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**NEWSLETTER**

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## **Can Increasing Teaching Rewards Improve Teaching Quality? An Empirical Study of 63 Universities Across the Country**

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**A**LTHOUGH teaching and scientific research are both important tasks for college and university teachers, the phenomenon of emphasizing scientific research over teaching prevails. In the evaluation system, universities tend to give more weight to scientific research. As a result, teachers' scientific research achievements are linked with their appointment, assessment, promotion, and salaries; insufficient attention to teaching leads to low teaching quality. This study explores the effect of teaching incentives on teaching quality improvement by comparing the teaching incentives in different universities. Ordinary least squares are used to estimate the effect of teaching incentives on academic evaluation of teaching performance. The results are as follows.

- The number of teaching rewards itself does not have a significant effect on students' evaluation of teachers' performance.
- When teaching is rewarded more than scientific research, teachers will invest more time and energy in teaching, and the number of teaching awards will increase, which will raise the student evaluation scores. When the weight of teaching in the academic title evaluation increases, teachers will pay more attention to teaching for the purpose of being promoted, which in turn will increase the student evaluation scores.

Given the above results, the study makes several recommendations. Scientific research has been taking a dominant position in teachers' careers in most universities. If we do not change the research-oriented culture, simply increasing teaching incentives will not promote the teaching quality. Only when teaching has a higher position than research can teaching quality be improved. Additionally, the 'quality' of teaching should be emphasized rather than the 'quantity.' Increasing the weight of teaching in the academic title system is an effective way to improve the quality of teaching.

*Source: Open Education Research, 2021; 2021(6):53-60.*