Promoting Sustainable Peace and Well-being: Exploring Phronetic Trauma Healing Among Refugees in The Thai-Myanmar Border

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Abstract

The global refugee crisis presents numerous challenges in promoting sustainable peace and well-being. Therefore, addressing the needs and well-being of these individuals who have experienced conflict, violence, and persecution is essential. Supporting refugees in their journey toward a better future is crucial for their healing and recovery from traumatic experiences. This research aims to examine the impact of trauma on refugees and assess the effectiveness of implementing Phronetic Trauma Healing (PTH) strategies in promoting sustainable peace and well-being among refugee populations.

Using a Qualitative research approach, the study investigates the experiences, processes, and outcomes of PTH strategies and interventions. Using practical wisdom, ethics, and context-specific knowledge, PTH addresses trauma and its effects. The research will show how these interventions can help refugees integrate and participate in local and global networks. The findings will contribute to academic knowledge by shedding light on the role of PTH strategies in supporting refugees' healing journeys and empowering them to rebuild their lives and actively contribute to their societies. The research will provide evidence-based recommendations for sustainable peace and well-being by identifying PTH interventions that promote successful integration. In conclusion, this research aims to explore the impact of PTH strategies on sustainable peace and well-being among refugee populations, providing practical implications for policymakers, practitioners, and organizations working with refugee populations.

Keywords: Phronetic Trauma Healing, Refugees (PTH), Sustainable Peace, Thai-Myanmar Border, Well-being.

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Problem Statement

The global concern regarding displaced individuals was officially recognized as a worldwide issue with the establishment of the UNHCR in December 1950. To address this matter, the international community developed the 1951 Convention relating to the Status of Refugees, which provides a universal definition of refugee as "an individual who is outside their country of nationality or habitual residence, possesses a well-founded fear of persecution based on race, religion, nationality, membership in a particular social group, or political opinion, and is unable or unwilling to avail themselves of the protection of that country or return to it due to the fear of persecution" (UNHCR, 2011). The global refugee crisis is not slowing down; it has increased and significantly impacted sustainable peace and Quality of life, with an estimated 108.4 million people worldwide in 2023. The number of refugees reached 35.5 million, while Internally Displaced People (IDPs) reached 62.5 million and 5.4 million asylum seekers. Addressing the needs and well-being of these populations has become a pressing concern for the international community. The lack of access to essential human needs further exacerbates the plight of refugees. When they are on the move or residing in refugee camps, necessities such as water, food, shelter, healthcare, public services, and safety are often insufficient or unavailable. Additionally, when refugees do not receive adequate support from the host country, their situation becomes even more challenging (Cross & Jenkins, 2010; UNHCR, 2011). In that given landscape, one critical aspect of supporting refugees' journey towards a better future is their healing and recovery from traumatic experiences.

The Thai-Myanmar border has been a significant location for refugees fleeing conflict and persecution in Myanmar, with many seeking refuge, mainly Karen and Karenni (UNHRC, 2022), in the neighboring country Thailand. Refugees often face numerous challenges and traumas, including forced displacement due to armed conflicts, ethnic tensions, or persecution in Myanmar (KHRG, 2022). This displacement disrupts their lives and often results in losing family members, property, and community support systems. Refugees often experience physical and emotional trauma, such as violence, sexual assault, and torture, which can have long-term effects on their mental health. Upon arrival, refugees often find themselves in overcrowded and under-resourced camps or settlements, lacking access to basic necessities like clean water, sanitation facilities, healthcare, and education.

These challenging living conditions contribute to further physical and mental health issues. Thailand provides temporary shelters for refugees, but they are not recognized as formal refugees under Thai law (UNHRC, 2023). This lack of legal protection leaves them vulnerable to exploitation, arbitrary detention, and deportation. Many refugees become separated from their family members during the displacement process, leading to feelings of grief, loss, and uncertainty about their loved one's well-being.

The Grand Challenges in Global Mental Health initiative has recognized the importance of investigating the effects of violence, warfare, and migration as a key research priority over the next decade to improve the well-being of individuals worldwide who experience mental health issues. Extensive studies have demonstrated that refugees are particularly susceptible to developing mental disorders (Collins et al., 2011). As stated by Nieves-Grafals, refugees are inherently survivors, having endured traumatic experiences in a world marked by extreme misfortune and intimate encounters with evil (Bulik & Colucci, 2019). Psychological trauma is a significant global health concern, especially among forcibly displaced individuals. It affects them on three levels: pre-existing psychiatric conditions before fleeing, exacerbation of mental illness during displacement, and the emergence of new mental health challenges. Forced migrants often experience distressing events before migration, such as torture, violence, persecution, imprisonment, war, destruction, abuse, and loss of loved ones and personal belongings. Adaptation challenges persist after arrival, affecting their lives for an extended period. These challenges include adjusting to a new environment, navigating a new culture, grappling with memories and traditions, and meeting immediate needs. Forced migrants often face language barriers, employment and housing searches, social isolation, and barriers to social care, healthcare, and educational service (Bulik & Colucci, 2019). Furthermore, Post-traumatic stress disorder (PTSD), anxiety disorders, and major depression are the most common psychiatric disorders presented by refugees. Crumlish and O'Rourke argue that the rate of PTSD among refugees is ten times higher than in the general population. (Crumlish & O'Rourke, 2010)
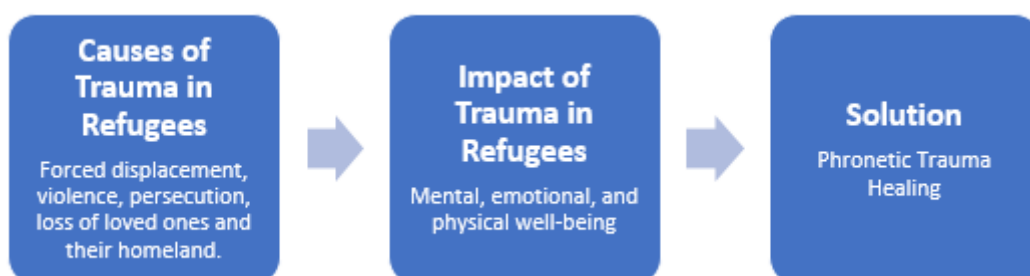
Research Questions

1. What is the impact of Trauma on the refugees in the Thai-Myanmar Border?
2. How do Phronetic Trauma Healing (PTH) strategies contribute to the promotion of sustainable peace and well-being?

Research Purpose

The research aims to understand the impact of trauma on refugees living on the Thai-Myanmar border and examine how Phronetic Trauma Healing (PTH) strategies contribute to the promotion of sustainable peace and well-being. The study seeks to understand the psychological, social, and emotional effects of trauma on refugees. This understanding helps identify refugees' challenges and inform trauma-focused interventions and support systems. The research also examines how PTH strategies promote sustainable peace and well-being. Practical and context-sensitive PTH strategies emphasize healing, reconciliation, and positive social change. Furthermore, this research work contributes to Sustainable Development Goal 3-Good Health and Well-Being, 16-Peace, Justice and Strong Institution, and 17-Partnerships for the Goals.

Analytical Framework

Data analysis is conducted to investigate the impact of trauma on refugees on the Thai-Myanmar border and the ways in which PTH strategies contribute to fostering sustainable peace and well-being. The research is conducted applying the following analytical framework.

Causes of Trauma in Refugees
Forced displacement, violence, persecution, loss of loved ones and their homeland.

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Impact of Trauma in Refugees
Mental, emotional, and physical well-being

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Solution
Phronetic Trauma Healing

Methodology

In this study, qualitative research methodology is utilized to examine the experiences, processes, and results of Phronetic Trauma Healing (PTH) interventions. A review of existing literature on trauma, its impact on refugees in the Thai-Myanmar Border, and the effectiveness of PTH strategies is conducted. This involve gathering relevant scholarly articles, books, reports, and other publications to establish a theoretical foundation for the study.

In-depth Interviews were conducted with refugees who had experienced trauma and had received PTH strategies and interventions. These interviews explored their personal experiences, perceptions, and the impact of trauma on their well-being. The interviews also delved into the effectiveness of PTH strategies in promoting sustainable peace and well-being. The research focused on a specific cohort of refugees, ranging in age from 20 to 35 years, residing in Thailand. Utilizing a qualitative methodology, this study rigorously investigated the effects of PTH strategies on the overall welfare and long-term viability of peace within a sample of 16 refugees in Thailand. The present study involved face-to-face interactions over a duration of one year, allowing for a thorough examination of the participant's behaviors and actions within their natural contexts (Creswell & Creswell, 2018). To ensure the preservation of participant confidentiality, rigorous measures were implemented. The data that was gathered underwent a process of anonymization, which involved the elimination of any identifiable information. Simultaneously, the confidentiality of the participants' identities was diligently protected. The ethical considerations were thoroughly taken into account, ensuring that participants were provided with comprehensive information about their voluntary participation and reassured of their unrestricted right to withdraw from the study without facing any negative consequences or further inquiries.

The surveys assessed the prevalence of trauma among refugees, their perceptions of the impact of trauma on their lives, and their experiences with PTH interventions. The data collected were analyzed using appropriate statistical techniques. The qualitative findings were synthesized to provide a comprehensive understanding of the research questions. Based on the findings, conclusions were drawn regarding the nature and impact of trauma on refugees and the effectiveness of PTH strategies. Recommendations were provided for policymakers, practitioners, and organizations working with refugee populations to enhance sustainable peace and well-being.

Limitation

The research on seven refugee camps on the Thai-Myanmar border comprises the Karen and Karenni ethnic groups, which may limit its generalizability to other refugee populations. It is essential to consider the diverse experiences, trauma healing processes, and well-being requirements of refugees from different backgrounds and locations. Further research encompassing diverse refugee groups and geographical locations would provide valuable insights into the challenges and opportunities of fostering sustainable peace and well-being in diverse refugee contexts.

Literature Review

Trauma refers to the psychological and emotional response to an event or a series of events that are deeply distressing or disturbing, often exceeding one's ability to cope (Rowell & Rebecca, 2023). For refugees, trauma can result from experiences such as forced displacement, violence, persecution, and the loss of loved ones and their homeland. The impact of trauma on refugees is profound and can affect their mental, emotional, and physical well-being (Cook et al., 2015). Trauma healing approaches aim to address these effects and facilitate the recovery process. Both the (Diagnostic and Statistical Manual) DSM-5 and (the International Classification of Disease) ICD-11 have redirected clinical focus toward defining and identifying trauma and its effects. In the DSM-5, trauma and associated mental health conditions are defined as resulting from external traumatic events, such as exposure to actual or potential death, severe injury, or sexual violence through personal experience or witnessing (American Psychiatric Association, 2013).

Phronetic Trauma Healing (PTH) is a concept that combines principles from two different approaches: Phronesis and trauma healing. Phronesis is a Greek term that can be roughly translated as "practical wisdom" or "practical reason." It refers to the ability to make ethical and virtuous decisions in specific situations (MacIntyre, 1988). Researchers argue that phronesis, which Aristotle considered the best intellectual virtue, should be used as an organizing framework for professional knowledge (Ellett, 2012; Higgs, 2012; Tsoukas & Cummings, 1997). Phronesis, the complex interactions between general theory and practical judgment, helps individuals make better decisions. Techne's wisdom enables people to resolve complex tasks,

while episteme's technical knowledge addresses simple tasks. Techne provides personal judgment, allowing professionals to evaluate their actions from both external and internal perspectives. Knowing that others and the individual themselves are happy with the quality of their work creates a morality that enables an inner calm and personal satisfaction leading to eudaimonia (feeling happy about life). People with wisdom behave differently. Phronesis's cognitive properties create awareness of the knowledge that may be trusted to be seen to be behaving normally or appropriately in the organization (Massingham, 2019). Trauma healing, on the other hand, focuses on addressing and recovering from the psychological and emotional impact of traumatic experiences.

PTH combines practical wisdom and ethical decision-making in the therapeutic process, recognizing the importance of ethics. When working with traumatized clients, practitioners prioritize values such as respect, autonomy, and non-maleficence. They create a secure and empowering environment that promotes healing and enhances well-being. This approach acknowledges the complexity of trauma and emphasizes the need for a comprehensive understanding and individualized approach. In this approach, therapists or practitioners would strive to develop phronesis, or practical knowledge, in order to make wise choices and effectively support those who have endured trauma. This could entail deepening one's comprehension of the particular traumas and their effects, as well as maintaining up-to-date knowledge of the most recent studies and effective techniques for trauma healing. It's important to note that the phrase "Phronetic trauma healing" is not well-known or established in the trauma healing community. To give a framework for comprehending and dealing with trauma thoughtfully and morally, the idea builds on established ideas and methods from both phronesis and trauma recovery.

Moral Philosophy; Practical Guide in Trauma Healing

Moral philosophy can play an important role in trauma recovery by providing ethical frameworks and theories that aid individuals and communities in navigating the complex moral terrain (Brémault-Phillips et al., 2022; Levitt & Moorhead, 2013; McKinley, 2013). In addition, it provides perspectives on such principles as justice, compassion, empathy, and responsibility, which can influence decision-making and promote healing. Moral philosophy emphasizes the cultivation of virtues and the development of moral character and serves as a basis for investigating and implementing principles of restorative justice. It has implications for professionals in the field of trauma healing, such as therapists, counselors, and healthcare

providers, in understanding their ethical obligations toward survivors and informing their practice.

In his influential works (MacIntyre, 1988), Alasdair MacIntyre, a prominent contemporary philosopher, elaborates on the subject of moral philosophy in conjunction with the "Three Aristotelian Epistemology" and explores the concepts of episteme, techne, and phronesis. He provides insights into the essence of knowledge, skills, and practical wisdom in his investigation. MacIntyre argues that these three types of knowledge—episteme, techne, and phronesis—are interdependent and interconnected. Episteme is the domain of theoretical knowledge and scientific understanding, while techne is the application of theoretical knowledge and practical methods to produce tangible outcomes. Phronesis is the capacity to determine the correct course of action in particular circumstances and to make sound moral and ethical judgments. Although episteme provides a theoretical basis, it is deficient without phronesis and techne. He criticizes contemporary society for privileging episteme over other forms of knowledge, resulting in a fragmented comprehension of human endeavors and a loss of moral and social cohesion. He argues for the reintegration of these forms of knowledge, emphasizing the need for practical knowledge, which is phronesis, to address the complexities of human existence (Massingham, 2019).

MacIntyre emphasizes the contextual nature of phronesis, which is not limited to general rules or principles but requires understanding the specific circumstances, traditions, and practices within which moral judgment is exercised. Traditions are social practices that embody a particular way of life and communicate collective wisdom. Participating in and understanding these traditions equips individuals with the practical knowledge necessary for moral judgment. MacIntyre's arguments concerning phronesis are consistent with his larger ethical framework of virtue ethics. He argues that phronesis is a virtue that is developed through the cultivation of other virtues and engagement with moral traditions. Phronesis entails not only the capacity to determine the morally correct course of action but also the disposition to act in accordance with that determination. Individuals acquire the ability to exercise phronesis through the cultivation of virtues.
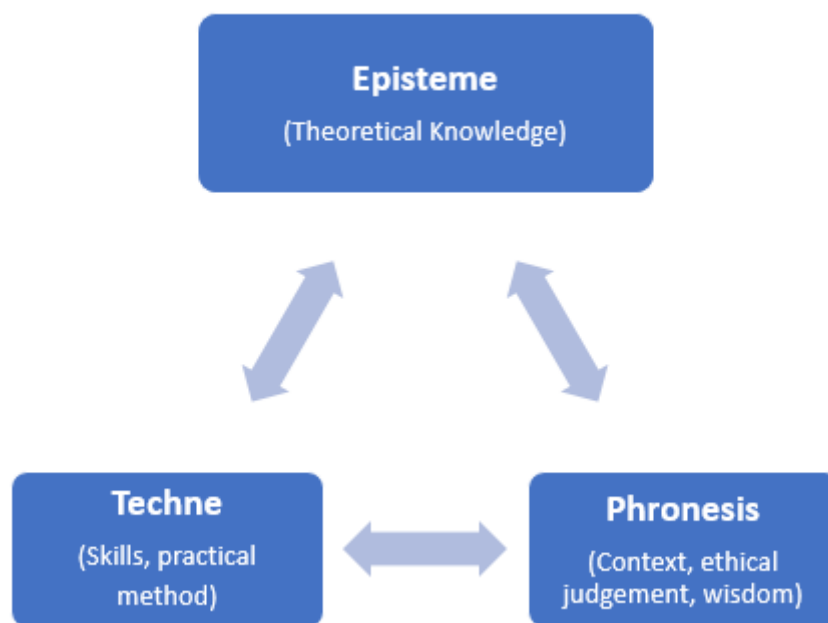
Johan Galtung Theory of Peace vis-a-vis Phronetic Trauma Healing

Galtung's theory of peace (Galtung, 1969, 1996) provides a comprehensive framework for understanding the multiple dimensions of violence and the conditions necessary for achieving sustainable peace. It emphasizes the importance of peacebuilding, structural change, conflict transformation, peace education, and sustainable development. Peacebuilding entails transforming conflict and establishing the conditions for lasting peace, whereas structural change entails challenging oppressive systems and institutions, advancing social and economic justice, and empowering marginalized groups (Galtung, 1990). Transformation of conflict aims to address the underlying causes of conflict, foster reconciliation, and create opportunities for long-term peace. Galtung emphasizes the connection between sustainable development and harmony. A peaceful society requires the satisfaction of fundamental human requirements, the reduction of poverty and inequality, the protection of the environment, and the promotion of social justice.

Galtung (1996) discusses the importance of addressing trauma and healing in the context of peacebuilding. While he doesn't focus exclusively on trauma healing, his holistic approach to peace emphasizes the need for reconciliation and the transcendence of past conflicts and traumas.

Johan Galtung's theory of peace and trauma healing intersect, as both focus on addressing the underlying causes of violence and promoting well-being and reconciliation. Trauma healing recognizes that violence may leave significant psychological and emotional wounds in individuals and communities, while Galtung's theory emphasizes the interconnection of direct, structural, and cultural violence (Galtung, 2017; Galtung & Fischer, 2013). Galtung's theory stresses recognizing the cycle of violence, addressing structural violence, healing and reconciliation, transforming conflict, empowering marginalized groups, peacebuilding, and trauma healing. Both ideas aim to heal and resolve problems. Peacebuilding and trauma healing are, therefore, unarguably goes tandem because they heal the scars of violence.
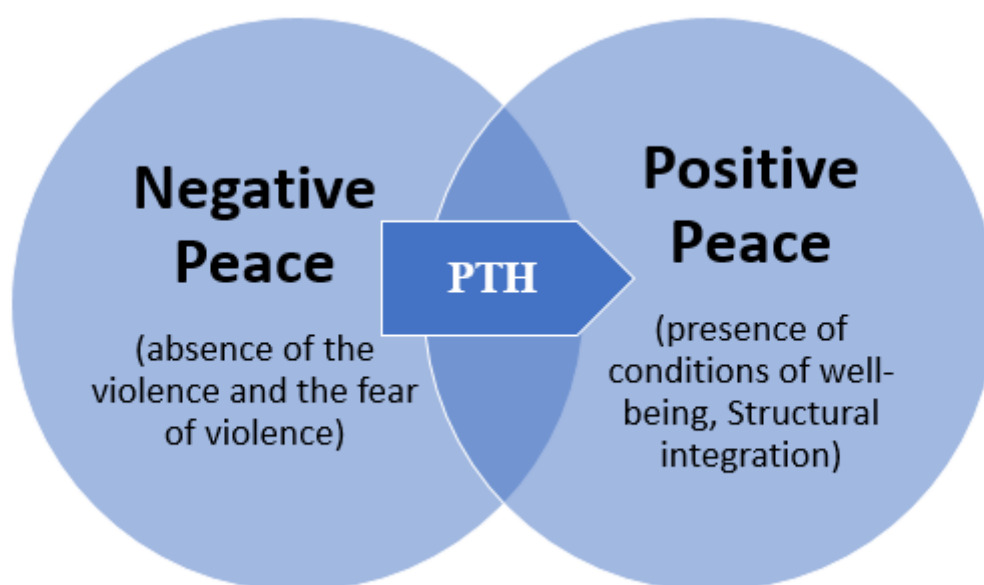

Figure 2: The Diagram Illustrates the Galtung's Theory of Peace and PTH relations

Drawing upon prior research in the field of trauma healing, it becomes apparent that the incorporation of moral philosophy can offer significant assistance in fostering the recuperation journey for both individuals and communities grappling with the aftermath of trauma. Scholars like Brémault-Phillips, Levitt, Moorhead, and McKinley, have acknowledged the importance of ethical frameworks and theories in effectively addressing the intricate moral challenges that arise in the process of trauma recovery. These frameworks emphasize fundamental principles such as justice, compassion, empathy, and responsibility, which are integral to the decision-making process and the broader process of healing. The integration of moral philosophy principles into the process of trauma healing can yield a more comprehensive and

encompassing approach. MacIntyre has presented a significant theoretical basis for recognizing the significance of moral philosophy, while Galtung has advocated for the implementation of a comprehensive framework for peace within the specific context of trauma healing. Nevertheless, it remains imperative to investigate the practical applications and potential synergies between these two viewpoints in order to develop trauma healing strategies that are more effective. Also, more research is needed to bridge the gap between theoretical ideas and real-world use. This would help therapists, counselors, and healthcare providers. The potential for advancing scholarly inquiry and practical application is significant when considering the integration of moral philosophy and Galtung's peace theory into approaches for trauma healing. Furthermore, it is imperative to emphasize the psychological needs of refugees, which are frequently overshadowed by their physical demands, a subtlety that is often disregarded by pertinent refugee organizations. This article suggests that integrating PTH strategies could help refugees in addressing underlying psychological concerns that affect not only their personal welfare but also the well-being of the countries hosting them.

Findings

Q1. What is the Impact of Trauma on the Refugees on the Thai-Myanmar Border?

Refugees, in general, often face a range of mental health problems due to the traumatic experiences they have endured before, during, and after fleeing their homes; refugees in the Thai-Myanmar Border are no exception. From the case studies (see Table 1), these are some common mental health challenges experienced by them.

Post-Traumatic Stress Disorder (PTSD): It is a psychological disorder that can develop after individual experiences or witnesses a traumatic event. It is characterized by a range of symptoms that persist for an extended period of time, causing significant distress and impairment in daily functioning. The symptoms of PTSD can be classified into four main clusters: Intrusive thoughts manifest as distressing memories, nightmares, or flashbacks related to the traumatic event. Avoidance behaviors involve efforts to avoid triggers or reminders of the trauma, including places, people, or activities associated with the event. Negative alterations in cognition and mood may include feelings of guilt, shame, or a distorted sense of blame. Individuals with PTSD often experience persistent negative emotions, decreased interest in previously enjoyed activities, and difficulty experiencing positive emotions.

Heightened arousal and reactivity may manifest as exaggerated startle responses, irritability, difficulty sleeping, and hypervigilance (Alpak et al., 2015; American Psychiatric Association, 2013). PTSD has a profound impact on the life of refugees, affecting their relationships, work, and overall well-being. Many of the interviewees have been exposed to significant trauma, such as war, violence, torture, or persecution. PTSD is a common mental health issue resulting from experiences characterized by intrusive thoughts, nightmares, flashbacks, avoidance behaviors, etc.

Depression: The participants articulate their encounters with depression as a consequence of the displacement from their residences, the estrangement from their loved ones, and the difficulties associated with assimilating into a foreign society. Common symptoms include feelings of sadness, hopelessness, and a diminished interest in activities that were previously enjoyed.

Anxiety Disorders: Anxiety disorders, such as generalized anxiety disorder and panic disorder, are prevalent among refugees. The uncertainty of their future, language barriers, and difficulties in adapting to a new environment contribute to their heightened anxiety level.

Adjustment Disorders: The interviewees recounted their challenging experiences during the process of adapting to a new country, unfamiliar culture, and a markedly distinct social system. This period of adjustment was marked by a range of emotional and behavioral manifestations, collectively indicative of an adjustment disorder. These symptoms encompass heightened irritability, an overwhelming sense of anxiety, and the persistent struggle to attain restful sleep.

Substance Abuse and Somatization: Some refugees may turn to substance abuse as a coping mechanism for dealing with the stress and trauma they have experienced (Philipp, 2023). This can lead to further mental health problems and complicate the process of integration into a new society. Out of the interviewees among the refugees on the Thai-Myanmar border, some express psychological distress through physical symptoms due to cultural beliefs and difficulty articulating their emotional distress. This can lead to frequent complaints of headaches, stomachaches, and other physical ailments without an apparent medical cause.

Complex Trauma: It refers to repeated or prolonged exposure to traumatic events, often beginning in childhood and involving interpersonal relationships. Unlike a single traumatic incident, complex trauma involves a series of interconnected and ongoing traumatic experiences. It can have a profound impact on an individual's development and overall well-

being. It disrupts the normal process of healthy attachment and can lead to significant difficulties in emotional regulation, self-esteem, interpersonal relationships, and overall functioning (Jowett et al., 2021; Young & Stubley, 2021). This framework acknowledges that refugees often experience chronic and repeated traumatic events, leading to a complex set of symptoms and difficulties in regulating emotions, forming relationships, and self-identity.

Intergenerational Trauma: Intergenerational, which is also term as transgenerational trauma, refers to the phenomenon in which children are transformed and sometimes affected by their parents' past trauma and ongoing posttraumatic symptoms (Dalgaard et al., 2020). This perspective recognizes that trauma can be transmitted across generations, impacting not only individual refugees but also their children and grandchildren. (Sangalang & Vang, 2017) A systematic review of empirical studies on intergenerational trauma in refugee families emphasizes the importance of trauma research on children and offspring. The results highlight children of traumatized parents showed significantly higher levels of attention deficiency, depressive symptoms, post-traumatic stress, anxiety, and psychosocial stress.

It is important to note that each refugee's experience is unique, and mental health challenges can vary depending on individual circumstances and cultural backgrounds.

Table 1: Overview of the Case Studies in Seven Refugee Camps on the Thai-Myanmar Border (Original Table by the Author of this Article)

Refugee camps	Names & age	Symptoms of mental health problem (MHP)	Triggers of MHP before migration	Triggers of MHP after migration
Umpiem Mai	1. Nei (24)	Anger, nightmares, isolation. Unable to deal with emotions and talk about the past. Numbness and difficulty concentrating.	Witnessing war and death. Loss of family and friends.	When he sees and hears about bombings, shooting.
	2. Nel (22)	Fear, distress with tortures reminders, anxiety.	Witnessing war and killing.	

Table 1: Overview of the Case Studies in Seven Refugee Camps on the Thai-Myanmar Border (Original Table by the Author of this Article) (Continue)

Refugee camps	Names & age	Symptoms of mental health problem (MHP)	Triggers of MHP before migration	Triggers of MHP after migration
Mae La	3. Wa (26)	Tension, panic easily, paranoid thoughts.	Abuse by his own family.	
	4. Twi (25)	Anxiety, fear of blood, knife, nightmare, sleeping disorder.	Witnessing a soldier killing her villagers with guns and knives.	The news of the death of her friends.
	5. Bleh (23)	Fear of soldiers, difficulty in trusting people, sleeping disturbance, and sadness.	Witnessing death and war. Persecution and insecurity due to turmoil in her country.	
	6. Ju (24)	Socially withdrawn, anxiety, fear, insomnia.	Witnessing war and death. Loss of family and friends.	Living as an IDP
Noh Poe	7. Kas (27)	Unable to deal with emotions and talk about the past. Startle responses, difficulty in concentration.	Witnessing war and death. Loss of family and friends.	
	8. Phaw (26)	Fear, Trust issues, sleeping disturbances, anxiety.	Loss of family and friends. Persecution, health problem.	
Ban Don Yang	9. Ehsa (24)	Socially withdrawn, anxious, irritable, angry outbursts, always being on guard for danger.	Witnessing war and bombing. Loss of family and villagers. Persecution, starvation, torture, and bodily injury.	
	10. Dai (25)	Isolation, easy panic, emotional outburst, mood swing, fear of soldiers.	Witness of war and physical violence. Persecution, injury in her leg while running for life.	Loss of family and friends.

Table 1: Overview of the Case Studies in Seven Refugee Camps on the Thai-Myanmar Border (Original Table by the Author of this Article) (Continue)

Refugee camps	Names & age	Symptoms of mental health problem (MHP)	Triggers of MHP before migration	Triggers of MHP after migration
Tham Hin	11. Than (27)	Being easily startled or frightened. Anxiety, difficulty sleeping.	Witness and escape war and bullets. Fear of being separated from family.	
	12. Naw (26)	Having emotional outbursts, trouble sleeping, visual images of the past event, and a racing heartbeat.	Witnessing war and death. Loss of her father and friends. Persecution, Health problem.	The news of the death of relatives and friends in the war.
Mae ra Moe	13. Wha (25)	Sleeping problem, fear of loud noise.	Persecution, detention, torture. She witnesses her father being tortured and beaten by militaries. Insecurity due to turmoil in her country.	
	14. Hai (23)	Difficulty trusting people, socially withdrawn, Sleeping disorder.	Fear of being separated from her mother. Loss of family and friends.	Witness a severe punishment in the camp.
Mae la Oon	15. Bea (27)	Flashback, loneliness, emotional numbing, and detachment.	Loss of family and friends. Insecurity due to war in her country. Abused by relatives while taking shelter during the war.	Language and social barriers, lack of family, housing.
	16. Paw (26)	Fear of fire, panic attack, fear, isolation, nightmares, or flashback.	Witness war and death. Loss of family and friends	Injured caused by fire because there was no electricity in the camp.

* Alias names and age have been given for the security reasons of the interviewee

The assessment of the 16 refugees' narratives reveals that they are survivors (see Table 1). The study also highlights that refugees generally exhibit resilience, individual resources, and the ability to cope with unimaginable difficulties, as supported by various authors (Bulik & Colucci, 2019; Cook et al., 2015). Many of them have been subjected to harsh treatment, witness war, death, including being isolated from their personal things, loved ones, environment, and life experiences. The loss of their "home" has a significant impact on their identity, which must be considered while working with this community. Grief and sadness are typical feelings among refugees as a result of the substantial losses they have suffered, according to the case studies. It is vital to understand that these sensations may come immediately or much later after reaching a safe haven. The mental health of refugees in the future is unknown, as it is difficult to forecast what will trigger their trauma again. Trauma is tied not only to the facts of previous events but also to the individual's subjective perception and meaning ascribed to them. Even if they have experienced comparable experiences, each refugee's experience and trauma are distinct. The relevance of the experience at the time it occurred, as well as how it is later reinterpreted in relation to fresh experiences in the host country, are critical considerations.

Q2. How do Phronetic Trauma Healing (PTH) strategies contribute to the promotion of sustainable peace and well-being?

To examine how Phronetic trauma healing strategies contribute to the promotion of sustainable peace and well-being among refugees in Thailand, a qualitative research approach was employed among the 16 people from different refugee camps. These individuals were thoughtfully chosen for inclusion in the study, taking into consideration their communication skills and level of maturity. They were provided with detailed information regarding their voluntary participation and were assured of their unfettered right to withdraw from the study at any juncture. Within the authentic research setting, the investigators engaged in face-to-face interactions spanning a one-year duration, allowing for the collection of in-depth firsthand insights through direct observation of their behavior and actions within their respective contexts. Phronetic trauma healing is implemented through a semi-formal care approach, which extends over a one-year duration. This approach involves actively listening to the emotional experiences and feelings of care receivers, assisting them in contemplating future adjustments and needs, with the notable exclusion of medication-based interventions. Furthermore, the process includes preparing care receivers to navigate the emotional

upheaval often associated with significant life changes. Continuous caregiving is provided until the care receiver reaches a stage where they are prepared to embark on the journey of rebuilding their life. The result is that PTH strategies contribute to the promotion of sustainable peace and well-being among refugees in Thailand in several ways:

Addressing Trauma: PTH strategies focus on addressing the traumatic experiences and their consequences among refugees with cultural sensitivity. It engages with therapeutic interventions, such as trauma-informed counseling, group therapy, sharing experiences, meditation, games, sports, and creative arts. These strategies help individuals process their trauma, reduce distressing symptoms, and promote psychological well-being. By addressing trauma at an individual level, the strategies contribute to improving the overall mental health and resilience of refugees.

Empowering Individuals: PTH strategies aim to empower refugees by recognizing their agency and strengths. These strategies emphasize the importance of practical wisdom, ethical considerations, and context-specific knowledge in healing and recovery. By involving refugees in their own healing journey and promoting their active participation in decision-making processes, these strategies enhance their sense of empowerment and promote a positive sense of self and identity.

Facilitating Social Integration: Successful social integration is crucial for sustainable peace and social development among refugees. PTH strategies contribute to this process by addressing the challenges faced by refugees during their integration. By providing support in navigating a new culture, facilitating language acquisition, vocational training programs, and promoting cultural exchange, these strategies enhance their ability to adapt and participate meaningfully in the local community. This, in turn, fosters social cohesion, understanding, and peaceful coexistence between refugees and the host population.

Access to Education and Healthcare: PTH interventions prioritize access to education and healthcare for refugees. By advocating for and providing support in accessing quality education and healthcare services, these interventions enable refugees to develop the necessary skills, knowledge, and health to actively participate in society. Access to education enhances social well-being by empowering refugees with opportunities for personal growth, skills acquisition, and social integration, while access to healthcare contributes to their overall well-being and resilience.

Building Resilient Communities: PTH strategies not only focus on individual healing but also contribute to the development of resilient communities. By addressing the trauma

experienced by refugees collectively, these strategies promote a shared understanding and empathy within the community. This collective healing process strengthens social bonds, facilitates mutual support, and promotes a sense of belonging. In turn, resilient communities are better equipped to address social challenges, resolve conflicts peacefully, and work toward sustainable peace and well-being.

Collaborative Partnerships: PTH strategies involve collaboration among various stakeholders, including therapists, community leaders, religious actors, and the refugees themselves. By fostering partnerships and creating networks, these strategies facilitate coordinated efforts in promoting sustainable peace and well-being. Collaborative approaches ensure that interventions are contextually relevant, culturally sensitive, and responsive to the unique needs of refugees, thereby maximizing their effectiveness.

PTH strategies can contribute to the promotion of sustainable peace and well-being among Thailand's refugee population by addressing trauma, empowering individuals, facilitating social integration, building resilient communities, and fostering collaborative partnerships. These strategies recognize the importance of individual experiences, cultural context, and community engagement, ultimately creating a foundation for healing, well-being, and positive social change among refugees on Thai-Myanmar Border. See Table 2 below.

Table 2: Phronetic Trauma Healing Strategies (Original Table by the Author of this Article)

Addressing Trauma	Facilitating Social Integration	Building Resilient Communities	Collaborative Partnerships	Empowering Individuals	education and healthcare
Trauma-informed counseling	Support in navigating a new culture	Teaching love, support, and understanding	Therapists	Practical wisdom	Transmission of knowledge, skills.
Group therapy: games, meditation, sharing experiences, etc.	Facilitating language acquisition.	Embracing change	Community leaders	Ethical considerations	Literacy and research.

Table 2: Phronetic Trauma Healing Strategies (Original Table by the Author of this Article)

Addressing Trauma	Facilitating Social Integration	Building Resilient Communities	Collaborative Partnerships	Empowering Individuals	education and healthcare
Creative arts therapy: Music, dance, art, Drama, writing.	Vocational training programs.	Finding purpose in life and nurturing self.	Organizations	Context-specific knowledge in healing and recovery	Health care about the body and how to look after it
	Employment support tailored to the specific needs and skills of refugees	Being optimistic	The refugees themselves	Own decision-making processes	Human Biology and hygiene

Discussion of the Study Result

Using Aristotelian Epistemology, this paper argues that while episteme (theoretical knowledge) and techne (technical skills) are important, they may overlook the unique needs and experiences of individual clients. Because trauma healing is a multidimensional process involving various therapeutic modalities and interventions, a client-centered approach to trauma healing is essential, taking into account the individual's circumstances, perspectives, and needs. In this way, emphasizing phronesis (practical wisdom) assists practitioners in developing a deeper understanding of trauma and its effects, encouraging a more empathetic and holistic approach. Because it focuses on practical wisdom and decision-making in real-life situations, phronesis is a critical concept in trauma healing. It focuses on context, ethics, and comprehending individual circumstances. Furthermore, trauma healing should be a collaborative and empowering process in which the practitioner serves as a compassionate guide and facilitator while the client actively participates in their healing journey.

Phronetic Trauma Healing, therefore, in that sense, proves to be an effective strategy to implement among the refugees in Thailand because of the large number of refugee populations in the country, as depicted in Figure 3.
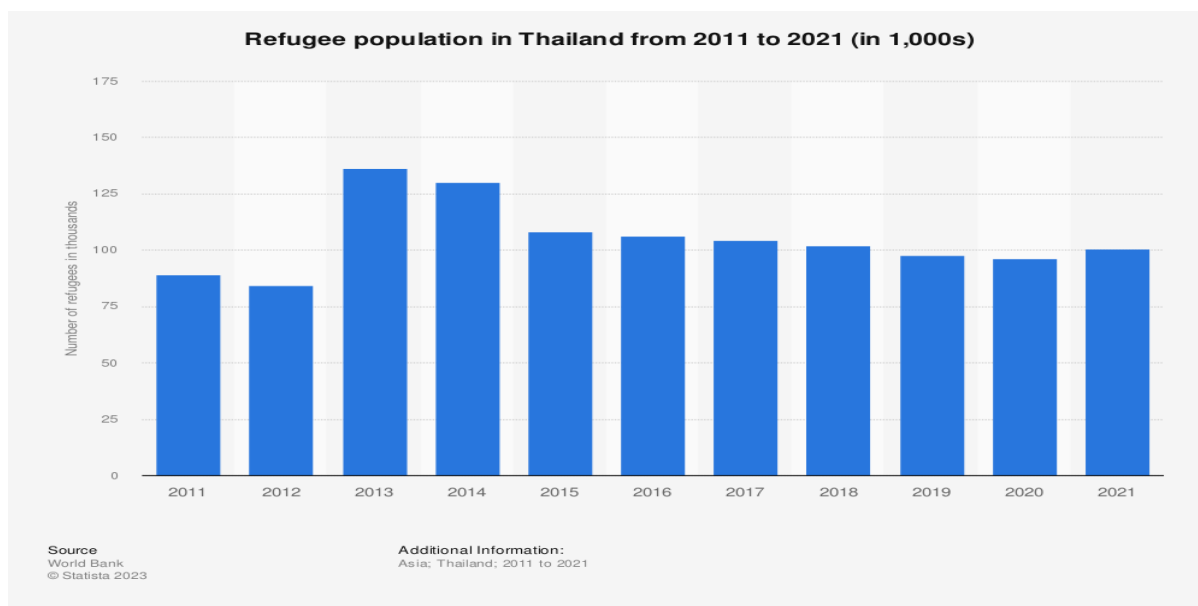
Figure 3: Refugee Population in Thailand
Source: World Bank Statista 2023

PTH acknowledges the interconnectedness of various aspects of human life. It is a holistic approach that addresses refugees' physical, mental, and social well-being. This involves integrating mental health services with medical care, community support, vocational training, and access to basic resources. It can contribute significantly to sustainable peace by addressing the deep-rooted wounds and traumas that can perpetuate cycles of violence and conflict.

Breaking the cycle of violence: Trauma often fuels cycles of violence, as individuals who have experienced trauma may perpetuate harm to others. PTH strategies focus on breaking this cycle by providing individuals with the support, tools, and resources needed to heal from their traumatic experiences. By addressing the underlying trauma, these strategies help to reduce the likelihood of individuals resorting to violence and contribute to a more peaceful society.

Reconciliation and forgiveness: PTH emphasize the importance of reconciliation and forgiveness as part of the healing process. Through dialogue, empathy, and understanding, individuals who have experienced trauma can engage in processes of reconciliation with those who have caused harm. This foster understanding and empathy between different parties, promoting peaceful coexistence and reducing the potential for future conflicts.

Building social cohesion: Trauma can fracture communities and create divisions among groups. Phronetic trauma healing strategies prioritize community engagement and participation, bringing together individuals and communities affected by trauma. By facilitating dialogue, mutual support, and collective healing, these strategies foster social cohesion and unity, strengthening the bonds within communities and contributing to sustainable peace.

Addressing root causes of conflict: Trauma is often interconnected with the root causes of conflicts, such as inequality, injustice, and historical grievances. PTH recognizes the importance of addressing these underlying factors to achieve sustainable peace. By providing individuals with opportunities to voice their experiences, address grievances, and advocate for justice, PTH strategies contribute to addressing the root causes of conflict and promoting long-term peace.

Supporting sustainable mental health and well-being: Traumatic experiences can have long-lasting effects on mental health and well-being. PTH strategies prioritize the provision of mental health support and care for individuals affected by trauma. By addressing mental health needs and promoting overall well-being, these strategies contribute to the creation of resilient and peaceful communities.

Empowering individuals and communities: PTH strategies emphasize the empowerment of individuals and communities affected by trauma. By providing individuals with tools, knowledge, and skills to heal from their experiences, they enable individuals to regain a sense of agency and control over their lives. Empowered individuals are more likely to contribute positively to their communities and play an active role in building sustainable peace.

Preventing future conflicts: By addressing trauma and its underlying causes, PTH strategies contribute to preventing future conflicts. Through education, awareness-raising, and community-based interventions, these strategies promote peacebuilding values and skills, fostering a culture of peace and conflict resolution within communities.

Table 3: Phronetic Trauma Healing Outcomes (Original Table by the Author of this Article)

Breaking the cycle of violence	Building social cohesion	Reconciliation and forgiveness	Supporting sustainable mental health and well-being	Empowering individuals and communities	Preventing future conflicts
providing support, tools, and resources needed to heal	facilitating dialogue, mutual support, and collective healing,	Dialogue	Addressing mental health needs	Knowledge and skills	Education
addressing the underlying trauma		empathy	Mental health support and care	Livelihood skills	Awareness
		love			Promote peacebuilding values and skills.
		compassion			fostering a culture of peace and conflict resolution within communities

Conclusion

This research endeavor holds the primary objective of making a meaningful contribution towards sustainable peace and well-being within refugee populations through PTH. By undertaking a comprehensive exploration of the experiences, processes, and outcomes associated with PTH interventions, this study aspires to generate valuable insights into the effectiveness and potential benefits of these approaches. Understanding the complex dynamics of peace and social development within refugee communities is of utmost importance in fostering their overall well-being and successful integration into new societies. PTH can play a crucial role in sustainable peace by breaking the cycle of violence, promoting

reconciliation and forgiveness, building social cohesion, addressing root causes of conflict, supporting mental health and well-being, empowering individuals and communities, and preventing future conflicts. By addressing the deep wounds of trauma, these strategies lay the foundation for lasting peace and contribute to the transformation of societies affected by violence and conflict. PTH can also play a crucial role in social development and the successful integration of refugees. By prioritizing mental health and well-being, empowering individuals, building resilience, fostering social cohesion, promoting cultural sensitivity, and addressing barriers to integration, PTH interventions contribute to the overall development and well-being of refugees and their host communities. By addressing trauma and its effects, these strategies support the creation of inclusive, cohesive, and thriving societies.

This research work then argues that theoretical knowledge and technical skills, i.e., episteme and techne are crucial in trauma healing, but they may overlook individual needs. By analyzing the experiences of both the beneficiaries and the practitioners involved, the study argues that a client-centered approach is essential, considering circumstances, perspectives, and needs. Emphasizing phronesis (practical wisdom) helps practitioners develop a deeper understanding of trauma, encourages empathy, and fosters a collaborative, empowering process. This approach should involve a compassionate guide and facilitator, allowing clients to actively participate in their healing journey. Such knowledge can serve as a valuable resource for policymakers, practitioners, and organizations working with refugees, enabling them to develop evidence-based approaches that maximize positive outcomes and promote sustainable healing. Furthermore, the findings of this research endeavor hold the potential to inform and shape policy decisions aimed at enhancing the well-being and integration of refugees in their new communities. By providing practical implications grounded in empirical evidence, the study strives to equip decision-makers with the tools necessary to design and implement effective phonetic TH programs tailored to the unique needs of refugee populations.

Recommendation: To advance research on promoting sustainable peace and well-being among refugee populations, conducting comparative studies is essential. A comprehensive understanding of trauma healing and social development in diverse refugee populations necessitates the inclusion of a wide range of refugee groups from various geographical locations. By encompassing different refugee populations, researchers can examine the unique experiences, trauma-healing processes, and social development needs specific to each group.

Recommend the policymakers, practitioners, and organizations working with refugees to consider integrating Phronetic Trauma Healing strategies into the programs and interventions. Recognizing the importance of trauma healing and its link to peace and well-being, PTH approaches offer a practical and context-sensitive framework for addressing the complex needs of refugee populations.

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The Guidances of Motivation Theory in Higher Vocational Colleges Teacher Management

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Abstract

From the perspective of the effectiveness of school teacher management, more and more managers realize that "attracting talents and retaining talents" is the key to the long-term development of the school. The quality of cultivating talents depends on whether they have high-quality teachers, whether they have strong work enthusiasm and morale, and whether they give full play to their creative potential and value. The fundamental way to achieve this goal is to establish a sound and effective incentive mechanism. The establishment and improvement of effective, scientific and reasonable incentive mechanism is of great significance for the school to attract excellent talents, retain excellent talents, create a good competitive environment, mobilize the enthusiasm of teachers' work, stimulate the potential creativity of teachers, and improve the quality and efficiency of the school. This paper used literature research, questionnaires and interviews to investigate the teachers and teaching managers of Guangdong province. Quantitative and qualitative analyses were conducted to collect data from sample size 244 teachers and 5 administrators by filling out online questionnaires and interviews. Based on the research basis of the incentive theory, the research is valuable to improving the teaching quality and work efficiency of higher vocational colleges.

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Introduction

With the large demand of the society for highly skilled talents, higher vocational colleges are booming in China. As a full-time educator directly facing the society to cultivate technical applied talents, higher vocational teachers shoulder a special mission, that is, to cultivate modern senior vocational and technical personnel. The role of higher vocational teachers is directly related to the in-depth development of teaching reform and the quality of talent training. However, there are many disadvantages in the current management of higher vocational colleges. First, school administrators often pay attention to the realization of the overall goals of campus construction, demonstration school projects, school enrollment and employment, while ignoring the individual goals and needs of teachers. For example, whether teachers' salaries can meet their daily expenses, what training they need to promote personal growth, and what evaluation mechanisms and incentives can provide to maximize the enthusiasm of teachers, these are often ignored by school administrators. Second, the degree of teacher participation in the teaching management process is low. In order to make higher vocational colleges develop continuously and healthily, they must pay attention to the application of people-oriented educational concepts and pay attention to the development needs of teachers and students. However, many schools do not realize the importance of the humanistic concept, the management system is too rigid, lack of humanization and care. (Yin,2020) The management methods and means of some higher vocational colleges are relatively simple, the system is strictly implemented to the first, the official standard phenomenon is serious, the main position of teachers has not been implemented, most teachers' participation in teaching management is low, their master status and sense of responsibility cannot be respected, which indirectly affects the enthusiasm of teachers. Third, the evaluation of teachers, performance evaluation is not enough scientific and comprehensive, the evaluation of teachers tend to teachers 'scientific research projects and papers published as the only teacher title evaluation standard, the quantitative evaluation results as the basis of teacher promotion, title promotion, salary increase, teachers of school performance appraisal results of teachers promotion, promotion and pay for effect and effect of satisfaction is generally low, this not only the lack of scientific and developmental, also to a certain extent killed the teacher's work enthusiasm and

positive creativity. Fourth, the design of the incentive mechanism is not scientific. One is the lack of an analysis of the teachers' needs. Compared with the motivation work of knowledge workers, teachers' motivation work is often more complicated, such as oversimplification, only pay attention to the material motivation and lack of spiritual call of duty; improper motivation intensity, excessive motivation and misleading teacher motivation; poor timeliness and other problems, which make people doubt the effectiveness of teacher motivation. The above traditional management mechanism will cause teachers' negative work. The result is the time, energy, especially the teaching process, which affects the daily teaching work and life and has a serious impact on the quality of education.

The core content of teacher management, and the most difficult content to achieve effectively, is how to encourage teachers to work more actively and creatively. In order to realize the reasonable allocation of school resources, high quality and efficient realization of the goal of talent training, the key lies in how to stimulate teachers to work more effectively under the given conditions. Scientific research shows that people have potential, and effective incentive is conducive to tapping teachers' potential and improving work performance. Schools can stimulate teachers' work enthusiasm through various ways and means, improve their enthusiasm and creativity, and improve the work efficiency of teachers. Professor William James of Harvard University of America found that employees with hourly wage only perform 20% - 30%, just to keep their jobs, and 80% - 90%, which plays a great role in mobilizing people's enthusiasm. According to a workforce study conducted in the United States by Public Agenda Forum (1995), 75 percent of employees admit that their work can be more efficient than they are today, and that they perform poorly because they are not "motivated" (Guo, 1999). It can be seen that incentive plays an important role and significance for improving individual work enthusiasm and fully realizing their own value.

Only when teachers are happy to teach, students can be happy to learn, and only when teachers are good at teaching, students can learn well. As a full-time educator directly facing the society to cultivate technical applied talents, higher vocational teachers shoulder a special mission, that is, to cultivate modern senior vocational and technical personnel. The particularity of the teacher profession in higher vocational colleges is that in addition to the basic quality and professional ethics of teachers, they should also understand the most cutting-edge technology development trend of related majors, and

have certain communication ability, organization and coordination ability and management ability. The achievement of teachers' work performance is positively related to their ability and enthusiasm. Under the action of incentive factors, the internal potential of teachers can be stimulated, and individuals and schools will form a driving force and create a development force. Therefore, what kind of management system, methods and means to manage teachers, make teachers' enthusiasm and potential ability to get the best play, is an important topic that school administrators should be deeply discussed.

In short, the establishment of a set of scientific, reasonable and effective incentive mechanism for higher vocational teachers is conducive to mobilizing teachers to teach People's enthusiasm is conducive to giving full play to teachers' creativity, to cultivate teachers' sense of responsibility and mission for the development of the school, and to improve the running level and efficiency of higher vocational colleges.

The management of teachers in higher vocational colleges is worth paying attention to and exploring. How to improve the enthusiasm and creativity of higher vocational teachers and improve the quality of talent training has become an important topic for school administrators, which is also the significance of this paper. This paper mainly studies the perspective of the application of incentive theory in the teaching management of higher vocational colleges, analyzes the main incentive theory, combines the practice of teaching management and the characteristics of teachers in higher vocational colleges, and puts forward the guiding principles of teachers in higher vocational colleges.

Background of the Motivation Theory

Management psychology of incentive research began in the early 20th century, W table advocated scientific management movement, in the 30s "found human logic" Hawthorne experiment with rapid development, 50s, appeared a batch of "outstanding people and their will have an important impact on modern management theory", such as the needs of Maslow level theory, Herzberg's double factor theory, Adams fair theory, long expectations theory, McClelland's achievement need theory, the research momentum of fierce, theoretical strength, are rare. Research shows that people's behavior is dominated by motivation,

motivation is caused by need, and the direction of behavior is to seek goals and meet needs. The process of excitation is shown in the figure below.
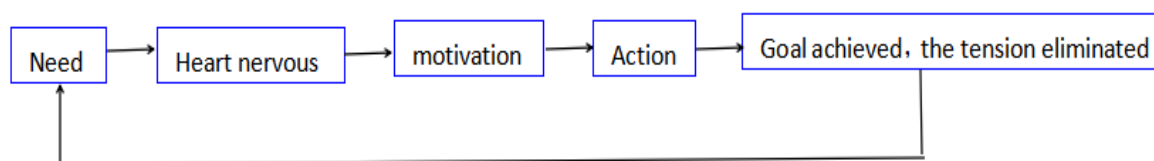

Figure 1: A Schematic representation of the basic mental processes of the behavior

Definition of Motivation Terms

Motivation is a subject of interest to researchers, including psychology, human development, pedagogy, sociology, and business science. According to the PMBOK definition, motivation is "Powering people to achieve high levels of performance and overcoming barriers in order to change. "Psychologists have provided different definitions according to attitude to the motivation phenomenon which are briefly mentioned below:

Motivation was inspired of the Latin term "Move" For the first time, means movement and it is an English word.

Motivation is a force which cause people to behavior particularly and according to management point of view, the purpose of creating motivation for employees is an act that brings the highest benefit to the organization.

Based on the views of scholars at home and abroad, we believe that incentive is the inducement for managers to use people's characteristic behavior, to stimulate the internal requirements or motivation of the motivated people to engage in certain activities, and produce persistent behavior, keep consistent with the organizational goals, and successfully achieve the organizational goals.

The Importance of Motivation Theory

The traditional management does not pay attention to the human factors, the organization mainly through the system to mobilize the enthusiasm of workers, which causes the strong dissatisfaction of employees. More and more organizations realize that motivation is one of the most important management functions of organizations, and motivation can promote the participation and loyalty of members, thus improving the effectiveness of their actions. Motivation affects all aspects of school education, including how much time and energy teachers are willing to invest in teaching. Former Education Secretary Terrell Bell made this point forcefully when he said, "There are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation." Lack of motivation has important consequences. Higher vocational colleges teachers as cultivating modern senior vocational and technical personnel of intellectuals, the particularity of the mental work, efforts in a relatively short period of time is often difficult to appear, the lack of correct incentive mechanism, blindly excessive emphasis on target management and task assessment, ignore the principal position of teachers, will limit teachers' enthusiasm and initiative, teachers work negative, the result is the teachers in the teaching process of time, energy especially teaching enthusiasm and sense of responsibility, affect the daily teaching work and life, a serious impact on the quality of education. How to mobilize the initiative and enthusiasm of teachers in teaching and participation in student management to improve teaching efficiency and quality has become an urgent research direction.

Types of Motivation Theory

Since the 20th century, many different incentive theories have emerged in the West. According to the different incentive aspects and behavior relations, these theories can be divided into content incentive theory, behavior modification incentive theory and process incentive theory.

The content-based incentive theory focuses on the study of the causes of incentive. mainly include: Maslow's hierarchy of needs theory. McClelland's achievements need theory. McGregor's X and Y Theories. Herzberg's Two-Factor Theory.

Process incentive theory mainly refers to the study of incentive means by the interaction of human psychological process and behavioral process. The most famous process incentive theory are Adams's fairness theory and Fromm's expectation valence theory. Adams' theory of fairness points out that in addition to absolute reward, the fairness of the reward itself will also affect the enthusiasm of the manager.

The behavior correction incentive theory mainly refers to promoting the maximization of enterprise management efficiency by transforming the behavior of the managed. One of the most famous behavioral modification incentive theories is the Skinner theory. Skinner's theory suggests that external stimuli tend to be directly reflected in people's behavior, and that favorable external stimuli can make this behavioral response more active and obvious, but not vice versa.

Maslow's (A.H.Maslow) hierarchy of needs theory

The hierarchy of needs theory is a kind of incentive theory proposed by the American humanistic psychologist Maslow in 1943 in the Theory of Human Motivation. In 1954, he further elaborated on the theory in his book, Motivation and Personality, marking the formal formation of this theory. Maslow argues that people's motivation is to meet unmet needs. Requirements are arranged according to their importance to human life, and requirements are arranged according to their importance to human life, from the basic (earliest) to the most complex (latest) needs are as follows:

Physiological needs: air, food, drink, shelter, warmth, sex, sleep.

Safety and security needs: protection from elements, security, order, law, stability, freedom from fear.

Belongingness and love needs: friendship, intimacy, trust and acceptance, receiving and giving affection and love.

Esteem needs: achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.

Self-Actualization needs: realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.
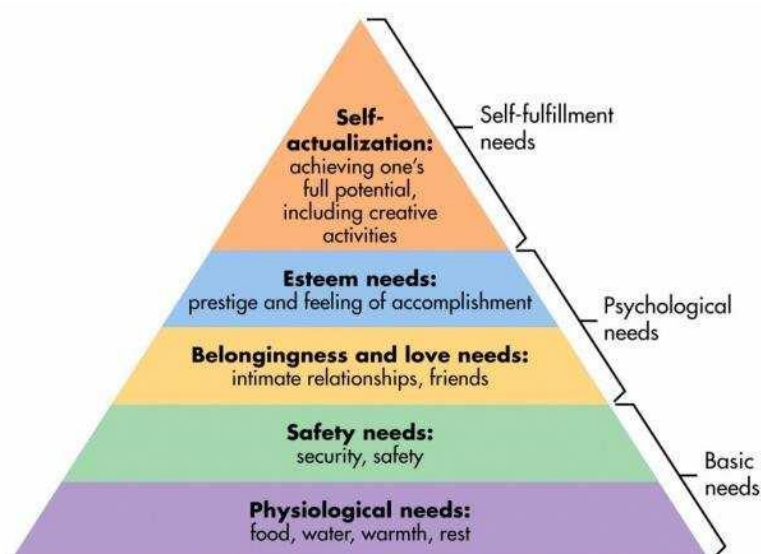
Maslow believes that human needs can be divided into five levels, and physiological needs are the basic requirements of human beings. And the order of these five levels is the same as that of ordinary people. Only when the lower level of needs are basically satisfied, a higher level of needs will be generated. If people have a deficit at this level of physiological need, all behaviors will be directed to meet this deficit. Essentially, a person has no appetite for self-esteem. Then we have a second layer, which awakens the need for security. After ensuring these two levels, the motivation turns to the social sphere, the third level. Psychological demand is the fourth level, and the top level of the psychological demand level is self-actualization. Maslow's hierarchy of needs forms the basis of theories that try to explain job satisfaction. Teachers, like all people, have needs that have to be satisfied. Besides the basic needs for food, shelter and clothing, safety from physical, harm, and social interaction, they also need the recognition and appreciation of students, colleagues, and parents.

Maslow needs the main contribution of the hierarchy theory. The need hierarchy theory is the earliest and most far-reaching content-based incentive theory, which plays a very important role in guiding the theory and practice of organizational management. First, the hierarchy of needs emphasizes the value and dignity of people, which has positive significance for promoting the importance of people in management. Second, the theory of need Hierarchy summarizes the needs of ordinary people at different levels, and to some extent reflects the common laws of human behavior and psychological activities, and thus has been widely recognized. Third, the hierarchy of needs affirms the importance of high-level needs, believing

that only the pursuit and satisfaction of high-level needs can make people have a deeper sense of inner happiness and richness (peak experience). That is to say, high level needs inspire people to work hard more persistently than low level needs. This shows that the management should not only pay attention to the role of material interests, but also pay attention to and play the role of spiritual interests.

But the need for a hierarchical theory also has its shortcomings. First, there are the limitation of the theory of humanism. From the psychological point of view, people's behavior is not only influenced by people's real needs and desires, but also influenced by people's confidence and beliefs. Therefore, demand is not the only factor that determines the motivation of people's behavior. The hierarchical theory makes a fundamental mistake in this point. Second, according to the need hierarchy theory, the most urgent need is the cause and motivation of human behavior motivation is a dynamic performance needs to develop from low too high in a certain order; only after the lower level of demand is met at least the minimum, people will enter the next level of demand, which is not the case.

McClelland's achievements need theory

American psychologist David McClellan proposed the achievements need theory on the basis of extensive research in the 1950s. He believes that there are three main needs that affect people's behavior, and that these needs are not innate desires as pointed out by Maslow's hierarchy of needs, but acquired learning, which are the need for achievement, power and ownership. Individuals with high achievements need always strive to do things better, they prefer moderate risk, want to take responsibility for their work, and want to get quick and specific feedback on their job performance. The need of power is the concern to reputation, responsibility, influence and the ability to control others. People with a high power need prefer leadership positions and are also often seen by others as effective leaders. People with high belonging needs prefer to establish close and friendly relationships with others, and prefer cooperation rather than competitive environments. McClelland's achievements need theory to be applied mainly to motivate supervisors with limited applications. McClellan's achievement needs theory is very effective for those who want to be successful, because they like to choose a difficult job and take the task as the greatest pleasure.

McClelland's achievements need theory assumes that some people achieve success by seeking "personal achievement rather than rewarding themselves" (Saif et al., 2012). This theory is easily applicable to academic environments and explains why some teachers, despite

their difficulties, are high achievers: they set high goals for themselves, and achieving them is their motivation.

McGregor's X and Y Theories

McGregor's X and Y Theories classify employees into two groups based on two sets of assumptions. The hypothesis of X theory holds a negative view of people: people have an inherent aversion to work and will avoid it as much as possible as they can. They prefer to be directed, avoid responsibility, have no ambition, and want to be safe. Therefore, they must be forced, controlled, directed and threatened to get them to work. (Saif et al. 2012. The Y theory holds the opposite view: it assumes that work is as natural as play or rest, and that, in theory, people want to work and can get great satisfaction from their work. External factors or any threat from outside may not be the only effect of exerting the effort. People can achieve their goals through caution and discipline, but their desire for it depends on how much that achievement is rewarded. Under normal circumstances, people can adapt to seeking responsibility, not just accept responsibility (Saif et al., 2012). Applying these assumptions to a school environment, one could argue that two of the main causes of dissatisfaction among teachers are having to deal with problem students and a strict and inconsiderate management, for example a principal who is coercive and does not appreciate the efforts of teachers, or an overly directive principal who never delegates or allows teachers to make independent decisions. Conversely, a supportive principal may be a source of job satisfaction to teachers (Alavi & Askaripur, 2003).

Herzberg's Two-Factor (Motivator-Hygiene) Theory

Herzberg's two-factor theory, also known as the incentive-health factor theory, was first proposed by American psychologist Hertzberg in the late 1950s. On "satisfiers," Herzberg noted that work has five characteristics that can bring satisfaction: achievement, recognition, work itself, responsibility, and progress. On the other hand, Hertzberg identified institutional politics, management methods, supervision, compensation, working relationships, and working conditions as factors that may demoralize employees.

Herzberg concluded that job satisfaction and dissatisfaction were the products of two separate factors: motivating factors (satisfiers) and hygiene factors (dissatisfiers). Herzberg believes that the motivating factor is the work itself that affects the motivation of employees, Including the work itself, recognition, promotion, achievement, personal growth and

development, that is to say, If the improvement of these factors can stimulate and mobilize the enthusiasm and enthusiasm of the staff, And that if these factors are not well addressed, Can also cause dissatisfaction among employees, But the impact is not very big; hygiene factors are the working environment conditions that affect the enthusiasm of workers, Including salary, safety, working conditions, job security, supervision, company policies, the nature of human relationships, additional benefits, If these working environments and working conditions are not available, Will make the employees feel very dissatisfied, Thus reducing the enthusiasm and enthusiasm of the staff to work, But having these conditions will not increase the motivation, It can only maintain the status quo. He believes that motivators motivate people to do their work, while hygiene factors do not motivate people, but the lack of health care can lead to dissatisfaction.

Hertzberg's two-factor theory further modified Maslow's needs theory and integrates into two areas of needs that motivate employees. Goshan, Cavi, Agaashi and Ismail (2011:12) assert that organizations are increasingly applying Herzberg's theory to create opportunities for employees' "personal growth, enrichment and recognition".

As mentioned above, content-based incentive theories all attempt to determine the specific needs and hierarchy closely related to incentive, by focusing on the content of incentive, each theory limits its interpretation of incentive to a series of specific factors, and tries to clarify how these specific factors can be used to motivate people. The contribution of this theory is to find out the important concepts that contribute to a better understanding of the incentive problem. However, because values often vary across cultures, it is difficult to find a level of incentive need that applies to everyone. Because of this, the results of content-based incentives still lack conclusive support.

The Application Status of Motivation Theory in Higher Vocational Colleges

There are many disadvantages in the current management of higher vocational colleges. First, school administrators often pay attention to the realization of the overall goals of campus construction, demonstration school projects, school enrollment and employment, while ignoring the individual goals and needs of teachers. For example, whether teachers' salaries can meet their daily expenses, what training they need to promote personal growth,

and what evaluation mechanisms and incentives can provide to maximize the enthusiasm of teachers, these are often ignored by school administrators. Second, the degree of teacher participation in the teaching management process is low. In order to make higher vocational colleges develop continuously and healthily, they must pay attention to the application of people-oriented educational concepts and pay attention to the development needs of teachers and students. However, many schools do not realize the importance of the humanistic concept, the management system is too rigid, lack of humanization and care. The management methods and means of some higher vocational colleges are relatively simple, the system is strictly implemented to the first, the official standard phenomenon is serious, the main position of teachers has not been implemented, most teachers' participation in teaching management is low, their master status and sense of responsibility cannot be respected, which indirectly affects the enthusiasm of teachers. Third, the evaluation of teachers, performance evaluation is not enough scientific and comprehensive, the evaluation of teachers tend to teachers 'scientific research projects and papers published as the only teacher title evaluation standard, the quantitative evaluation results as the basis of teacher promotion, title promotion, salary increase, teachers of school performance appraisal results of teachers promotion, promotion and pay for effect and effect of satisfaction is generally low, this not only the lack of scientific and developmental, also to a certain extent killed the teacher's work enthusiasm and positive creativity. Fourth, the design of the incentive mechanism is not scientific. One is the lack of an analysis of the teachers' needs. Compared with the motivation work of knowledge workers, teachers' motivation work is often more complicated, such as oversimplification, only pay attention to the material motivation and lack of spiritual call of duty; improper motivation intensity, excessive motivation and misleading teacher motivation; poor timeliness and other problems, which make people doubt the effectiveness of teacher motivation. The above traditional management mechanism will cause teachers' negative work. The result is the time, energy, especially the teaching process, which affects the daily teaching work and life and has a serious impact on the quality of education.

Research Discussion

In our country, the concept of "people-oriented" has been highly valued, especially in the current field of education, and it has become one of the hot spots of concern. However, judging from the current effectiveness of teaching management in colleges and universities, there are some differences between the results presented and the expected goals. The reasons are as follows:

1. The compensation incentive effect is not obvious enough.

Although the compensation incentive problem is paid more and more attention by the personnel management department, and various incentive measures have been taken to improve the material needs of teachers, the incentive effect of compensation in the specific implementation process is not obvious and has not achieved the expected purpose.

2. Lack of effective spiritual motivation

According to Maslow's hierarchy of needs theory, people's needs include material needs and spiritual needs. After the material needs are met, people will pursue psychological satisfaction, such as personal growth, self-realization, respect and so on. An American psychologist, David McClellan, worked on the basis of his extensive research in the 1950s. He believes that individuals with high achievement needs prefer moderate risks, want to take responsibility for their work, and want to get rapid and specific feedback on their work performance.

3. Institutional incentives are not perfect enough

The institutional incentive for teachers in higher vocational colleges is mainly reflected in the assessment of four aspects: performance appraisal, employment period assessment, annual assessment and promotion.

4. Lack of attention to environmental incentives

Environmental factors include social environment, work environment and interpersonal relationship environment. At present, the social environment has undergone good changes, the social status of teachers has been improved, the occupation is enviable, but the working environment of the school is not satisfactory, the office environment is poor, the school hardware facilities cannot keep up, the academic atmosphere is not strong and other phenomena will affect the realization of teachers' self-value.

The Guidance of motivation theory in teacher management

1. The design of the incentive mechanism should conform to the characteristics of teachers' need.

From the western modern motivation theory, we know that people's behavior is governed by motivation, which is caused by need. The direction of the behavior is to seek the goals and meet the needs. This shows that the motivation is achieved by meeting the needs, and to explore the incentive problem of teachers in higher vocational colleges, we must first understand the needs of teachers in higher vocational colleges. (Zhu,2002)"Teachers are the engineers of the human soul", education and teaching activities need both mental and physical, but more mental. In the face of students with thoughts and souls, in order to transform and shape these people, education and teaching activities are not simple preaching and knowledge imparting, which contains teachers' wisdom and emotions, understanding and processing of knowledge and other complex mental activities, including changes and innovations are obvious. Vocational teachers should not only teach students cultural knowledge, but also give them certain skills, to integrate skills in the usual classroom, there is no creativity is absolutely not.Vocational teachers work for students between 16 and 20 years old. Compared with undergraduate students, these students have a certain gap in organizational discipline, learning attitude and learning ability. In order to train and educate these students, vocational teachers have to pay hard and heavy labor. While working, teachers have to bear all kinds of pressure, they have to try to meet the individual needs of different students, they have to accept the supervision and expectations of parents and society, they have to face the assessment and evaluation of their work by school leaders and administrators, and they also have to take care of their families and descendants, and so on. And be able to withstand great mental pressure. Vocational teachers must constantly through self-study, training, further study and other forms to improve the level of moral thought and professional quality, in order to complete the difficult task of teaching and cultivating talents, its labor is hard and sacred.It is difficult to measure the work achievements of higher vocational teachers. From the teaching effect, it is difficult to have a unified evaluation of the work results of higher vocational teachers. The difference of evaluation subject, evaluation standard, evaluation method and evaluation process will lead to the difference of evaluation results. If analyzed from the scientific research results, their scientific research results are often limited

to teaching, experiments and practical training, the theoretical level is relatively not high, lack of depth, and the society and academia do not evaluate them highly. However, people who understand higher vocational education believe that the scientific research achievements of higher vocational teachers are valuable, it fills the research gap at this level, and has outstanding performance in the combination of theory and practice and the solution of practical problems.

Teachers in higher vocational colleges not only have the above three characteristics because of their occupation, but also have a high correlation with their occupation in terms of demand. The specific performance is: the need for respect, honor and other spiritual rewards to clarify the career status, the need for challenging career planning to establish life goals, the need for a relaxed and favorable working environment to facilitate the development of talent, the need to timely and effectively update knowledge to expand the development space, the need for fair and just labor returns to confirm their own value. It needs the self-realization of life goal to embody the value of life.

According to the theory of expectation, teachers hope to have good work performance and get corresponding rewards or material remuneration, which is the internal reason why teachers hope to improve their material treatment. Although the government and universities have also taken a series of measures to improve teachers' salaries and housing conditions, there is still a big gap with workers in other industries.

The second is the growing need for equity. With the progress of society, the enhancement of subject consciousness and the improvement of fairness understanding, the fairness need of college teachers is increasing in the face of the unfair phenomenon in reality. Especially in the internal distribution system, personnel system, professional title evaluation and employment, further study, post-employment and other aspects of the strong need for fairness. They require the principle of distribution according to work and efficiency priority, and profit distribution according to individual contribution, and require schools to establish a level playing field and mechanism to provide a platform for equal competition.

Democratic participation needs and learning needs to be strengthened. With the development of human-oriented management theory and the deepening of socialist democratic legal system concept, the democratic participation consciousness of college teachers is increasingly enhanced. At the same time, due to the acceleration of knowledge update, college teachers further add to the sense of responsibility, urgency and sense of crisis. If they do not update their professional knowledge in time, they cannot adapt to the future

needs. Therefore, they are eager to have the opportunity to further study and participate in various further studies.

Finally, the need for self-realization is relatively strong. "Self-actualization" is at the highest level in Maslow's theory of needs. Although most teachers are faced with the loss of their basic material needs and the actual economic status, they can still strictly demand their desire to make remarkable achievements in their work field and be recognized by school leaders, peers and the society to make more contributions to the country and society.

2.The incentive mechanism design should follow certain principles.

1) Insist on the principle of combining material motivation and spiritual motivation

At present, the salary of teachers in higher vocational colleges has been improved to a certain extent, but the material factor is still high vocational college teachers are an important motivating factor, and the spirit of vocational college teachers needs to be even stronger, according to Herzberg's viewpoint of the two-factor theory, the satisfaction of health factors can only eliminate the dissatisfaction of employees, but cannot play a role in motivating them. The motivating factors mainly based on spiritual motivation, such as the sense of achievement in work, the importance of leaders, and the sense of responsibility at work, are a dominant and lasting form of motivation and have a continuous internal driving force. However, at present, if there is a lack of appropriate, necessary and material incentive support and enrichment, only the strength of spiritual incentive is often weak. It is necessary to combine the two skillfully. Teachers in higher vocational colleges have a strong sense of autonomy and pay more attention to the realization of self-value, so the effect of spiritual incentive is more lasting and effective. Combine the career retention, environment retention, emotion retention and treatment retention organically, and effectively mobilize the enthusiasm and creativity of teachers' work. (Li,2004)

2) Insist on the principle of combining intrinsic motivation and extrinsic motivation.

Internal motivation plays a crucial role in whether an individual can be creative in the field he is engaged in. "The principle of intrinsic motivation is the social psychological foundation of creativity," says Emmerbill. "People are most creative when they are motivated by the satisfaction and challenge of the work itself, rather than by external pressures." If the internal motivation level is high, the individual will take the initiative to propose tasks, actively search the current situation and the individual's existing knowledge and experience, in order to produce various possible responses; Even if interfered by external stimuli (such as competition, evaluation, etc.), they will keep an open mind, be sensitive to the major clues

related to problem solving hidden in the stimulus, dare to take risks, be challenging, and think new, unique and smooth, so as to creatively solve problems. A large number of studies by American social psychologist Amabili (1988, 1995) prove that internal motivation has a great role in promoting people's creativity. Crochefield's research also points to high levels of intrinsic motivation as an important characteristic of outstanding creative talents.

Extrinsic motivation, which is motivated by extrinsic rewards and rewards.

As a school, we should not only pay attention to the stimulation of internal motivation, mobilize teachers 'long-term work enthusiasm, but also establish an external incentive mechanism to strengthen the external environment to stimulate teachers' work motivation. Schools can stimulate teachers 'internal motivation from the following three aspects: First, to enhance teachers' sense of identity. The sense of identity includes two aspects: social identification with teachers and teachers' individual identification with themselves. As a teacher, only by fully recognizing the significance of our work can we maintain our enthusiasm for our work with sufficient motivation. Therefore, schools should create a positive atmosphere, effectively maintain and improve the social status of teachers through a good social public opinion environment, actively advocate the good atmosphere of respecting teachers and valuing education, and strengthen the social recognition of teachers; second, enhance teachers' sense of responsibility for work. Teach Teachers have a strong sense of responsibility for their own work, it will produce an internal incentive mechanism, consciously, actively to perform their own teaching and educating duties. Teachers' sense of responsibility is inseparable from the sense of ownership; third, let teachers fully enjoy a sense of achievement. The sense of achievement is the best self-motivation. A person can experience his achievements and progress, who can arouse interest in work and be willing to undertake challenging tasks. As a school administrator, to make teachers get a sense of achievement, the most important thing is to create good working conditions for teachers, and timely encourage and support teachers' creative activities with high enthusiasm, so that teachers have the opportunity to display their aspirations and talents, and constantly achieve the results of education and teaching work.

Management and assessment are the premise of the implementation of external incentive mechanism, and reward and punishment are the two complementary means of external incentive mechanism.

3) Insist on the principle of combining group motivation with individual motivation.

In the process of teachers 'growth, group motivation and individual motivation can work together, and managers should, on the implementation of individual effective incentive, implement the incentive measures to appropriately motivate teachers' personal and collective responsibility, so as to improve the incentive effect [Li 2015]. Only in this way can the application of motivation theory in teacher management be effective, improve the overall level of education, and have a significant impact on the improvement of education and teaching quality.

4) Insist on the principle of one-person first

Teachers are valuable resources in higher vocational colleges, and the president of Boeing loudly declared: "Keep people, keep everything." Therefore, whether it is for organizations or individuals, the incentive object should be placed on people, and must reflect the principle of people-oriented, and people-oriented requires respecting people, understanding people, caring for people, mobilizing people's enthusiasm in the first place, recognizing and satisfying people's needs, respecting and accommodating people's personality, valuing and realizing human value, and developing and utilizing human potential. Unify and guide people's thinking, grasp and regulate people's behavior, encourage and reward people's creation, create and improve the human environment. "People-oriented" in modern management is to treat people as both means and ends, and to pursue the unity of ends and means. In the same way, school management, especially teacher management, should establish a new concept of "people-oriented", that is, "teacher-oriented" management, not only to The teacher is regarded as a means, but also as an end. This requires school administrators to fully understand and understand the labor and psychology of teacher's characteristics, unique creative character, the potential for hard work, so as to achieve both strict requirements for teachers, but also respect, trust teachers both the unified will of the administrator, and to make the teacher's personal mood is not only required to standardize, but also to encourage innovation and the formation of teachers' personal style and characteristics. Only this management concept, which not only regards teachers as the main force for the survival and development of schools, but also regards teachers as an individual in the overall development process, can truly reflect the unity of teachers as means and ends, can truly reflect the affirmation and concern for irrational factors in human nature, and also affirm and praise the rational spirit.

Conclusion

To sum up, the effective incentive of teachers is a complex system engineering, which is restricted by multi-level, multi-factors and multi-dimensions. Therefore, in the formulation and implementation of the teacher incentive system, the school should make overall planning and unify the goals, so that the systems cooperate with each other, form a joint force, and better play the role of the incentive system, in order to achieve good incentive results.

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