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DEVELOPMENT OF HUMAN RESOURCE MANAGEMENT FOR CHINESE PRIVATE COLLEGE TEACHERS

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Abstract

Today in the world, global competition is the basic element to define firms' strategies as a result industrial economy has been experienced to pass toward the knowledge economy. At an age where total quality is of primary importance, efficiency can only be achieved by the successful utilization of human resources. In recent years, with the development and expansion of private colleges, teacher human resource management has become an important factor in their development and competitiveness improvement. Compared with public universities, private colleges have their own particularities in human resources management, such as national policies and systems, market-oriented operation mechanisms, teacher recruitment flexibility, etc. Therefore, it is particularly important to establish a teacher human resources management model suitable for the development of private colleges.

Keywords: Human resource management, China teachers, Private colleges

Introduction Meaning of Human Resource Management in Education

Human resource management(HRM) is a product of the human relations movement of the early 20th century, when researchers began documenting ways of creating business value through the strategic management of the workforce. Human Resource refers to the personnel, staff and workers in an organization who are employed to achieve their goals. It is the skilled and unskilled manpower who are working together to accomplish the objectives of an institution. John R. Commons, an American Economist, first coined the term "Human Resources" in his book "The Distribution of Wealth" published in 1893. David Ulrich of the University of Michigan in the United States pioneered the modern human resource management theory. He was the first to propose the concept of "human resources". Before that, human resources were called "personnel management"(Xin Yi.2019). The name change was mainly due to the change in social and economic activities throughout history. Personnel administration, which emerged as a clearly defined field by the 1920s, was largely concerned the technical aspects of hiring, evaluating, training, and compensating employees and was very much of "staff" function in most organizations. The field did not normally focus on the relationship of disparate employment practices on overall organizational performance or on the systematic relationships among such practices. The field also lacked a unifying paradigm.

The term human resource management emerged in the late 1980s as an alternative to personnel management. It was intended to convey a broader, strategic and more dynamic interpretation of the role of effective staff management in organizations'. HRM has changed in name various times throughout history. HRM developed in response to the substantial increase in competitive pressures in business organizations began experiencing by the late 1970s as a result of such factors as globalization, deregulation, and rapid technological change. These pressures gave rise to an enhanced concern on the part of firms to engage in strategic planning - a process of anticipating future changes in the environment conditions (the nature as well as

level of the market) and aligning the various components of the organization in such a way as to promote organizational effectiveness. The function was initially dominated by transactional work, such as payroll and benefits administration, but due to globalization, company consolidation, technological advancement, and further research, HR now focuses on strategic initiatives like mergers and acquisitions, talent management, succession planning, industrial and labor relations, ethical considerations, diversity and inclusion. These, among other initiatives contribute to the understanding of Human Resource Management as a contemporary issue owing to their sustained evolutionary nature.

The field of human resources management (HRM) has emerged from the conceptual, empirical, and practical intersection of several disciplines including psychology, sociology, economics, and management, organization sciences. Some studies have combined classic theories of human resource management, such as Maslow's Hierarchy of needs theory, Expectation theory, Competency theory and Incentive theory, to try to build a teacher human resource management model suitable. These models usually include the following aspects, Human resource planning, recruitment and placement, training and development, performance management, salary and benefits management, labor relations management. (Zhang Limei. 2021).

Human resource management, like many concepts in education, has not reached a generally accepted definition. There are many terms related to it, such as "human resource management practice", "human resources", etc. Combining the different expressions of domestic researchers, human resource management: refers to a series of activities that are carried out under the guidance of economics and humanistic thinking, through recruitment, selection, training, compensation and other management forms to effectively use relevant human resources inside and outside the organization, meet the current and future development needs of the organization, and ensure the realization of organizational goals and the maximization of member development. It is the whole process of predicting the organization's human resource needs and making human resource demand plans, recruiting and selecting personnel and effectively organizing, assessing performance, paying remuneration and effectively motivating, and combining organizational and individual needs for effective development in order to achieve optimal organizational performance (Zhang Limei. 2021).

The effects of globalization are evident in education policy around the world. Governments from the United States to China are driving their education systems to produce more skilled, more flexible, more adaptable employees. The pressure to perform is all-pervasive, meaning present-day leaders have to go beyond the principles of humane and equitable management practice and look for a competitive advantage through strategies that enhance motivation, build capacity for organizational improvement, and produce better value-added performance. Human resource management in improving the quality of education to maximize competitiveness through continuous improvement (continuous) to obtain optimal quality.

The Importance of Human Resource Management in Educational Administration

The implementation of quality education is very dependent on the manager or leader and the management model. Good and quality management or management of human resources, especially teachers and employees in educational institutions, will positively change education development. For this reason, it is necessary to implement human resource management in Educational Administration to develop teachers and employees into professional educators and education staff. Human resource is a central factor in educational Administration because behavior, quality, and performance in schools cannot be better than the quality of the human resources they employ. Human Resource Management in education is a

set of practices and methods of integrating and maintains the teaching and other staff in the institution and the universities so that the universities and institutions will build their identity. Human Resource Management is the concept of planning, organizing, directing, staffing, leading, and controlling the procurement, development, compensation, integration, maintenance and separation of human resources to the end that an individual, organizational and social objective is achieved. Human Resource Management has some specific roles to perform the strategies and operational goals.

In the new era, The competition between countries and enterprises is increasingly manifested as the competition of talents and the competition of the educational system. As the quality of teaching in institution of higher learning directly determines the level of knowledge and personal quality of talents, the society has paid more attention to the management of college teachers who train senior talents (Matsuzaki T., Shigeno H., Ueki Y., Tsuji M.2021). Teachers are the most precious human resources in institution of higher learning, the quantity, quality, and structure of teachers' resources directly determine the educational quality and school-running efficiency of institution of higher learning and then affect the national human resources and the level of economic and social development (Shen J., Benson J., Huang B.2014). The purpose of human resource management of teachers in institution of higher learning is to mobilize the enthusiasm and creativity of every faculty member to the maximum extent and make more contributions to the school. Many studies have made known that adoption of better human resources management (HRM) practices allows university staffs to be more enthusiastic in performing their jobs for the success of the universities.

Teachers' human resources refer to the sum of their knowledge, skills, attitudes, experiences, and creative ideas from the perspective of human resources. When compared to the human resources of other organizations, university teachers' human resources are unique. For example: high educational level, pursuing autonomy, unique values, strong desire to learn, and strong willingness to flow. Teachers are the most precious human resources in institutions of higher learning, but they are also the difficulties and emphases of human resources development in institutions of higher learning. College teachers, in comparison to other human resources, have high subjective initiative, sense of accomplishment, and self-realization needs. The work is distinguished by its creativity and mobility, as well as the difficulty in monitoring and measuring the labor process (Bai Y. 2022).

The main objective of Human Resource Management is to ensure the availability of the right people for the right job at the right time so that the educational goals of an institution and schools are accomplished effectively. Human Resource Management works in different fields for staff growth and development. It takes care of all the concerns of staff and its major functions are:

1. Staff Maintenance: In educational organization, teachers/employees should be motivated to participate in planning and decision making in school. Human Resource Management helps the staff for their growth and development in both the state i.e. state of mind and state of development.

2. Staff Development: The main aim of HRM is to build the skills and knowledge of the staff. It identifies the key skills and competences of staff for better performance. It involves providing development programmes and training courses that are suitable for the growth of staff. The success of an educational organization depends upon the strength and quality of its staff members.

3. Recruitment and procurement of staff: HRM initiates with the process of staff recruitment. This includes all requirements of personnel, for making the work environment favorable, employing pertinent practices like performance appraisal, promotion staff safety, security and health services. It is compulsory that educational organizations have fair and sound

policies in respect of transfer and promotion of staff to ensure that justice and fairness is established. For raising output, the management of educational organizations must ensure the comfort and happiness of the teachers/employees. This can be achieved through a healthy workplace, payment of salaries regularly and providing a safe and wealthy working environment.

4. Staff relations: there must be a good communication network in the schools/institution to enable teachers/employees to be constantly informed of the progress being made in the recruitment and selection. Staffing of schools is a job performed by the ministry of education through its agencies.

5. Providing compensation and Rewards: Rewards and compensation play a crucial role for maintaining the healthy working environment in the institutions. It deals with the total expenditure incurred by the educational organization. Therefore, the role of HRM is to create opportunities such as bonuses, benefits and compensation for them to attract more employees in the workplace for achieving the set goals. It is very important that management, the ministry of education and its agencies take the issue of the reward system very seriously. Staff performance would be encouraged substantially if they are adequately rewarded according to the nature of work done by them.

The educational system at every level depends heavily on the human resources for performing their programs smoothly. It is the teacher who performs and interprets their knowledge and skills in such a way to achieve organizational goals. Maintaining and advancement in standards of education is only possible through teachers. They are an important aid for quality education.

Overview of Human Resource Management for Chinese Private College Teachers

Since the founding of New China, public universities in my country have always adopted a staffing system to manage human resources for teachers.(Shao Fang & Sun Haihang. 2022)Domestic research believes that the system of private colleges determines that there are significant differences between them and public universities in human resource management. (Xin Yi.2019).

1. Teacher turnover problem. As a new education system and school-running form, private colleges and universities,with the support of national policies, continue to expand their scale and develop rapidly.However, due to the special nature of their school-running system, the problems including limited teaching resources, weak foundation, low teaching quality and high teacher turnover are coming out endlessly. These problems will hinder the private colleges' development to different extent. The problem of teacher turnover is particularly acute in these issues. To sum up, the main reasons for the loss of teachers in T colleges are identified as follows: unreasonable compensation system; inadequate welfare system; unscientific incentive mechanism; coupled with incomplete human resources management function. (Tang Jia.2019).

2. Management mode lags. Due to the current situation and nature of private universities, their scale is relatively small with relatively simple employee hierarchy and single salary structure. Management of private colleges Managers often adopt ready-made management models from enterprises or public universities and Management is not based on the actual conditions of private colleges and universities, making management either lack of innovation, or insufficient adaptability. The management models and structures of many private universities the management structure cannot fully meet the current development needs and cannot satisfy the current management status. It is in line with the trend of private universities themselves to continuously strengthen competition with foreign countries. So, the salary management of many private universities needs to be carried out according to the current

situation of private universities. Improve and propose the design of professional salary based on the professional opinions of the professional's plan (Chen Miaona.2019).

3. Insufficient incentive mechanism

3.1 Unfair income treatment. Due to the diversified funding sources of private colleges and universities, teacher salary levels vary. Some schools offer generous salaries, while others offer relatively low salaries. This unfair treatment will lead to dissatisfaction and lack of motivation among teachers, affecting their enthusiasm for work (Xu Zhongkun, Ge Cong & Zhao Shan. 2019).

3.2 The promotion mechanism is imperfect. The promotion of teachers in private universities generally relies on academic achievements and professional title evaluations, which to a certain extent gives teachers room for development. However, due to issues such as vague evaluation standards and high subjectivity, it is difficult for some teachers to get fair promotion opportunities. Over time, this will lead to some teachers being disappointed with their teaching career development and reducing their work enthusiasm and creativity (Tang Yongming.2020).

3.3 Lack of career development opportunities. Compared with public universities, private universities have relatively limited research conditions and resources, which makes teachers face certain constraints in academic research and career development. A lack of professional development opportunities can lead to teachers being dissatisfied with their personal growth and development and reducing their commitment to their work (Xie Dan. 2019).

3.4 Excessive work pressure. Since private colleges and universities usually have certain limitations in terms of scale and funding, teachers often need to take on more teaching tasks and administrative work, which makes their work pressure continue to increase. The long-term increase in workload and work pressure will cause teachers to suffer from emotional fatigue and burnout, affecting their teaching quality and work efficiency. (Li Qing.2023)

3.5 Lack of teamwork atmosphere. In some private universities, there is an atmosphere of fierce competition and lack of cooperation and sharing. The lack of communication and cooperation among teachers creates a situation where they work independently. The lack of teamwork atmosphere will weaken the cohesion and work motivation of teachers, affecting the development of the entire school (Li Qing.2023)

4. Insufficient self-efficacy of teachers. Teacher self-efficacy is a teacher's personal beliefs and feelings about the value of his or her work and personal teaching abilities. However, in reality, research has found that the quality of education in colleges and universities is poor, which leads to a reduced sense of self-identity among teachers in private colleges and universities. On the other hand, scholars analyze data through. The analysis found that the professional ability and academic background of teachers in private colleges and universities are lower than those in public colleges and universities. This fact itself makes teachers feel that they are inferior to teachers in public colleges and universities in terms of self-perception. Some scholars also based on teachers' self-efficacy and self-Main development relationships are discussed. It is believed that there are differences in the self-efficacy of college teachers with different personality characteristics, and higher social status college teachers with high academic qualifications have a stronger sense of self-efficacy, and through statistical analysis, it was found that the level of self-efficacy Significantly related to various factors of teacher autonomy development. In private colleges, the corporate management method allows teachers to develop independently. It is limited and performs poorly on many factors of independent development. Therefore, this also affects the insufficient self-efficacy of teachers in private colleges and universities main reason (Tang Jia & Ma Liangyan.2023).

5. Teacher training issues. Teacher training in private colleges is an important part of teacher human resource management. Some private colleges teacher training adopts a combination of "school-level training + college-level training + other training": school-level training provides training for all teachers in the school. The training content is unified, and the method is single. The main content includes education laws and regulations, and the construction of teacher ethics and ethics., education management and many other aspects; college-level training mainly provides training for teachers of secondary colleges, part of the training is consistent with school-level training, and part is professional skills training; other training includes various training forms such as regulatory training, academic exchanges, third-party training, etc. Generally speaking, the classified training in private colleges and universities is unreasonable, and there is no systematic and personalized training for teachers in each secondary college, each major, and each position, resulting in unsatisfactory training results (Li Xiaofeng & Lin Qiang. 2024).

Development of Human Resource for Teachers in Educational Administration

In China, Private higher education has become an important part of higher education. However, the traditional management mode is increasingly showing many drawbacks. For example, the ideas of managers and managed people lag behind; the management mode is relatively closed and rigid; operating mechanisms such as competition mechanism, incentive mechanism, interest mechanism, responsibility mechanism, and flow mechanism are not well introduced into the management of teachers; the overall quality of teachers needs to be further improved and teachers' resources have not been effectively allocated and developed.

Researchers suggest that private universities should optimize the management of teacher human resources, scientifically plan teacher human resources, and innovative management concepts. Schools can promote school development by scientifically planning teacher human resources, balancing the supply of teacher human resources, establishing a scientific view of teacher human resource development, adhering to a teacher-oriented management concept, strengthening the information construction of management departments, and improving the quality of managers (Cai Chunlin. 2022).

According to the organizational development strategy, formulate the organization's medium- and long-term human resource planning, and ensure the consistency and coherence of the human resource planning to ensure that teachers find a sense of participation and belonging in the development of the organization (Zhang Limei. 2021). Specific measures include:

Build a diversified incentive system: Private colleges should ensure that the salary and welfare levels of professional teachers always have a certain degree of market competitiveness, at least higher than the local average wage level. Since teachers are "social people", they also need to meet their own living cost needs through work. There is a need for a corresponding wage growth mechanism to adapt to the continuous development of the economy and society. Private colleges and universities should also establish a series of welfare systems that complement the wage system to fully reflect the care and concern of the organization. (Zhang Fenfen. (2021) Reform the existing salary system based on job positions, establish a salary system guided by performance appraisal results, increase the proportion of performance wages in the entire wage income, and issue performance rewards on a quarterly or annual basis based on the appraisal results (Xin Yi. 2019). Enhance the protection of welfare to enhance teachers' sense of security (Zheng Li. 2021).

Establish a systematic training and development system: To improve the career development space of teachers, we can select outstanding teachers for key training through hierarchical, multi-form and multi-channel teacher training methods; encourage faculty and

staff to improve their horizons and academic qualifications through training, overseas visits, and on-the-job doctoral studies; assign mentors to newly employed young teachers, who are senior teachers with excellent professional ability, sense of responsibility and personal qualities, to guide the new, give guidance in teaching and scientific research, give young teachers pressure and build a platform to promote the rapid growth of young teachers; middle-aged and young teachers must be sent to enterprises to learn, and improve teachers' subject practice ability by participating in enterprise assessments (Xin Yi. 2019). In the evaluation of professional titles, we must continuously improve the guidance plan and details of teachers' career promotion, assist teachers to correctly choose positions and development directions, and enable teachers to seek jobs and develop according to their own conditions and personal career plans. We must provide full-time teachers with dual development channels of professional technology and management, and both sides work together to improve teachers' career development plans (Zhang Fenfen. 2021).

Improve the teacher evaluation and assessment system: To build a performance management system suitable for the teaching staff, we must target the work characteristics of the college's teaching staff and learn from the KPI assessment model. We can assess the completion of teaching tasks and the publication of scientific research papers that are easy to quantify as quantitative assessment content, and they should occupy an important position in the assessment ratio. For daily behaviors and work attitudes that are difficult to quantify, we should establish detailed secondary indicators as qualitative assessment content for assessment (Xin Yi. 2019). Improve the performance assessment system to make it fairer, more reasonable, and more motivating, and mobilize teachers' work enthusiasm (Zheng Li. 2021).

Conclusion

The results show that although the research on human resource management of teachers in private universities in my country has increased, there are still some deficiencies. Therefore, future research can consider analyzing the difficulties faced by human resource management of teachers in private universities from the perspective of the policy environment faced by human resource management of teachers in private universities. Using multidisciplinary and multi-research methods, a human resource management model for teachers in private universities with private characteristics, local characteristics, theoretical basis, and empirical basis is determined.

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