

A Study of Private College Teachers' Classroom Motivation to “Post-00” College Students: a Case Study of “Principles of Management” in Hongshan College

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ABSTRACT

At present, the number of private colleges and universities accounts for a large proportion of the total number of colleges and universities in China. The quality of personnel training in private colleges and universities also affects the overall quality of personnel training in colleges and universities across the country to a certain extent. "post-00" has become the main body of college students. Teachers' classroom encouragement to "post-00" college students in private colleges can improve the quality of classroom teaching and students' academic performance, thus improving the quality of personnel training in private colleges and universities, and also promoting the overall quality of personnel training in colleges and universities across the country. It is of great value and far-reaching significance to study the classroom motivation of teachers in private colleges and universities for post-00 college students. Through research, firstly, the article expounds three core concepts of motivation, motivation mechanism and classroom motivation. Secondly, the article analyzes three classical incentive theories: hierarchy of needs theory, fairness theory and expectation theory. Thirdly, the article discusses the reasons why teachers in private colleges and universities encourage "post-00" college students in class. Then, the article shares four methods and concrete practice process of classroom motivation of Principles of Management in Hongshan College. Finally, the article summarizes the three achievements of classroom motivation of Principles of Management in Hongshan College.

Keywords : *Private colleges and universities, College teachers, "Post-00" college students, Classroom motivation, Management principles.*

1. INTRODUCTION

On July 5, 2023, the Ministry of Education issued the Statistical Bulletin on the Development of National Education in 2022 (hereinafter referred to as the Bulletin). According to the Bulletin, there are 764 private colleges and universities in China, accounting for 25.36% of the total number of colleges and universities in China. Among them, there are 390 ordinary undergraduate schools; 22 vocational schools at the undergraduate level; 350 vocational (junior college) schools; 2 adult colleges and universities. There are 9,248,900 students in private general and vocational colleges, an increase of 791,500 over the previous year, accounting for

25.27% of the students in the national general and vocational colleges. [1] It can be seen that the number of private colleges and universities accounts for a large proportion of the total number of colleges and universities in China. The quality of personnel training in private colleges and universities also affects the overall quality of personnel training in colleges and universities across the country to a certain extent. The admission scores of private colleges and universities are far lower than the admission scores of public colleges and universities. Therefore, the quality of students, students' learning foundation, learning ability and academic performance of private colleges are far lower than those of public

colleges. To improve the quality of personnel training and students' academic performance in private colleges and universities, the quality of classroom teaching of teachers in private colleges and universities plays a key role. The key to improve the quality of classroom teaching is that college teachers should effectively motivate college students. At present, "post-00" has become the main body of college students. The "post-00" college students have very distinct personalities and characteristics. It is of great value and far-reaching significance to study the classroom motivation of teachers in private colleges and universities for post-00 college students. Teachers' classroom encouragement to "post-00" college students in private colleges can improve the quality of classroom teaching and students' academic performance, thus improving the quality of personnel training in private colleges and universities, and also promoting the overall quality of personnel training in colleges and universities across the country.

2. THE CONNOTATION OF MOTIVATION, MOTIVATION MECHANISM AND CLASSROOM MOTIVATION

To study the classroom motivation of teachers in private colleges and universities for "post-00" students, it is necessary to clarify the three core concepts of motivation, motivation mechanism and classroom motivation, which is the basis of the research.

2.1 *The Meaning of Motivation*

People often say that so-and-so inspires me and so-and-so inspires me. In daily work, study and life, everyone is often "inspired" by different people, which plays an inspiring, inspiring and uplifting role. In different disciplines, there are studies on "motivation". Therefore, different research perspectives and different conclusions on "motivation" reflect the cross-integration of different disciplines. In psychology, "motivation", as a psychological term, refers to a psychological process, which can stimulate the individual's motivation for a long time. [2] In management science, motivation refers to the management process in which organizations induce individuals to have the motivation to meet certain needs and then promote the convergence of individual behavior and organizational goals. [3] Through analysis, it is found that whether from the

perspective of psychology or management, the role of motivation is similar, that is, through internal and external stimulation to mobilize the enthusiasm and creativity of individuals, stimulate their internal motivation, motivation produces behavior, behavior leads to goals, and finally achieve or achieve goals.

2.2 *Motivation Mechanism*

In management practice, incentive work includes: starting from the established organizational goals, mobilizing employees' work enthusiasm by influencing their internal needs or motives, and realizing the internal consistency between organizations and individuals in goals and behaviors. Incentive mechanism aims to reveal the general principle of stimulating individual behavior enthusiasm, which is based on the correct understanding of human behavior law and human nature hypothesis. According to the law of human behavior, human behavior process includes three basic variables, namely stimulus variables, organism variables and response variables. Stimulating variables refer to external stimuli that have an impact on individual responses, also called incentives, such as natural environmental stimuli and social environmental stimuli. The organism variable is the internal determinant of the individual's reaction, and it is the characteristics of the individual itself, such as personality characteristics and motivation. Response variables are the changes caused by stimulus variables and organism variables in individual reactions. Corresponding to the general law of human behavior, stimulus belongs to stimulus variables, individual needs and motivations belong to organism variables, and individual behavior belongs to response variables. In essence, the incentive process is a process in which the body variables are stimulated to produce continuous individual excitement, thus causing individual positive behavior response. According to the hypothesis of human nature, human needs are a complex dynamic system including material economic needs, social relations needs and self-realization needs. Not only do different people have different needs, but the needs of the same person at different times and under different circumstances are also different. People's behavior choice is often not completely biased towards one need, but is subject to the reconciliation and mutual compromise of various needs. Therefore, the key to the effectiveness of incentive measures lies in identifying the advantages and needs of different

people at different times and under different circumstances and stimulating them. [3]

2.3 Classroom Motivation

William James, a professor at Harvard University, found through research that at work, employees' working ability only played 20% ~ 30% under the salary system of paid on time, but if organizations give them sufficient material incentives, spiritual incentives, comprehensive incentives, etc., their ability can be played to about 80% ~ 90%, and their work performance will be greatly improved. [2] This shows that it is very important to use appropriate incentive methods to stimulate the enthusiasm of employees. This principle also applies to the teaching environment of private colleges and universities. If motivation is the promoter and promoter of productivity, then classroom motivation is the catalyst for students' efficient learning. Efficient teaching is not only reflected in advanced teaching equipment, excellent teaching design and good teaching atmosphere, but also directly reflected in students' acceptance and feedback of knowledge. Specifically, teachers in the classroom, in the teaching process, impose certain ways and means on students to stimulate students' internal learning motivation and enthusiasm, so that students can act and achieve pre-set goals. Such methods and processes are classroom incentives. Therefore, classroom motivation refers to the process in which teachers induce students to have learning motivation through various internal or external stimuli in the classroom teaching process, thus forming an internal driving force, which generates positive learning behavior from strong learning motivation and helps students achieve the set goals.

3. RELATED THEORIES OF MOTIVATION

Motivation is essentially a psychological mechanism, so it has been studied most extensively in the field of psychology. The related theories of motivation are almost all put forward and studied by psychologists. Incentive theory is a generalization and summary of the guiding ideology, principles and methods of incentive. According to different research emphases, incentive theory can usually be divided into behavior-based theory, process incentive theory and behavior reinforcement theory. In this study, three theories, namely hierarchy of needs theory, fairness theory and expectation theory, are used to motivate the

"post-00" college students in class. Therefore, the following three theories are briefly expounded.

3.1 Hierarchy of Needs Theory

The hierarchy of needs theory is one of the basic theories of behavior, which was first put forward by American psychologist Maslow in 1943. In the hierarchy of needs theory, people's needs are divided into five levels from low to high, namely: physiological needs, safety needs, social needs, respect needs and self-realization needs. Maslow's research shows that the above five needs can be divided into high and low levels, among which physiological needs, safety needs and social needs belong to low-level needs, which can be met by external conditions; The needs of respect and self-realization belong to high-level needs, which can only be met through internal factors. Only the unsatisfied needs have the incentive function, and the non-dominant needs that have been basically met no longer have the incentive function for people. [3]

3.2 Fairness Theory

Fairness theory is one of the process incentive theories, which was put forward by American psychologist Adams in 1965. This theory mainly studies the influence of rationality and fairness of remuneration distribution on people's work enthusiasm. The theory holds that whether people are satisfied with remuneration is a process of social comparison, and the degree of satisfaction depends not only on absolute remuneration, but also on relative remuneration. Relative compensation refers to the ratio of a person's compensation and contribution in an organization, which is expressed by "O/I". People's comparison of relative remuneration is reflected in two aspects: horizontal comparison and vertical comparison. Horizontal comparison means that people compare their relative remuneration with that of others. Vertical comparison means that people compare their current relative remuneration with their past relative remuneration. This theory makes managers realize that social comparison is a common psychological phenomenon, and using a sense of fairness to mobilize the enthusiasm of employees is an important incentive means. This theory emphasizes that managers' management behavior must follow the working principle in order to actively guide employees to form a correct sense of fairness. [3]

3.3 Expectation Theory

Expectation theory is also a kind of process motivation theory, which was put forward by American psychologist from in 1964. The main points of this theory are: people will be motivated to do something to achieve the goals set by the organization only when they expect their actions to bring established results to individuals and the results are attractive to individuals. Therefore, the degree of motivation for people to engage in any work behavior will depend on the product of the value of the results achieved through their efforts and his estimation of the possibility of achieving their goals. It is expressed by the formula: $M=V \times E$, where m refers to the motivation, that is, the degree of motivation people feel; V refers to valence, that is, people attach importance to a certain goal, reflecting the strength of people's needs or motives; E refers to expected value, that is, people's judgment on the probability of achieving expected results or goals through specific behavior activities, which reflects people's confidence in realizing demand. In this formula, different combinations of valence and expected value will produce different excitation forces. Only when the titer is high and the expectation is high, the motivation is high. [3]

4. THE REASONS OF PRIVATE COLLEGE TEACHERS' CLASSROOM MOTIVATION FOR "POST-00" STUDENTS

In China, "post-00" college students refer to those who were born after 2000 and before 2010 and have entered colleges and become college students. Since 2018, children born in 2000 have become freshmen, that is, the first batch of "post-00" college students. There are four main reasons why teachers in private colleges need to motivate "post-00" students in class:

4.1 The Growth Environment and Behavioral Characteristics of "post-00" College Students Determine That They Need More Classroom Incentives to Be Guided

In 2000, China implemented the family planning policy, so most of the "post-00" children were only children. This is to make "post-00" become the focus of love and attention of parents and grandparents. According to the traditional view and mode of family education in China, the idea of

serving the next generation makes the three families of parents and grandparents willing to devote their best resources to the generation "post-00". This family education model makes most "post-00 generation" selfish and self-centered. Compared with "post-90s", "post-00" has better material conditions and a better social security mechanism. With the rapid development of network information, "post-00" came into being. The most remarkable background for the growth of the "post-00" generation is the highly developed network information society. "post-00" children began to contact mobile phones, tablets, computers and other terminals to learn and entertain. With the upgrading of the network, the "post-00" network behavior has existed since childhood. After entering the university, this kind of network behavior has become a kind of network habit, and the network has already become a necessity for the activities of "post-00" college students, which is embodied in social networking, shopping networking, learning networking and so on. However, the network is a double-edged sword, which brings great convenience and benefits, but also has some negative effects. The growth environment and behavioral characteristics of college students "post-00" make them self-centered in class and unwilling to cooperate with others in class. At the same time, some students are addicted to the internet in class because of their behavior habits. Therefore, it is urgent for college teachers to encourage and guide the "post-00" students in class.

4.2 The Classroom Atmosphere in Private Colleges and Universities is Generally Dull, and the Phenomena of "Low-Headed People" and "Mobile Phone Control" Are Common

At present, the classroom atmosphere in colleges and universities is generally dull, and most students are unwilling to participate in classroom questioning and interaction. Teachers talk from beginning to end alone in a class, and students bow their heads and don't attend classes. The teaching effect is poor, which is even more serious in private colleges and universities. The rapid development of communication technology and network technology and the upgrading of electronic products have facilitated work, study and life, but also attracted students' attention in class by online games, online chats and online shopping on mobile phones or tablets. Therefore, there are a large number of "low-headed people" and "mobile phone control" in the

classroom of private colleges and universities. This common phenomenon leads to dull classroom atmosphere, poor teaching effect, and a sharp drop in teachers' teaching enthusiasm, which will lead to a bad learning atmosphere and learning atmosphere for a long time, and students' academic performance is very poor, and a large number of students may fail classes at the end of the term. Therefore, it is very necessary for teachers in private colleges and universities to improve students' enthusiasm and initiative in classroom learning through classroom encouragement, reduce "low-headed people" and "mobile phone control", activate classroom atmosphere, create a good learning atmosphere, and finally improve the academic performance of all students.

4.3 The Curriculum Assessment Mechanism of Private Colleges and Universities is Relatively Simple, Which Is Difficult to Stimulate Students' Enthusiasm for Learning

At present, the curriculum assessment mechanism of most private colleges and universities is peacetime assessment plus final examination. Usually, peacetime scores account for 30% to 40% of the total scores, and final examination scores account for 70% to 60% of the total scores. This makes most students feel that they usually account for less, less important and despise their usual accumulation. This single course assessment mechanism is difficult to stimulate students' enthusiasm for learning. In addition, according to the survey, the vast majority of teachers in private colleges and universities usually distribute them at random, without specific assessment items, without real records of the usual scoring process, and without quantitative assessment. At the end of the semester, all students will be given a score of about 80 points. This long-standing and widespread practice of teachers giving peacetime marks has been passed down from word to word among the students of the next session, which makes students pay little attention to and have no motivation to actively participate in teaching interaction and perform well in the classroom. In another case, students don't know how to form a normal score of a course from the beginning of school, let alone how to improve it. The goal and approach are not clear, which also leads to students' lack of motivation and enthusiasm for classroom learning. Therefore, teachers in private colleges and universities should pay

attention to this phenomenon, analyze the reasons and take effective classroom incentive measures to enhance students' classroom enthusiasm and stimulate students' learning motivation and enthusiasm.

4.4 Students from Private Colleges and Universities Who Are Enrolled in This Second Batch Usually have Poor Learning Attitude and Lack of Learning Initiative

Students from private colleges and universities are admitted in this second batch, and the scores of college entrance examination are ranked behind the candidates in the undergraduate admission batch of that year. The scores and rankings of college entrance examination are positively related to students' learning attitude and learning methods to a great extent. The low scores and low rankings of students in private colleges and universities reflect their poor learning attitude and lack of learning initiative to some extent. After entering the university, there is no pressure to go to school, and there is no urge from parents and teachers in high school. In a seemingly free and relaxed environment, students are more likely to be rambling, their learning attitude may be more incorrect, and their learning initiative will be more seriously eroded. Therefore, teachers in private colleges and universities should teach students in accordance with their aptitude to stimulate their learning enthusiasm and initiative, guide them to correct their learning attitude, improve their academic performance, and then improve the overall quality of personnel training in private colleges and universities.

5. THE METHOD AND PRACTICE OF CLASSROOM MOTIVATION OF PRINCIPLES OF MANAGEMENT IN HONGSHAN COLLEGE

After fully discussing the necessity of private college teachers' classroom motivation for "post-00" students, the teachers of Hongshan College of Nanjing University of Finance & Economics adopted the following four classroom motivation methods in the classroom teaching of the course:

5.1 Teachers Use the Hierarchy of Needs Theory to Identify Students' Needs at Different Levels and Motivate Them According to Different People

Motivation is never a unilateral thing for teachers. Teachers should fully consider the characteristics and needs of students, adopt different methods to motivate them, get students' recognition and cooperation, and touch their hearts to achieve the desired teaching effect. [4] Hongshan College's Principles of Management adopts a professional three-class teaching, and the number of students in the classroom is about 150. First of all, according to Maslow's hierarchy of needs theory, teachers identify the different needs of 150 students in learning this course. Through analysis, it is found that the needs of students in the 150-person classroom are roughly divided into four types: the first type of students' needs or goals in learning this course are very low, which is equivalent to the lowest needs in the hierarchy of needs theory; The second kind of students' needs or goals in learning this course are medium, with 70-80 points, which is equivalent to the needs of the second level in the hierarchy of needs theory; The third kind of students have a high demand or goal when studying this course, with a score of 90 or above, and get a scholarship, which is equivalent to the need for respect in the hierarchy of needs theory; The fourth kind of students have the highest demand or goal when studying this course, in order to get high marks, and guide their management practice with the management theory they have learned to improve their management ability, which is equivalent to the highest level of self-realization needs in the hierarchy of needs theory. For these four students with different needs, teachers should adopt different incentive methods to meet different levels of needs. For the students with the first demand, the guarantee incentive is adopted, such as setting the number of times to answer questions in class to ensure that the average score can reach 60 points. In order to pass the course, the students will actively cooperate with the teachers to reach the number of classroom interactions. For the students with the second demand, comprehensive incentives are adopted, such as setting the score for answering a question in class and the score for participating in classroom case analysis. In order to improve their scores, students will actively participate in classroom interaction. For students with the third kind of needs, extra incentives are adopted. If they can actively share their learning experiences and insights in class, they can get extra points. Students

who get scholarships for high scores will be motivated to think positively and share actively. As for the fourth kind of students who need self-realization, they are one of the few outstanding students in private colleges and universities. They have strong self-motivation ability, clear learning objectives and proper methods. Teachers only need to give timely guidance and instruction when students have doubts, which can play a good incentive role.

5.2 By Using the Theory of Fairness and The Method of Quantitative Scoring and Encouragement, a Fair and Transparent Classroom Reward and Punishment System Is Established to Create a Sense of Fairness to Arouse Students' Enthusiasm in Class

According to the fairness theory, whether students can be motivated to participate in classroom activities and improve their academic performance depends on whether teachers provide a fair and just classroom environment, so that students can feel that their efforts must be rewarded accordingly. Therefore, the teachers of Principles of Management in Hongshan College have established a specific classroom quantitative assessment mechanism, and the course is usually divided into 100 points, accounting for 30% of the final grade, which consists of three parts: classroom attendance, classroom interaction and classroom homework. Among them, 30 points for class attendance, 10 points for absenteeism, and 5 points for being late or leaving early until the end; 40 points for classroom interaction, 1 interaction, plus 10 points until it is full; Class assignments are given for 3 times, with a perfect score of 10 points each time. This kind of classroom motivation method is called quantitative scoring motivation method. The quantitative scoring incentive method takes classroom participation as the basis of usual grades, and includes classroom attendance, answering questions and the completion of classroom written homework into the quantitative assessment of usual grades. [5] Every time students participate in the content of classroom teaching, teachers record students' classroom participation in time. Quantified classroom assignment provides students with a learning mechanism of fair competition, which makes them feel the sense of fairness and the principle of no pains, no gains, which greatly improves the enthusiasm of students to participate in classroom activities. Students actively answer

questions in order to get higher grades, which improve their initiative in learning Principles of Management. Under the influence of good classroom atmosphere, students actively show themselves and their academic level has been comprehensively improved.

5.3 Teachers Use Expectation Theory to Improve Students' Valence and Expectation and Generate High Classroom Motivation

According to the expectation theory, the motivation of college classroom is high only when students have high valence and expectation for the classroom. At present, the enthusiasm and motivation of students in private colleges and universities are generally low, that is, the motivation of the classroom is low. The solutions are: on the one hand, to improve students' classroom valence, that is, to make students pay attention to this course. The teachers of Principles of Management in Hongshan College seize the teaching of the introduction of the first course, and let students know the importance and universality of management through rich and vivid ways such as inspiring thinking, short video sharing and case analysis, so as to stimulate students' motivation and interest in classroom learning, make students pay attention to this course and improve the effectiveness of students' classroom learning of Principles of Management. On the other hand, according to each student's foundation, set them achievable goals at this stage, so that the possibility of achieving the goals through hard work is high, that is, the expectations are high. After students achieve their goals through hard work, their sense of self-achievement will also improve. Therefore, when students attach importance to the course "Principles of Management", that is, learning "Principles of Management" is highly valuable. By studying "Principles of Management" hard, students can achieve the established goal, that is, high expectations. Then, teachers' classroom motivation to students is high. In the end, students will be motivated to study Principles of Management seriously.

5.4 Using Inspiring Language to Stimulate Students' Inner Needs, Learning Motivation and Subject Participation in Class

Teachers' evaluation language of students' mechanical indifference in class will hinder or even hurt students' enthusiasm and initiative. The research shows that using positive language can make students feel happy, easily arouse their positive emotions, help to cultivate their friendliness, self-esteem and self-confidence, and help to form and enhance teachers' expected behavior. And motivational language is one of the important manifestations of positive language. It is an important way to cultivate students' core literacy for teachers to use inspiring language to evaluate students positively. Therefore, teachers should carry out language encouragement according to students' personality and differences, and don't be mechanical, empty and repetitive when evaluating. [6] In addition, in classroom teaching, teachers of private colleges and universities should give full incentives to students at different stages through language, emotion and appropriate education and teaching methods, so that they can gain psychological confidence and have a successful experience, which can stimulate their inner needs, learning motivation and subjective participation in the classroom, induce their interest in learning in the classroom, and enable them to discover their interest in classroom participation, thus enabling private college students to gain active learning in the classroom. [7]

6. EFFECT OF CLASSROOM MOTIVATION OF PRINCIPLES OF MANAGEMENT IN HONGSHAN COLLEGE

The teachers of Principles of Management in Hongshan College used the above four classroom motivation methods to motivate students and achieved remarkable results. It is embodied in the following three aspects: First, the "low-headed people" and "mobile phone control" in the class of "Principles of Management" have been greatly reduced, more than 90% of students can listen carefully and actively participate in classroom interaction, 100% of students can submit classroom assignments, and the classroom atmosphere is active and the learning atmosphere has been greatly improved. Secondly, the average score of the course "Principles of Management" has been

greatly improved. According to statistics, the percentage of students scoring above 90 points in this course can reach 90%, and the percentage of students scoring above 60 points is close to 100%. Students' enthusiasm is stimulated, forming a benign competition and a virtuous circle. Thirdly, the passing rate of the course "Principles of Management" has been greatly improved, from about 70% to about 95%. The students' academic performance of this course has been greatly improved. The students' correct learning attitude and enthusiasm in this course will be transferred to other courses, which will promote the improvement of students' overall academic accomplishment, and in the long run, improve the teaching quality and talent training quality of Hongshan College.

7. CONCLUSION

Through the practice of classroom motivation of Principles of Management in Hongshan College, this paper analyzes four reasons why teachers in private colleges and universities give classroom motivation to "post-00" students, and probes into four methods for teachers in private colleges and universities to give classroom motivation to "post-00" students. The purpose of this paper is to provide some reference for teachers in private colleges to motivate in class.

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