

Psychological Behavior Characteristics and Solutions to Demands of the Personnel Agent Teachers in Colleges and Universities - Taking Western Colleges and Universities of China as An Example

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Abstract

Since the establishment and implementation of the personnel agent system proposed by the Ministry of Personnel in December 1995, the personnel agent teachers ease some of the shortage of teachers in colleges and universities. But their group demands are not met and the of belonging not satisfied, their organizational psychological behavior presents negative characteristics different from those of other teachers. The author applies the theory of organizational behavior to analyze the behavior characteristics and causes of the group, and puts forward the way to optimize the personnel agent system in colleges and universities. That is, the universities should continue to improve the personnel agent system, pay attention to the reasonable demands of personnel agent teachers, optimize the management methods towards them in more aspects and help them to do a good job in the professional development plan so that their growth and the construction of the teacher team can be organically unified.

Keywords: Teachers in colleges and universities; personnel agent system; organizational behavior; characteristics; attribution

1. Introduction

Talent problem is the core issue of the reform and development of colleges and universities. In December 1995, the Ministry of Personnel of China explicitly proposed the establishment and implementation of the personnel agent system, which is a new type of personnel management system adapted to the economic development at that time. But as time passed, the personnel agent teachers come to be unsatisfied with their group needs and the sense of belonging, so their organizational behavior presents a series of negative features in psychological and behavioral aspects.

2. The Connotation and Historical Reasons of Personnel Agent System in Colleges and Universities

2.1. The Connotation of Personnel Agent System

Personnel agent system refers to a new personnel system in which the personnel service centers belonging to the government personnel department in accordance with relevant regulations of the state personnel policies and regulations provide personnel files management and social pension insurance payment and other services to separate the use of personnel and the management of personnel relations. In the implementation of the personnel agent system, the relationship between the unit and the individual is contractual and based on the employment contract. The biggest characteristic of the personnel agent system is to realize the separation of personnel and management of personnel relations. The employing unit becomes the only major employers, enjoying the right to the use of talent under the provisions of the employment contract, and bearing the obligation of payment and assessment. In this way, the social responsibility of the original unit is separated from the unit, and the social organization is responsible for the management of the personnel relations.

2.2. Historical Reasons for the Implementation of the Personnel Agent System in Colleges and Universities

The scale of teachers in colleges and universities need to expand along with the large-scale enrollment expansion of higher education institutions in previous years. There is not much advantage in the western universities, and the number of doctors is sparse at that time, so the target of the teacher's team is the teachers with master's degree. Their identity belongs to the institution establishment, that is their names will appear in the list of education department in charge of higher education. Later, with the number of doctoral graduates increased year by year, the administrators of colleges and universities gradually began to introduce them. But after all, the doctoral degree teachers are still relatively rare and still difficult to recruit. In order to leave a gap for the doctoral teachers and ease the current staff gap, many colleges and universities began the implementation of the personnel agent system. Another reason for the implementation of the personnel agent system is that it can effectively reduce the cost of employing teachers in colleges and universities. The administrators of colleges and universities only need to pay wages and social security costs for the personnel agent teachers, not to burden other welfares after their retirement.

3. The Current Situation of the Group Structure of the Personnel Agent Teachers in Colleges and Universities

Because of employment related non-identity, the personnel agent teachers have more common in psychological needs. Through the network investigation questionnaire, the author obtains the basic situation of the personnel agent teachers of 6 universities in the West.

Through the network investigation, the effective survey questionnaire was 382. On the age structure, the age of the personnel agent teachers in colleges and universities is relatively young. The proportion of the teachers under 30 years old is 57.85%, between 30 and 35 is 24.08%, above 35 is 18.06%. In the gender structure, the proportion of male members is 51.83%, and the female is 48.17%. In the structure of academic degree, the teachers with bachelor degree accounted for 51.30%, master's degree accounted for 47.64%, and doctoral degree accounted for 1.04%. In the professional and technical title structure, junior titles accounted for 57.85%, intermediate titles accounted for 41.10%, senior titles accounted for 1.04%.

4. The Characteristics of the Behavior of the Personnel agent teachers in Colleges and Universities

In the view generally held by the academic community, the study of the organizational behavior of a group of specific organizations can not be bypassed by the psychological level of response and change. Behavior is a psychological change in the external mode. With imbalanced state of external stimulus or internal need, people often change their behaviors to get a balance between the internal and the external. Therefore, the research on the behavior characteristics of the personnel agent teachers in colleges and universities should be carried out on both psychological and explicitly behavioral level.

4.1. The Characteristics of the Psychological Needs of the Personnel agent teachers in Colleges and Universities

The personnel agent teachers have the common psychological needs and the similar psychological characteristics. Compared with teachers with employment related identity, they are in an unstable state of mind. They are worried about the unemployment after the expiration of the contract with the school, and are eager to make establishment of identity. The group of young teachers are active thinking and requiring progress, and are also in the exploration and pioneering stage of career development. Therefore, they strive to seek the opportunity and platform for their own development, and hope that the self value can be fully reflected in the colleges and universities. University is a typical organization of resource shortage. Limited resources and institutional barriers make the personnel agent teachers bear more pressure compared with others. When the salary and career development opportunities and other aspects can not be treated fairly with other teachers, they will show a lack of sense of security and belonging. They will feel that they are in a boundary situation and fall into the crisis of identity.

4.2. The Characteristics of the Behavior Tendency of the Teachers in Personnel Agency System in Colleges and Universities

When the personnel agent teachers are confronted with the reality that their material and spiritual needs cannot be met, the organization behavior of this group is characterized by the following features. They are worried about the unemployment after the expiration of the contract with the school. Even if the school's policies and regulations are not fair to them, they are not daring to express their views. In addition, the majority of the personnel agent teachers tend to leave because they can not be treated the same as others. The network survey data shows that 95.81% of the personnel agent teachers are prepared to obtain the formal establishment of colleges and universities through the school's open recruitment approach.

5. The Attribution Analysis of the Behavior of the Personnel agent teachers in the University

The reason why the personnel agent teachers in colleges and universities presenting the negative features in the psychological and behavioral aspects is generally the problem that the internal demand and the supply of the system can not be balanced. In addition, some improper practices in the process of implementing the system and the traditional recognition of the identity of the people strengthen the negative psychological mood of the personnel agent teachers, and then they show the negative behavior.

5.1. Imperfect System Affecting the Vital Interests of the Community

The behavior of a person depends on the internal psychological factors and external environmental factors [1]. The personnel agency system as an external stimulus source directly acts on the teacher in agent system. Due to the not perfect design of the system, coupled with the relevant supporting policies not to follow up, the system is not forward-looking. For example, their maximum professional positions are limited only to associate professors. These requirements have affected the vital interests of the personnel agent

teachers. According to Maslow's hierarchy of needs theory, the personnel agent teachers like other occupational groups follow the general law of human behavior, that is the first consideration is the need to survive, followed by social status, emotion and respect for the needs, the last is the need for self realization [2]. When wages and status influence the survival and respect of the group, the negative group behavior will be revealed.

5.2. Negative Psychological and Positive Working Behavior Coexist Because of the Internal Need

When the characteristics of the psychological and organizational behavior of the teachers are summarized, some psychological states are not in single linear relation to the behavior of the system. For example, the higher performance of the personnel agent teachers is accompanied by low level of satisfaction. Although they are not satisfied with their own identity, they still show organizational citizenship behavior, such as organizational compliance, self development [3]. The emergence of these phenomena is closely related to their internal needs because they want to be able to change the identity through positive work performance.

6. Optimization of the Personnel Agent System in Colleges and Universities

As an important component of teaching staff, the introduction of the personnel agent teachers has eased the shortage of the professional teachers in colleges and universities. In order to ensure the stability and development of the college teachers, the administrators in charge of colleges and universities need to actively explore a feasible path of optimizing the personnel agent system.

6.1. Continue to Improve the Personnel Agent System and Pay Attention to the Reasonable Demands of the Personnel agent teachers

University is a typical institutional organization, which is influenced by the institutional environment [4]. Therefore, the administrators of colleges and universities should continue to improve the personnel agent system and pay attention to the reasonable demands of the personnel agent. In view of the current problems of the personnel agent system, such as the promotion, their continuing studies and other issues of the teachers, we should introduce more scientific policies as soon as possible, to solve the problems of the teachers in personnel agent, so that they will feel at ease when they are working. For instance, we can allow the personnel agent teachers to pursue a higher degree on the job, rather than simply terminate the contract if they pursue a graduate degree.

6.2. Multi Angle Optimization of the Management of Personnel Agent System

First of all, the administrators of colleges and universities should change the concept of humanities management, pay attention to the development of the personnel agent teachers. From the discussion with the personnel agent teachers, we know that some administrators simply pay attention to the use of the instrumental value of them, but neglect the development of their subjectivity, and it is one of the manifestations not to support their full-time learning. The personnel agent teachers are easy to flow because of their agent identity. They may well change jobs when they get a higher degree if they are not treated fairly.

Secondly, we can produce the continuous development of the organization's support and organization justice to promote the positive organizational behavior of the agent teachers. Organizational support reflects the idea of people oriented, in this way of caring for their professional development, and trust and respect for them, we can effectively improve their psychological environment, and encourage them to show more organizational citizenship behavior [5].

Finally, we should create a culture and competition mechanism of the high degree of unity of the organization culture. In simple terms, it is to create a favorable environment and benign competition for the personnel agent teachers, to dilute the identity of the staff, and to create a harmonious organizational culture atmosphere and relaxed environment.

6.3. To Help the Personnel Agent System to Make Their Own Professional Development Planning

The personnel agent system vitally influences the value choice and identity recognition of the personnel agent teachers in the process of the implementation. As administrators in colleges and universities, we should help them to make a clear plan for their careers and professional development. Firstly, we should help them to make accurate judgments and orientation, and to know their own career development direction. Secondly, to make analysis of the internal and external environment for their own career planning and professional development of the pros and cons, and actively seek development opportunities. Finally, according to the actual situation of the development of the route and strategy, we help them adjust their career planning and professional development goals, so that we can integrate their growth and our construction of college teachers organically.

7. Conclusion

The introduction of the personnel agent teachers has eased the shortage of the professional teachers in colleges and universities. They are important part of the teachers team in colleges and universities. Due to the flaws in the design of the personnel agent system, and their reasonable demands did not treated well, the teachers felt inferior to others for their identity of supernumerary, trapped into a crisis of identity, presented part negative behavior in their work. University administrators should constantly improve the personnel agent system, pay attention to the reasonable demands of the personnel agent teachers and optimize their management to help them do a good job of professional development planning, so that their growth and the construction of college teachers can achieve organic unity.

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