

Research on the Characteristics and Management Countermeasures of College Students' Psychological Contract

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Abstract. The theory of psychological contract originated from the field of organizational management and is a hot topic in the fields of human resources, organizational behavior and psychology. In recent years, the increasingly complex social environment has brought more and more psychological problems to college students. Therefore, we should pay attention to and strengthen the research on the role of psychological contract in the process of college students' developing talents, and promote the management of college students from experiential to scientific.

Keywords: Psychological Contract; Psychological Contract Dimension; Effective Communication

1 Introduction

With the development and change of society, the mental health of college students has been paid more and more attention. As one of the important topics in the field of university student management and education, the concept and practice of psychological contract has gradually attracted the wide attention of scholars. This paper, with the title of "Study on the Characteristics and management Countermeasures of college students' psychological contract", aims to deeply explore the role of psychological contract theory in college students' management, and put forward corresponding management countermeasures to promote the all-round development of college students.

2 The concept, structure and content of college students' psychological contract

2.1 Concept of psychological contract

In 1960, Chris Argyris, a famous American behavioral scientist, put forward the term "psychological contract" in his monograph *Understanding Organizational Behavior*, but did not define it conceptually.^[1] Later, it was perfected by Levinson et al. ^[2] Schein defines psychological contracts as an unwritten expectation that exists between all employers and employees at the individual and organizational levels, and emphasizes that although psychological contracts are not clearly documented, they are important determinants of

individual behavior in organizations. Chen Jiazhou, a scholar, defined psychological contract as a belief that both employers should pay what responsibilities to the other party in the employment relationship, and the other party should bear what responsibilities for themselves. The central part of the agreement is the implicit mutual responsibility between the employer and the employee. On this basis, this paper believes that the psychological contract of college students from the unilateral perspective means that students recognize and understand the mutual responsibility of themselves and the school.^[3] The aggregate of the subjective beliefs that both the educatee and the educator expect of each other, and the psychological contract state of mutual satisfaction is realized through the expected hypothesis and commitment.

2.2 Structure and Content

The structure of psychological contracts has two main dimensions: two-dimensional and three-dimensional. Firstly, Rousseau, Parks and other scholars proposed that although psychological contracts have diversity and individuality, they can usually be divided into transactional and relational types. The other, represented by Rousseau, Tijorimala, Lee and Tinsley, further advocated that psychological contract includes three parts through empirical research: transaction dimension, relationship dimension and dimension with team members. Most scholars in China adhere to the view of three-dimensional structure. As Li Yuan et al. put forward, the psychological contract of employees includes normative responsibility, interpersonal responsibility and development responsibility.

This study argues that the psychological contract of college students contains three dimensions: transactional, relational and developmental. Transactional psychological contract focuses on the psychological contract composed of short-term, economic, concrete, normative, and rule-based. The relational psychological contract is mainly based on the interaction and cooperation between teachers and students in the process of teaching activities. Developmental psychological contract focuses on the care and help given by the organizers to the future professional development and quality improvement of students.^[4] These three dimensions influence and promote each other. For example, good developmental psychological contract can help to stimulate positive behaviors of students and teachers, and good interpersonal relationship can also promote healthy mental and physical growth of college students, form good personality, and promote compliance with norms.

3 The characteristics and functions of college students' psychological contract

3.1 Characteristics of psychological contracts

The causes of psychological contract are complex, so it inevitably has the characteristics of subjectivity, dynamic, implicit, informal, bidirectional and uncertainty. Formal groups of college students have the common characteristics of psychological contracts, but due to the particularity of university organizations, their psychological contracts also have certain personalities, including the following aspects.

3.1.1 Role responsibility

As an important part of individual integrity, responsibility is an important subject of school mental health education and moral education. On the basis of discussing the responsibility education of college students, Lin Ruiqing put forward the concept of "role responsibility", and believed that the role played by college students in the complex social relations is his identity mark -- "role responsibility", that is, the "responsibility" corresponding to "role". What kind of "duty" behavior or moral model students choose in social practice depends on their social role at that time. [5]

3.1.2 Controllability

In essence, psychological contract is a kind of expectation and unwritten consensus based on the individual's outlook on life, values and even world outlook through the interaction with the organization. As the young people leaving home

to become independent, college students' psychological state is not very mature and stable, and their understanding of their own responsibilities and obligations with the school will also deviate, which requires the school to strengthen the guidance in the content of psychological contract.[6] Direct or indirect intervention should be carried out to achieve effective supervision and management. Through effective communication, managers and students can understand each other's real and comprehensive expectations, and on this basis, establish a good psychological contract between teachers and students, and between students.

3.1.3 Diversity

Because of the internal multi-level psychological needs of the individual, the individual college students show more differences. The trend of value diversification caused by the pluralistic pattern of the contemporary world and the demand of the society for the diversity of future talents will make students produce a pluralistic value system in the process of value identification, and also provide a multi-dimensional direction for the self-shaping of college students. Therefore, diversity is the obvious difference between the psychological contract of college students and the psychological contract of enterprise and employee. As the parties involved in the psychological contract, universities should fully consider the wishes and demands of students, strive to create a good environment to meet their diverse needs, people-oriented, individualized teaching, and provide personalized development space.

3.1.4 The stage of the process

As a kind of hidden psychological feeling, psychological contract has obvious subjectivity and dynamic characteristics. As an important part of the relationship between colleges and universities, the dynamic development of the psychological contract relationship runs through the whole course of the university, starting from the enrollment process and ending in the employment process, with obvious stage characteristics. During this period, the school guides students to establish, fulfill, break, and repair psychological contracts.

3.1.5 Durability of effects

As a kind of contract spirit, psychological contract is based on trust at the beginning of its construction. Due to the particularity of college students, the psychological contract

relationship between school and students will be broken once it is broken, and its significance is far-reaching. The breach of psychological contract is mainly manifested as subjective feelings, and one party thinks that the other party has not fully fulfilled the psychological contract. The breakdown of trust between school and students directly affects their learning behavior and even their attitudes towards school, society and even life, and this negative impact may last for a long time, even for a lifetime.

3.1.6 Non-utilitarian

Psychological contract in moral education not only has the characteristics of psychological contract in the general sense, but also has its unique feature - non-utilitarianism. In other social organizations, before the establishment of contracts, individuals and organizations should first consider economic rewards, which are largely determined by the conclusion of contracts, and also partly determined by the psychological contracts of individuals and organizations. Therefore, the "firm-employee" psychological contract has distinct economic characteristics. Moreover, the school itself is a non-profit social organization, so students' enrollment does not mean earning economic income from teachers, and teachers do not directly collect economic benefits from students.

3.2 The function of psychological contract

3.2.1 Good psychological contract is conducive to student management

From the perspective of psychological contract, the existence of invisible contract is driven by the expectations of both sides of the contract, which is motivated by the expectations of both sides of the contract and guided by goal orientation. On the one hand, it forms a consensus on the core values based on common goals, and uses the advantages of psychological contract for flexible management to realize dynamic management and effectively implement the management concept of people-oriented. On the other hand, effective psychological contract can motivate both teachers and students to work together to achieve common development. So that students can continuously maintain a good relationship with the dynamic conditions of the university, and consciously integrate personal growth into the development of the university. Effective psychological contract can make up for the deficiencies of institutional norms.

3.2.2 Good psychological contract is beneficial to ideological and moral education

Mental health education in colleges and universities is closely related to ideological and political education. The harmonious psychological contract of college students has a positive impact on the development of moral education. The effect of moral education depends on the degree of mutual trust and understanding between students and schools, and psychological contract is an important bond to build a harmonious relationship between schools and students, which is helpful to the construction of moral quality.^[7] If the degree of implementation of psychological contract between school and students is low, it is not conducive to the construction of academic ethics and the cultivation of students' sound personality.

3.2.3 Good psychological contract is conducive to the improvement of students' academic level

The psychological contract of college students has a significant impact on their learning

behavior and attitude. The higher the degree of fulfillment of the psychological contract, the more positive the behavior and attitude of the students. ^[8]Effective psychological contract can help college students to maintain a good state of mind and maintain enterprising motivation. In addition, on the premise of meeting people's psychological needs, only if universities give students appropriate expectations and their needs are effectively met, can students have confidence and expectations for development, and then inspire them to keep forging ahead, study harder, and further repay the school with their achievements and realize themselves.

4 The influencing factors of psychological contract of college students

Through literature research, this paper finds that teaching satisfaction, college environment, academic achievement and other factors can affect the degree of college students' psychological contract performance.

Teaching satisfaction is one of the most important signs to evaluate the quality of a university. The study showed that students' expectations significantly affected the quality of self-directed learning, followed by the quality of classroom learning and the quality of practical learning. Students' expectation is the basis of college students' psychological contract fulfillment, and teaching satisfaction has an important impact on college students' learning outcomes and personality development.

College environment is composed of two parts: learning environment and living environment. The friendly and cooperative group of students in the learning environment can provide a harmonious and upward humanistic environment for the learning and growth of college students, which can improve the satisfaction of college students during the school. ^[9]In addition, a good campus life environment has a strong appeal and cohesion for college students. In a good college environment, college students' psychological satisfaction will increase, which will affect the fulfillment of individual psychological contract.

There are two important factors that affect psychological contract: learning content and learning style. Research shows that most college students want to arrange other studies independently while completing their study tasks, and pay more attention to the combination of study and interest. In terms of learning content, it also emphasizes the curriculum model of both cultural basis and practical ability, promotes the deep integration of curriculum education and social practice, implements the training of employability into the curriculum design in the teaching process, and runs through the university career to enhance the competitiveness of employment.

5 Management suggestions for effective performance of psychological contract

5.1 Reasonable expectations at the enrollment stage

The attainment of psychological contract presupposes the psychological expectations of both parties, so the understanding of each other's expectations becomes the basis of the

construction of psychological contract. At the beginning of the establishment of psychological contract, students should be proactive, timely and accurately understand the enrollment requirements, teaching philosophy, and grasp the development of the school. Understand the basic construction of dormitory, various service facilities and logistics management rules and regulations. At the same time, the school should also timely, comprehensive and accurate disclosure of enrollment requirements, school construction, teaching methods and training ideas. Broaden the channels for students and parents to obtain information, strengthen communication and make reasonable choices on this basis.

5.2 Effective communication in the training stage

Psychological contracts are dynamically adjusted rather than fixed. With the extension of time in school and the accumulation of students' mental maturity and experience, their expectations of school management are also changing. Schools and students should constantly interact and communicate with each other, and gradually adjust their expectations, so that the expectations of schools and students tend to be consistent and form a vision consensus. Therefore, on the one hand, teachers should constantly improve their moral quality, cultural quality, professional quality, psychological quality and personality charm to meet the changing needs of students and lay the foundation for good communication between teachers and students. On the other hand, school management should also expand communication channels, through wechat, Weibo, QQ and other channels to understand the changing needs and expectations of students, in the formulation of rules and regulations related to students, so that students can speak at any time and participate in campus management as the main body. Learn to communicate effectively and listen, organize teaching and management reasonably, and pay attention to the positive feedback of information, so as to avoid the violation of psychological contract in education and teaching management.

5.3 Scientific guidance in the employment stage

The success of employment after graduation is an important factor affecting the stability of college students' psychological contract. Colleges and universities have a great responsibility to strengthen the employment guidance of graduates, strengthen the contact with the talent market and social employers, broaden the scope of employment options, improve employment levels, and build a long-term employment mechanism. In this way, it can not only form a good social reputation, realize the psychological contract of existing students, but also provide the best publicity for future students. It can also lay the foundation for building a new round of good psychological contract between schools and students, and then consolidate and promote the formation of a virtuous cycle system of psychological contract such as employment and enrollment.

6 Conclusion

This study provides an in-depth discussion on the theory and practice of psychological contract in college students. We hope that this research can provide useful reference for university administrators, educators and policy makers, promote the scientific development of college students' management, and better promote the comprehensive growth of college students in the complex social environment. However, there are some limitations. First of all,

more empirical studies may be needed to support the application of psychological contract theory in colleges and universities. Secondly, the specific influence mechanism of social environment on psychological contract still needs more in-depth analysis. In addition, whether the study considers the differences of college students with different cultures and backgrounds when making management recommendations is also a matter of concern. Future research can fill these deficiencies through more field investigations and longitudinal studies to promote a more comprehensive application and development of psychological contract theory in college students.

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