

RESEARCH ON THE INFLUENCE OF HIGHER EDUCATION MANAGEMENT ON TEACHERS UNDER THE THEORY OF PSYCHOLOGICAL CONTRACT

Mingzao Shi

School of History, Culture and Tourism, Huaiyin Normal University, Huaian 223000, China

Background: Psychological contract theory is one of the important theories in management psychology. Its core lies in the relationship between individual dedication and organizational desire, and the cooperation provided by the organization according to individual expectation. Psychological contract is not a tangible contract, but it can often play the role of tangible contract. For university administrators, they clearly understand the needs and development aspirations of each teacher and try their best to meet them. Teachers are also fully committed to the development of colleges and universities, because teachers believe that college managers can meet their needs and wishes. Under this psychological theory, university managers and teachers can find their own focus of decision-making, and teachers are willing to make full contributions to the development of colleges and universities. Psychological contract has the characteristics of uncertainty, dynamics, two-way and concealment. In order to maintain the existence and maximize the role of psychological contract, the fundamental lies in meeting teachers' psychological expectations, that is, teachers' psychological satisfaction is high.

In the context of fierce competition in the current university environment, different individuals of university teachers also have different pursuits, and their psychological expectations are constantly changing. Due to the dynamic nature of psychological contract, if university managers do not pay attention to the needs of university teachers but respond rigidly, it is easy to lead to the low efficiency of university teachers' own work, poor work completion quality and so on, which hinders the development of colleges and universities themselves, while colleges and Universities with limited development will be more difficult to meet teachers' psychological expectations and form a vicious circle of negative psychology. Therefore, for their own development, colleges and universities should pay attention to the psychological contract and the psychological expectation of college teachers. Under the condition of understanding the psychological expectation of teachers, colleges and universities should meet their own needs and abilities as much as possible. This is an important way for college managers to correctly and effectively manage teachers and make teachers willing to work harder in their work. In this case, university managers need to keep the management open and transparent in this open working environment, which is one of the necessary conditions of balanced psychological contract.

Objective: To analyze and explore the impact of psychological contract theory on college teachers' job satisfaction in college management, in order to improve college teachers' job satisfaction, so as to improve work efficiency, work quality and their own mental health level.

Subjects and methods: 150 teachers with similar basic psychological conditions were selected from the same comprehensive university, and they were divided into two groups according to the principle of equal number. One group used the management method of integrating psychological contract theory to understand the psychological needs of college teachers as the experimental group, and the other group used the traditional college education management method as the control group. The experiment lasted for three months. Every five days during the experiment, the psychological states of the two groups of college teachers were tested, analyzed and compared, mainly including teaching enthusiasm, their own job satisfaction, students' teaching evaluation of teachers and other indicators. The above indicators were used as a self-made scale as a measurement tool to quantify the actual satisfaction of teachers with their own work, with 5 points as the full score. The higher the score, the more in line with the actual psychological expectations of their work.

Results: Table 1 describes the test results of the self-made scale of the two groups of college teachers before and after the experiment. It can be seen from Table 1 that the psychological expectation satisfaction level of the two groups of college teachers before the management experiment is similar, while the psychological expectation satisfaction level of the experimental group increases significantly after the experiment, while there is no significant change in the control group. After statistical analysis, it can be found that there is a significant difference in the anxiety level between the two groups after the experiment ($P < 0.05$).

Table 1. Comparison of self-assessment results of psychological expectation satisfaction of two groups of college teachers

	Before the experiment	After the experiment
Control group	3.92	4.75
Experimental group	3.86	3.82

Conclusions: Psychological contract theory is one of the most important theories in management psychology. Its purpose is to promote each other and form a virtuous circle between employees and enterprises by understanding the needs of employees themselves. According to the psychological state of college teachers, the theory of psychological contract has a certain impact on college managers to meet the psychological expectations of college teachers. The experimental results show that the management method of adding psychological contract theory has a significant improvement on the satisfaction level of higher education teachers' psychological expectations, which has a positive impact on their own psychology.

* * * * *

RESEARCH ON THE INFLUENCE OF BUILDING ENERGY SAVING MEASURES ON ALLEVIATING RESIDENTS' ANXIETY UNDER THE BACKGROUND OF THE NEW ERA

Huan Xiong

Chongqing Metropolitan College of Science and Technology, Chongqing 402167, China

Background: With the increasingly fierce social competition and the improvement of residents' demand for living standards, residents' psychological anxiety is becoming more and more common. Anxiety, as a common bad psychological emotion, is mainly manifested in a variety of psychological behaviors, such as anxiety, panic, tension, anxiety and so on. For individuals, short-term anxiety has less negative impact, but long-term anxiety will lead to physiological and emotional diseases. Anxiety can be divided into pathological anxiety and realistic anxiety. Pathological anxiety is the most common type of anxiety. Its clinical manifestations are panic anxiety, generalized anxiety disorder and so on. At present, the main causes of residents' anxiety are life pressure, work pressure and economic pressure. At present, the most common intervention measures for anxiety disorders are personalized psychological intervention, lectures on professional knowledge of mental health, etc. Although these intervention methods can reduce the psychological anxiety of patients to a certain extent, the application scope of these methods is greatly constrained, and the effect is not good and the real-time performance is low. Therefore, their promotion value in clinical practice is not great. Therefore, some methods that are closer to life and easier to implement to alleviate anxiety are usually more worthy of research and promotion.

With the rapid progress and development of science and technology, people pay more attention to energy conservation. At present, there are many measures for energy conservation, and one of the more common in life is building energy-saving technology. Building energy-saving technology refers to the implementation of energy-saving standards in the planning, design, construction, transformation and use of buildings, the adoption of energy-saving technologies, equipment, processes and products, the improvement of thermal insulation performance and the efficiency of thermal systems such as heating, refrigeration and heating, the strengthening of the operation and management of building energy consumption system, and the use of renewable resources to reduce the additional consumption of energy in all aspects as far as possible. Building energy conservation measures include not only reducing energy consumption in the construction process, such as the production, calculation and installation of equipment required by various buildings, but also reducing energy consumption in the use process, including heating, air conditioning, electrical appliances, cold and hot water supply, etc. Building energy conservation measures are closely related to residents' lives. Building energy conservation can not only save energy and reduce residents' living costs, but also improve residents' living comfort level, which plays a positive role in regulating residents' psychology.

Objective: To study and analyze the effect of building energy conservation on residents' anxiety, so as to alleviate residents' anxiety and maintain their mental health.

Subjects and methods: 600 residents with similar mental health conditions were found and divided into two groups according to the principle of equal number. One group implemented building energy-saving measures in the living area as the experimental group, and the other group lived in traditional residential buildings as the control group. The experiment lasted for 3 months. During the experimental period, the psychological state and anxiety level of residents were tested and compared every 10 days. The psychological measurement tools used in the study were Symptom Checklist 90 (SCL-90) and Generalized Anxiety Disorder-7 (GAD-7).

Results: The GAD-7 test results of the two groups of residents before and after the experiment are shown in Table 1. It can be seen from Table 1 that before the experiment, the anxiety psychological states of the residents in the two groups were very similar, while after the experiment, the overall anxiety level of the residents in the experimental group decreased significantly ($P < 0.05$), while there was no such phenomenon