

# HUMAN RESOURCES MANAGEMENT MODEL OF TEACHING STAFF FOR ETHNIC AREA UNIVERSITIES IN GUIZHOU PROVINCE, CHINA\*

Xiulian Yu<sup>1</sup> and Suttipong Boonphadung<sup>2</sup>

<sup>1,2</sup>Graduate School, Suan Sunandha Rajabhat University, Thailand

Corresponding Author's Email: s65584951030@ssru.ac.th

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## Abstract

In view of the current situation in ethnic areas of Guizhou Province, where there is high mobility among university teaching staff, Low satisfaction among the teaching staff, and poor salary and benefits, this study will conduct research on the management model of human resources in universities in ethnic areas of Guizhou, China. The research objectives include: analyzing the problems and influencing factors of the human resources management system in universities in ethnic areas of Guizhou; analyzing the current status, desirable status, and priority needs of improving the human resources management system in universities in ethnic areas of Guizhou; creating a model based on scientific evidence to enhance and improve the current human resources management level and status in ethnic areas of universities. This study employed methods such as priority need index (PNI) analysis and interview method for its research.

The results show that there are certain problems in the six dimensions: performance assessment, labor relations, talent mobility, salary and benefits, job

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burnout, and emotional culture. There is a necessity to prioritize and make improvements in these areas. The above research results were also largely accepted by the 9 experts who participated in the key informants interview. This research has formed a model for human resource management of teaching staff in universities in ethnic areas of Guizhou. This research also has certain research significance and practical guiding significance.

**Keywords:** Ethnic areas, universities, teaching staff, human resource management, Guizhou Province

## Introduction

The ethnic areas in Guizhou are located in the southwest of China, situated on the Yunnan-Guizhou Plateau. They have a low living standard, lagging education and economic development. As of the end of 2023, the permanent population of Guizhou province was about 38.65 million, with ethnic areas accounting for 36.44% of the total population, ranking among the top in the country (Wang , Ou et al., 2024). Due to the coexistence of multiple special factors such as harsh natural and geographical conditions and a weak economic foundation, the economic development of ethnic areas still lags behind that of other provinces. (Li , Zhao , 2024).

Currently, there is a shortage of management talents in the human resources management (HRM) major in universities in ethnic areas, and there are certain problems in the management work, such as an unscientific management system, outdated management concepts, inappropriate management methods, teaching staff turnover and job burnout, etc. These problems lack advantages for improving management effectiveness and enhancing teaching quality (Wang , 2023). Liu (2020) believes that HRM is an effective measure to promote the economic development and construction in the western area.

The importance of this research lies in three aspects: First, in terms of theory, the research on HRM theories plays a significant role in promoting the development of the industry. (Zhang , Wang , 2020). Second, in terms of practice, It is capable of implementing systematic and standardized management in the recruitment, training, performance evaluation of teaching staff, as well as in reducing job burnout and disorderly mobility. Third, in terms of social application, There are differences or become factors influencing the brain drain between universities in the eastern coastal areas and the inland western areas (Yang , 2020). The improvement of the HRM level of universities in ethnic areas can have a positive impact on area educational quality improvement and the overall development of universities, as well as the improvement of the innovation ability of teaching staff.

**Research methods:**This thesis will adopt a mixed research method for the study, mainly including literature review method, priority need index (PNI) research method , and interview method. The questionnaire sample includes 502 participants (117 managers and 383 teachers) from 9 universities with ethnic representation in ethnic areas of Guizhou Province,China, 9 key informants Interview with senior teaching staff , and 5 depth interview.

**Research significance:**This research will provide data and institutional suggestions for universities in ethnic areas and other educational authorities, and fill the research deficiencies in the academic and practical fields of HRM in ethnic area universities.

## **Objectives**

1. To analyze the problems existing in the HRM system of university teaching staff in ethnic areas;
2. To analyze the current status, desirable status and priority needs of the current HRM system in Guizhou;

3. Create a model based on scientific evidence, which is designed to enhance and improve the human resource management level of universities in ethnic minority areas.

## Literature Review

### HRM in Universities

The concept of HRM can be traced back to the Industrial Revolution, aiming to address issues related to the effective organization and coordination of human resources in the business operations of enterprises (Feng , 2008). moreover, Zhang & Ding (2012), and others have also provided similar explanations for the concept of HRM in universities. HRM is a necessary organization or department set up for personnel management, which can ensure the smooth operation of the institution or organization.

### Performance Assessment Management

The OECD (1995) defined performance management as the unified whole encompassing organizational management, performance control, and performance evaluation. Shen (2020) believed that performance is the unified whole of behavior, results, and improvement strategies. Lu (2017) considered the characteristics of performance to include multi-causality, multi-dimensionality, and dynamics. "University performance assessment" is the evaluation of the achievements obtained in the diligent and self-motivated, mutual-motivated work of teaching staff(Li,2023). Cai & Hu (2024), Tang (2024), and others affirmed the positive role of performance assessment.

### Emotional Culture Management

Emotional culture includes feelings such as belonging, respect, happiness, and security, which tend to be subjective. Veenhoven (1994), Lu (2001), and other scholars believe that happiness includes satisfaction with life. Jin (2023) believes that belonging is the psychological feeling of constantly pursuing needs to be

met in work. Zhang & Zhang (2021) believe that being accepted and respected by the institution where one works can generate happiness. Respect refers to the psychological experience that teaching staff in universities can perceive that their abilities, contributions, and personal dignity are recognized (Myers & Dewall, 2021). In summary, emotional culture plays an important role in the development of universities HRM.

### **Job Burnout Management**

The concept of "job burnout" was first proposed by Freudenberger in 1974 (Freudenberger, 1974). Maslach & Jackson (1981) posited that job burnout is also known as chronic fatigue syndrome. Byrne(1993) suggested that job burnout is associated with low job satisfaction, loss of enthusiasm and interest, etc. Zhang (2023) defined burnout as physical and mental fatigue and exhaustion caused by excessive work pressure. Zhang (2024), Cheng, Wan (2024) ,Yang (2024) and other scholars have put forward research suggestions on eliminating job burnout. Additionally, when teaching staff find that their efforts are not proportionate to the rewards, they may experience psychological imbalance, which also leads to job burnout.

### **salary and benefits Management**

Compensation refers to the remuneration given by managers to employees after they complete specific tasks or jobs (Martocchio & Joseph, 2023). Since the founding of the People's Republic of China, there have been five institutional reforms in compensation systems, namely "work - point accounting", "position - centered", "position grade", "post performance", and "performance - related pay" (Hu , 2025). Wang (2025) elaborated on the optimization of compensation management. Shi (2025) affirmed the positive impact brought about by reasonable salaries and benefits.

### **Labor Relations Management**

Records of labor - relations research can be traced back to the 18th century. (Guo, 2017) believed that the governance of labor relations among

teaching staff can support the development of universities. Moreover, Chen (2024) , Gong (2024) have elaborated on the role of labor relations. If labor relations are overly imbalanced, it may lead to adverse consequences such as job burnout, and talent loss.

### **Talent Mobility Management**

Zhang (2024) argued that current talent mobility has become an important driving force for economic and social development. Lin (2024) held that frequent talent mobility in universities may lead to talent loss and affect the improvement of the overall level of universities. You & Wu (2025) conducted research using the two - factor theory. They believed that the combined implementation of hygiene factors and motivation factors is conducive to achieving a win - win situation for universities and their teaching staff. Hygiene factors and motivation factors are of great significance for maintaining the emotional bond with universities teaching staff.

### **The Concepts of Ethnicity and Ethnic Areas**

Stalin (1913) defined "ethnicity as a stable community formed by people during the process of historical development, with a common language, common territory, common economic life, and common psychological qualities expressed in common culture." China has 56 ethnic groups, and all ethnic groups other than the Han ethnicity belong to ethnic areas. These regions usually have the characteristics of multi-ethnic settlement, complex geographical environment, and diversity of ethnic cultures.

Regarding the existing research on HRM in Chinese universities, through a search on Google Scholar (2026), there are certain differences in the academic research attention in various dimensions of HRM from 2022 to 2026: there are 1430 articles on the HRM model in universities, 419 articles on HRM in universities, 199 articles on HRM of teaching staff in universities in ethnic areas, 69 articles on HRM of teaching staff in universities, and 13 articles on HRM of teaching staff in

universities in Guizhou ethnic areas. The existing academic research has paid relatively little attention to the HRM of teaching staff in universities in Guizhou ethnic areas. This study aims to fill the research gap in this field.

### Conceptual Framework

This study intends to adopt the PNI research method. To complete the research task, the researcher will use a questionnaire (five - level scale) survey and combine it with methods such as interviews to study relevant dimensions of HRM issues of teaching staff in universities in Guizhou ethnic areas. According to the research needs, a conceptual framework for the research on HRM of teaching staff in ethnic areas of Guizhou Province will be constructed from dimensions such as performance appraisal, labor relations, salary and benefits, and emotional culture. The specific research framework is shown in Figure 1:

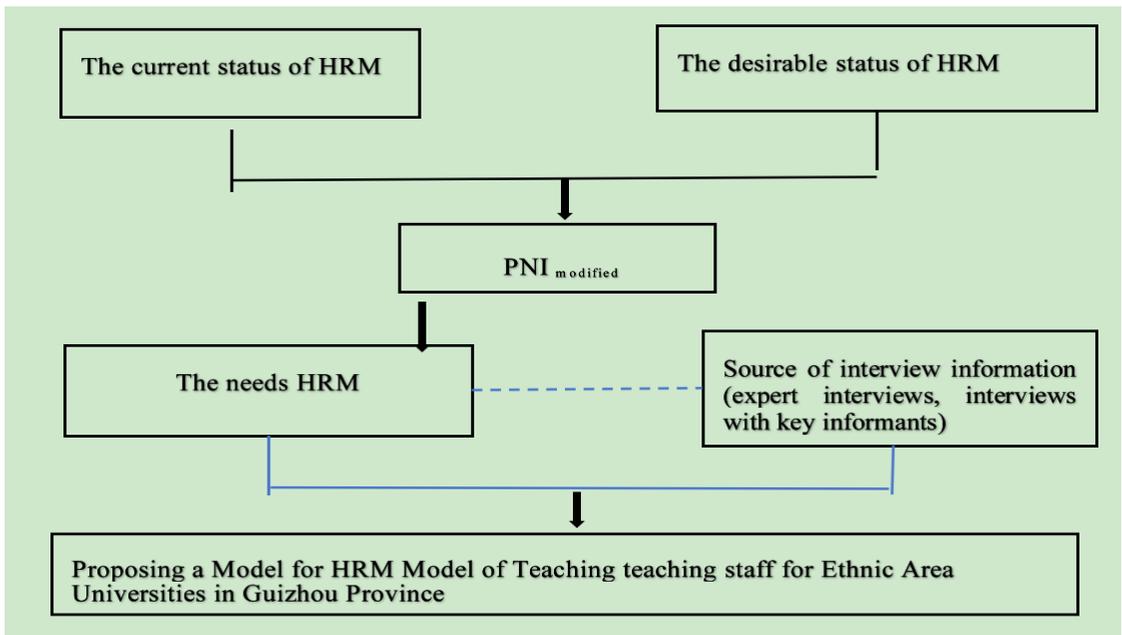


Figure 1 Conceptual Framework

## Methodology

This research adopts a combined quantitative and qualitative research method, using methods such as the Priority Needs Index (PNI) research method, literature research method, and interview method to conduct the study, in order to investigate the priority needs of HRM in universities in ethnic areas of Guizhou. The aim of this research is to construct a highly applicable conceptual framework that can enhance the HRM level and capabilities of teaching staff in universities in ethnic areas of Guizhou by integrating relevant key theories and literature on HRM in universities. In terms of framework assessment, 5 experts were selected through purposive sampling. These 5 experts are all industry experts who have worked in universities in Guizhou for more than 7 years, including experts in researching HRM methods. Their professional knowledge and experience are extremely important in evaluating the theoretical and practical aspects of the framework for HRM in universities. The main tool for data collection is an assessment form, aiming to evaluate the applicability of the framework. In addition, combined with key informants Interview with 9 senior teaching staff, the qualitative feedback of the experts was conducted using content analysis method, which enabled further improvement of the framework based on the insights and suggestions of the experts.

This study employed a quantitative research method to explore the priority needs of HRM among the teaching staff of 80 universities in ethnic areas of Guizhou. A random sampling method was used to select 9 representative universities as the sample. This ensured that the key stakeholder groups were all reflected, enabling a comprehensive analysis of the variables in the proposed conceptual framework.

The main research tool was the Likert 5-point rating scale, which was used to measure the current and desirable status of HRM needs among the teaching staff of universities in ethnic areas of Guizhou. The questionnaire was distributed

and collected through the "Questionnaire Star" platform on the Chinese website. Statistical analysis included frequency, percentage, average value, and standard deviation, etc., to evaluate the research results.

The PNI analysis followed the guidelines of Wongwanich S (2007), using average values and standard deviations, etc. The PNI ranked the importance of the needs by comparing the differences in the average values of expectations (I) and satisfaction (D) (weighted according to the importance of expectations), identifying the dimensions that require priority improvement, and weighting them according to the importance of expectations to rank the importance of the needs. This improvement method is called PNI<sub>modified</sub>, which improves the accuracy of the priority ranking by adjusting the index based on satisfaction and expectation levels, making the development focus clearer and more comparable.

The PNI<sub>modified</sub> of each variable was calculated using the following formula (Wongwanich S, 2007).

$$PNI_{\text{modified}} = \frac{I - D}{D}$$

## Results

### 1. Research Methods and Sample Characteristics

A total of 522 questionnaires were distributed in this study, and 502 valid responses were obtained (response rate: 96.2%). Among the respondents, 48.8% were male and 51.2% were female. There were 270 people in teaching positions, accounting for 53.78%; 111 people in research positions, accounting for 22.11%; 69 people in administrative positions, accounting for 13.75%; and 52 people in auxiliary positions such as counselors, accounting for 10.36%. This sample reflects the typical demographic characteristics of university teaching staff: mainly aged between 30 and 49 (71.71%), with senior professional titles (71.71%), and teaching staff with a master's degree or above (84.06%).

By analyzing the sample data: The structure of the teaching staff team in the Chinese education sector is relatively balanced. Among the sampling samples, those with a doctoral degree accounted for 22.11%. Based on 6-10 years of working experience, 34.86% had such experience; those with 11-20 years of experience accounted for 31.27%; the two groups accounted for 66.13% in total; those with more than 20 years of experience accounted for 15.54%, and those with senior professional titles accounted for 9.90%. From the data, it can be seen that the difficulty of professional title evaluation is significant. 85.86% of the faculty members are married, and they have more complex considerations, which will affect the stability of the teaching staff team and the effectiveness of HRM.

2. Evaluation results of the current status and desirable status of the teaching staff HRM in ethnic area universities in Guizhou province,China

To study the current status and desirable status of the teaching staff HRM in ethnic area universities in Guizhou province, Statistical analysis such as average values and standard deviations was adopted to evaluate the research results.

**Table 1** Evaluation results of the current status and desirable status of human resources for teaching staff in ethnic area universities in Guizhou province:

No.	Statements	Number of questions	Current Status				Desirable Status			
			$\bar{X}$	S.D.	Level	Ranking	$\bar{X}$	S.D.	Level	Ranking
1	performance assessment	20	3.18	0.73	Moderate	5	4.67	0.37	Highest	2
2	labor relation	18	3.18	0.76	Moderate	4	4.67	0.34	Highest	1
3	Emotional culture	21	3.23	0.73	Moderate	1	4.38	0.51	high	5
4	salary and benefits	18	3.20	0.76	Moderate	2	4.63	0.40	Highest	4
5	talent mobility	15	3.20	0.77	Moderate	3	4.64	0.42	highest	3
6	Job burnout	14	3.01	0.68	Moderate	6	4.24	0.53	high	6

The current status of the performance assessment dimensions is  $\bar{X} = 3.18$ , while the desirable status of  $\bar{X}$  is 4.67; the current status of the labor relations dimension is  $\bar{X} = 3.18$ , and the desirable status of  $\bar{X}$  is 4.67; the current status of the emotional culture dimension is  $\bar{X} = 3.23$ , and the desirable status of  $\bar{X}$  is 4.38; the current status of the salary and benefits dimension is  $\bar{X} = 3.20$ , and the desirable status of  $\bar{X}$  is 4.63; the current status of the talent mobility is  $\bar{X} = 3.20$ , and the desirable status of  $\bar{X}$  is 4.64; the current status of the job burnout dimension is  $\bar{X} = 3.01$ , and the average desirable status is 4.24; the current status of all these dimensions is  $\bar{X} < 0.35$ , all at the Moderate level. The desirable status of the performance assessment dimension, labor relations, salary and benefits, and talent mobility all have  $\bar{X} > 0.45$ , with an average value higher than 4.50, indicating the urgency for priority improvement; the desirable status of the emotional culture and job burnout dimensions is  $< 0.4$ , and is above 0.45, at a relatively high level. The S.D. of all these dimensions is  $< 1$ , meeting the research requirements.

3. The results of the priority needs for the improvement of HRM in ethnic area universities in Guizhou Province

This section will conduct a detailed analysis of the priority matters from the dimensions of performance assessment, labor relations, emotional culture, salary and benefits, talent mobility, and job burnout for the research on the HRM of universities in ethnic areas of Guizhou Province.

**Table 2** Overall priorities and priorities in each dimension required for optimizing the HRM system of ethnic area universities in Guizhou province

No.	Dimensions	Desirable Status (I)	Current Status (D)	$PNI_{\text{modified}}$	Ranking
1	Performance assessment	4.67	3.18	0.47	1
2	Labor relations	4.67	3.18	0.47	1
3	Emotional culture	4.38	3.23	0.36	6
4	Salary and benefits	4.63	3.20	0.45	3
5	Talent mobility	4.64	3.20	0.45	3
6	Job burnout	4.24	3.01	0.41	5
<b>Overall</b>		4.54	3.17	0.43	

### 3.1 Performance Assessment

Among the performance assessment dimensions, "the performance assessment standards are clear, objective, and closely related to the professional skills and work content of the teaching staff" has the highest  $PNI_{\text{modified}}$  score of 0.55. The average D value of other variable is 3.18, which is interpreted as a moderate level. The average I value is 4.67, which is interpreted as the highest level. The  $PNI_{\text{modified}}$  values range from 0.43 to 0.46. The average value of the  $PNI_{\text{modified}}$  dimension of performance assessment is 0.47, indicating that there is a particularly urgent priority needs for this performance assessment dimension.

### 3.2 Labor Relations

The four variables related to the "labor relationship" dimension, such as "Faculty members clearly understand the channels and procedures for resolving conflicts or disputes regarding their labor relations with the university", had the highest  $PNI_{\text{modified}}$  values. all at 0.49. The average value of D for other variables is 3.18, which is interpreted as a moderate level, the I value is 4.67, which is interpreted as the highest level, and the  $PNI_{\text{modified}}$  values range from 0.42 to 0.47. The average  $PNI_{\text{modified}}$  value of the labor relationship dimension is 0.47. It is

evident that there is an extremely urgent and necessary priority to improve the labor relations dimension.

### 3.3 Emotional Culture

In the emotional culture dimension, the  $PNI_{\text{modified}}$  value of "Teaching staff are respected and recognized for their independence and creativity in their work, and have considerable autonomy" is 0.41, which is the highest value; the average value of other variables D is 3.23, interpreted as a moderate level, the average value of I is 4.38, interpreted as the high level. The  $PNI_{\text{modified}}$  values range from 0.32 to 0.37. The average value of the  $PNI_{\text{modified}}$  values in the emotional culture dimension is 0.36, indicating the necessity of prioritizing the need for improvement.

### 3.4 Salary and Benefits

In the aspect of salary and benefits, the  $PNI_{\text{modified}}$  value for "The composition and calculation method of salary and benefits in universities in ethnic areas are reasonable" is 0.47. The average value of the variables in the salary and benefits dimension is 3.20, which is at the moderate level; the average value of I is 4.63, which is at the highest level, indicating that the teaching staff have a particularly urgent demand for salary and benefits; the  $PNI_{\text{modified}}$  value is 0.45, indicating that there is a particularly urgent priority improvement need for the teaching staff regarding salary and benefits.

### 3.5 Talent Mobility

The  $PNI_{\text{modified}}$  value for the "talent mobility" dimension, which indicates "talent mobility is influenced by motives such as interests, development, and emotions", is 0.52, ranking first in this dimension. The average D value of the variables in the talent mobility dimension is 3.20, which is at the moderate level; the average D value of 4.64 indicates the highest level, suggesting that faculty members have a particularly urgent need for the talent mobility dimension; the overall  $PNI_{\text{modified}}$  average value of this dimension is 0.45, indicating the necessity for priority improvement.

### 3.6 Job Burnout

Among the dimensions of job burnout, the one ranked first is "universities place emphasis on material and spiritual incentives for teaching staff", with the  $PNI_{\text{modified}}$  value being 0.44; the average value of D is 3.01. It is at the moderate level, the average value of I is 4.24, which is at a high level. The overall  $PNI_{\text{modified}}$  value of this dimension is 0.41. Through analysis, it is necessary to prioritize the improvement of the variables in the dimension of job burnout.

## Conclusion

The current status of the priority needs for HRM among teaching staff in ethnic areas of Guizhou Province is generally at a moderate level, while the desirable status is generally at the highest level. The priority needs are as follows: performance assessment, labor relations, salary and benefits, talent mobility, job burnout, and emotional culture. The results show that there is a necessity for improvement in all six dimensions. 9 key informants Interview and 5 depth interview agreed with the above research conclusions. Finally, a research framework was established and the robustness of this research framework was verified. This model has research value and practical social application value for improving the human resource management level in underdeveloped ethnic areas.

## Recommendation

Based on the above research conclusions, it is recommended that the performance assessment in universities should adopt a combination of multiple models; the positive roles of the HRM department and the trade union should be strengthened to ensure the stability and harmony of labor relations; a hierarchical salary and benefits system should be designed to improve welfare benefits; university HRM should be integrated with ethnic and humanistic

management elements; talent reserves, introduction plans, and retention plans should be implemented; in response to the problem of outstanding talents leaving, it is suggested to adopt positive emotional retention and practical assistance methods; timely prevention and intervention for job burnout should be carried out; it is recommended to implement anonymous help or feedback systems. Future research can explore longitudinal influence studies and areas comparative studies, and incorporate elements of university management quality and management improvement to enrich the understanding.

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