

On the Management of Teachers in Colleges and Universities from the Perspective of Management Psychology

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Abstract: As a new subject, the main task of management psychology is to explore the psychological basis for improving management, and to seek various ways and methods to stimulate people's psychology and behavior, so as to maximize the enthusiasm and creativity of people and improve labor productivity. The management of teachers in colleges and universities who are an important part of national high-quality talents should also follow the principles of management psychology, grasp their psychology for academic excellence, and explore their extreme psychological phenomenon, so as to adopt scientific and high efficient methods to improve the management level of teachers in colleges and universities.

Keywords: Management psychology; Management; Pursuing for excellence

1. Introduction

As a branch of psychology, management psychology focuses on psychological development. The teachers are the elites of the society in colleges and universities, not only carrying the task of preaching, accepting and solving the puzzles for the students, but also most of them having strong academic level and higher pursuit of academic excellence. Based on this, most university teachers are taking great pressures from scientific research, academic and other aspects. Therefore, the discussion on the management of university teachers is mainly based on the following three aspects:

2. Strengthening Management through Encouragements

2.1. Encouraging teachers to attend academic conferences

According to psychology, encouragement is an important way to arouse individual enthusiasm. The academic level of university teachers is higher, and their desire for success is more urgent. In the pursuit of success, they often forget the importance of the process. Under great pressure, teachers may have inferiority feelings which will affect their ability. Therefore, encouraging teachers to do something they like is the most effective management method. The life of college teachers is inseparable from academic, and various academic conferences are indispensable, but for various reasons, the academic conferences that teachers attend are quite limited. Therefore, we should create opportunities, increase funds, and encourage teachers to participate in more academic conferences

of their own interest, so that teachers' academic psychology can be satisfied and they will be more willing to obey the management and arrangement of the school. If conditions permit, professional experts and scholars can also be invited to make reports and hold lectures in the school, so that teachers can communicate with experts as much as possible, provide teachers with strong academic soil, actively encourage teachers, and mobilize their enthusiasm, making them be more willing to obey the school arrangement [1].

2.2. Encouraging teachers to improve their academic level

With the improvement of the overall academic level of the country, the basic requirements of professional teachers in universities and colleges have doctor's degree, but some middle-aged and old teachers are still degreed in masters. Their academic level is not low for sure. However, the pace of development of the country is accelerating, and the knowledge is constantly updated. Old academic knowledge is often difficult to meet the requirements of the development of the times, which is particularly evident in science and engineering. Therefore, for the management of colleges and universities, teachers should be encouraged to establish the concept of lifelong learning, and to improve their academic level through continuous learning, in-service reading and other ways. The assessment of teachers should be strengthened, and improve their teaching ability through various forms of assessment.

3. Strengthening Management through Assessment

Assessment management is one of the most important management methods in the current management, and it is also an indispensable management method in the future. Assessment is not only the main way of talent selection, but also an important standard of talent evaluation. Assessment can not only mobilize the enthusiasm of teachers in colleges and universities, but also their creativity.

3.1. Assessment of basic skills

The assessment of basic skills mainly refers to teachers' teaching ability. The main task of teachers is to teach students. Only by expressing their academic level can they really play their role. Therefore, the assessment of basic skills can improve their teaching skills. Under the pressure of assessment, teachers will continue to work hard and make progress. By increasing the intensity of investigation, teachers will pay more attention to the system in their minds, so as to better realize the management of teachers.

At present, the management of teachers in most colleges and universities is mainly based on assessment. However, assessment is often superficial. Some older teachers are easy to be negligent and unable to complete the existing tasks according to the regulations. For example, in the final examination papers of students, the rules of evaluation are changing every year. Some old teachers do not carefully read the review rules, and review according to the old rules, resulting in non-standard audit. However, due to their high qualifications, it is not convenient for managers to correct them. What's more, even if the managers patiently correct, the old teachers still go their own way and do not correct leading to many obstacles in the evaluation. There are also some teachers who don't care about their work. They give their tasks to young teachers or students in the same group. In fact, their dereliction of duty also reflects some problems in the management of university teachers. Based on this, the assessment of teachers in colleges and universities is also reflected in the assessment of their daily behavior [2].

3.2. Strengthening the assessment of daily behaviors

Teachers in colleges and universities are different from teachers in primary and secondary school, with relatively less curriculum and low concentration. They do not need for teaching discussion now or then, or to stay in the office every day on time. They have relatively sufficient free spare time. Most teachers in universities and colleges have a strong sense of responsibility. They prepare lessons carefully after class, and do scientific research conscientiously. While, there are also few teachers muddle along. The free space makes them degenerate, and they come late and leave early frequently. Various business trips make them miss their class from time to time. Special circumstances are hard to avoid, but it shows their

lack of a strong sense of responsibility that they do not actively make up lessons for students after absence. Therefore, the author believes that the assessment of teachers' daily behavior should become an indispensable part of the management of university teachers in the future. This kind of assessment includes assessment inside college and the school's assessment on the college. Psychology reveals the relationships and emotions between people from the perspective of psychological development. Of course, based on the emotions of colleagues, especially the teachers in charge of the assessment in the college will have difficulties in the assessment of teachers with poor performance. Therefore, in order to improve teachers' ability of daily behavior assessment, it is necessary to increase electronic equipment instead of human operation in an integrated way. For example, the effect of clocking method in most primary and secondary school is obvious, but in colleges and universities, the implementation of this measure is not perfect.

Some teachers' moral is not right, they charge students' fees without permission, and the phenomenon of cheating in examinations happens from time to time. There are also some improper relationships between male teachers and students. The exposed phenomena all reveal the existing and even fatal problems in the management of university teachers. This also reveals that the daily management of university teachers is lax, so it is necessary to strengthen the assessment of daily behavior.

The assessment of daily behavior is also reflected in the supervision through monitoring. Monitoring has been widely used in colleges and universities for a long time. Almost every classroom in colleges and universities are equipped with monitoring. On the one hand, the role of monitoring is to prevent illegal events, protect the safety and interests of college students; on the other hand, it can also regulate the behavior of college teachers and students. However, at present, colleges and universities often only focus on the management of students through monitoring, but ignore the management of teachers through monitoring. Negligence is easy to cause problems. It is precisely because of the neglect of the constraints on teachers' behavior that the sloppy work of university teachers. The courses in colleges and universities are few, and the amount of learning knowledge is large. Some teachers fail to explain the knowledge points that should be talked about deeply in class, which leads to students' lack of understanding and difficulty in deep research. Based on this situation, we should strengthen the standardization of teachers in colleges and universities through monitoring to ensure the standardization of teaching. Teachers should achieve the basic teaching standards, that is: complete blackboard writing, appropriate teaching posture, teaching time being no less than half a class time, etc. For teachers who do not meet the standard, take appropriate measures to correct, so as to

better ensure the integrity of teaching. In addition, the ability of college teachers to manage students is also an integral part of the management of teachers. Some students play mobile phones and read novels in class, while some college teachers turn a blind eye to it. In this case, on the one hand, the school should strengthen the guidance of students, and on the other hand, it should urge teachers to strengthen the guidance of students. After all, in the whole teaching process, the contacting time between teachers and students is relatively long and the management is relatively easy [3].

4. Setting A Model

Psychology believes that a good example is a bridge to promote a person's faster progress. As for the management of teachers in colleges and universities, the good example is that those academic leaders that they should introduce in, "Changjiang Scholars", secondary professors and other experts who have made great achievements in academic field. In this way, good examples for young teachers can be set to discuss the problems encountered by young teachers in the academic field, and the academic experience and academic atmosphere of experts and scholars will also drive young scholars to have a stronger academic interest, which is carried out in the process of mutual exchange, especially for teachers in colleges and universities.

4.1. Modeling personality

The management of teachers in colleges and universities is not only reflected in the consideration of their academic level, but also in the consideration of their personality and conduct. The old Chinese sayings like "The fleabane growing in the field of hemp becomes straight itself without support", and "If you live with a lame person you will learn to limp." all show the importance of the environment. For teachers in colleges and universities, their living environment is the school, if the high-quality talents have bad conducts, they will cause greater harm to the society. The so-called cultivation of modeling personality should carry out more theme education meetings, and provide teachers with real cases around them, so that teachers can further restrict their bad behavior habits, so as to establish good conduct, constantly adjust and regulate their own behaviors. Adopt positive educational methods more, because teachers are also common persons who are inevitably produce improper words and deeds. The key is modeling sublimation and improvement, so that teachers' words and deeds can better affect students.

4.2. Modeling learning atmosphere

According to psychology, individuals have the following behavior. Colleges and universities are the places where talents gather. If some teachers lack the sense of responsibility, it is easy to affect other teachers, leading to other

teachers will gradually lack the sense of responsibility, and the bad atmosphere will become denser and denser day by day, leading to the overall learning atmosphere gradually getting worse. And then learning atmosphere of the students is getting worse. In this case, the management of teachers should pay special attention to the establishment of the learning atmosphere. Specifically, teachers with different personalities should be arranged in the same office, and teachers with good learning style should be used to drive other teachers.

4.3. Drawing up a plan

To manage teachers in colleges and universities, it is essential to make a reasonable plan for them. Generally speaking, the teaching plan of the teachers is often set by the teachers themselves according to their own teaching arrangements. In fact, in addition to the teaching plan, we should also formulate the teaching management plan, teacher promotion plan, etc., which will also affect the management of teachers. Therefore, it is necessary to make all kinds of plans. These plans should be as detailed and thorough as possible, with almost no dead space, all-round and multi-level as far as possible, so as to maximize the enthusiasm and creativity of university teachers. This is also the internal requirement of promoting the management of teachers in colleges and universities at present.

The purpose of making plans is to let the teachers carry out it. Therefore, the management of teachers in colleges and universities is also reflected in the feasibility of the plan. The higher the feasibility of the plan, the stronger the management will be. This is the most suitable method in the process of managing teachers in colleges and universities. Teachers in colleges and universities are a special group. They have high self-esteem and want to be respected and understood. Therefore, when making plans, we should pay special attention not to hurt teachers' psychology. Try to make the plan strict and feasible.

In a word, management is not only an art, but also a skill. The level of management ability is directly related to the future academic development of teachers, even to the future development of the whole country's colleges and universities. Therefore, it is necessary to improve the management skills. Only by continuously improving and analyzing the psychology of college teachers from multiple perspectives, can we achieve a better effect.

5. Conclusion

Management psychology, also known as industrial and organizational psychology in the west, is a discipline to study the behavior rules and potential psychological mechanism of people in organizational management activities. The perspective of management psychology plays an important role in the management of teachers in colleges and universities. This paper focuses on the improvement

of enthusiasm and creativity from the perspective of management psychology, and comprehensively explores many aspects of promoting the development of teachers in colleges and universities, so as to provide reference for improving the management ability of teachers in colleges and universities. This paper mainly discusses from three aspects: encouraging, modeling and assessment, hoping to make contribution to the management of teachers in colleges and universities.

References

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