leaders of universities; managers of offices, teacher development institutions, personnel management institutions, finance and other functional departments; teachers; young teachers.

4. Conclusion and recommendations

The respondents agreed on all the indicators under teacher career development needs giving high regard to teacher career satisfaction. The respondents all agreed on all the items under teacher evaluation giving more importance to teachers' morality and style. In terms of teacher incentive mechanism, the respondents agreed on all the indicators giving high regard to career identity. There exists a highly significant relationship among the three variables. This indicates that college teachers' career development needs are shaped by individual aspirations and institutional goals. Also, evaluation systems should align with teachers' career development needs to provide meaningful feedback and guidance. Finally, incentive mechanisms can be designed to motivate teachers to meet specific career development goals. A training and development plan for traditional Chinese medicine college teachers was proposed.

Traditional Chinese Medicine College Teachers may give full play to their own advantages and strive to find career development and promotion directions according to the characteristics of different positions, disciplines and majors. They can actively participate in teacher professional ability training activities and academic exchange meetings, focus on the combination of theory and clinical practice, and continuously expand their theoretical frontiers and international perspectives. The university officials may make a top-level design plan for teacher development, formulate policy documents to support teacher development, establish a "teacher development organization", and strengthen the training of teachers in professional teaching, scientific research, and information technology. Set up different types of teacher title promotion, formulate evaluation conditions by classification and stratification, and create diversified channels for teacher promotion. Create a good ecological environment for teacher growth, give teachers more opportunities to participate in school decision-making and management, and enhance teachers' sense of belonging and ownership. The human resource office may formulate a strategic plan for "prospering the school through talent" and long-term, medium-term and short-term plans for teacher development, introduce high-level talent teams, and encourage teachers on campus to improve their academic qualifications, teaching level and scientific research capabilities. A three-level assessment mechanism of "annual assessment + contract assessment + special assessment" oriented towards performance and ability is implemented for teachers, and the evaluation and assessment results are directly used as an important basis for teacher promotion, rewards and punishments, and performance. Future researchers may explore on determining what significantly predicts teacher career development needs, evaluation and incentive mechanisms. Also, they may conduct a study to find out the mediating or moderating effect for the three main variables. The proposed training and development plan for traditional Chinese medicine college teachers may be tabled for discussion, implementation and further evaluation.

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