



# Passing on Endogeneity: Reflections on Misguided Behavior in the Microscopic Perspective of Faculty Organizational Development in Higher Education Institutions Take the Example of College A in City Z

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**Abstract.** In the process of individual socialization, teachers in the growth stage play an important endogenous role. Both research to “behavior-policy-psychological” ternary analysis framework as the main breakthrough, around the endogenous relationship of teachers anomie behavior macro level dominant study, ignoring the microscopic recessive and long-term inheritance extends the influence of the important research clues, anomie behavior research superficial and not get good interpretation. In this paper, the deviation of the orientation of students in Z City, Fujian Province, proves that “endogenous inheritance” is an anomie behavior under the micro threshold of teacher organization development in colleges and universities.

**Keywords:** higher education institutions · faculty organizations · inherited endogeneity · oriented misbehavior

## 1 Introduction

Higher education institutions in recent years, along with the orientation to train mainly applied talents, teachers, as the main subjects of teaching, are increasingly behaving slightly biased in their behavior and psychology, constituting one of the social problems that need to be solved nowadays [1]. The impact of teachers’ misbehavior on students is multifaceted, affecting not only their psychological, behavioral, and thinking patterns, but also adhering to the transmission of a certain subculture that leaves students with a lack of opportunities for future development and even wrong directional choices. The teacher misbehavior discussed in this paper refers to the incidents in which the students of higher education institutions are the targets of abuse, the teachers of higher education institutions are the main teaching subjects, and the self-interested misbehavior of teachers is the extension point to affect the future development of students. The incident is often

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potential and hidden, and the current research has certain limitations. Based on this, this paper attempts to provide a microscopic analysis of teachers' misbehavior by taking "oriented misbehavior" as the starting point of the study.

## **2 A Case of Endogeneity of a Teacher's Heritage in College A in Z**

### **2.1 Case Background**

College A is a local Q ordinary college. As an ordinary college, it has no advantages in cultivating talents with high knowledge level, and the training of applied talents as the guidance can better develop colleges and universities. Therefore, practice is more important than knowledge in the education system. As a result, in the general direction of the university, the students mainly participate in more practical activities, such as mass entrepreneurship and innovation competitions and subject projects, and devote less time to knowledge learning. In this context, Teacher Q made use of the interaction with the taught individuals in the teaching process to select outstanding talents, build their own team, and assist them to complete the competitions and subject projects overnight. With the help of Teacher Q, his team members can easily obtain the top comprehensive results of their major, and win the honor evaluation of various schools, which makes his team deeply rooted. In several years, Teacher Q has been promoted continuously. In this process, some team members missed many opportunities because they had worked for Q teachers for a long time. A student A said after graduation:

"When I entered the school as a freshman, I thought that I could get good results in the school through my own efforts. I saw that the senior students who followed Teacher Q could be so excellent, so I wanted to get into his team. Unexpectedly, after I joined the team, I served for teacher Q all day and night, neglected my studies and missed many internship opportunities. Busy looking for a job with no internship on your resume, it's even harder to find an ideal job. At present, after graduation, Q teacher ignored himself, as if he had lost the value, now think about it still have some regret."(Interview Material Z-A105).

The micro recessive anomie behavior of teachers is not well known, only the graduate team members in the heart. The teacher team will take away one by one, and more freshmen, even with graduates and explain the situation, are still skeptical. Under the guidance of the honor of the college, it is very correct to make their choice. A B student said after joining the Q teacher team:

"Teacher Q was very good to me, saying that I was active and serious in class, so he took me into his team, very optimistic about me, and he could get many honors from the university, and I also followed his advice. I want to follow the Q teacher as a counselor in the future, and follow the development of the Q teacher after graduation."(Interview Material Z-A067).

Based on this, the peer teachers also said that due to the strong appeal and absorption of the Q teachers, it is difficult to guide several excellent students, and the excellent students are all trying to drill into their team. "At the beginning, I felt that Teacher Q was positive and motivated. I formed my own team to lead students to learn and communicate together, accompany them to grow together, and also gained rich results.

With the passage of time, recently Q teacher appears to be very exclusive, for the students and other teachers' every move is also meticulous control.”(Interview Material Z-A112).

## 2.2 Operating Mechanism of the Faculty Team: Inherited Endogeneity

In sociological research, endogenous conditions are seen as important factors that influence the emergence and growth of an organization.

Scholar Huang (2015) argues that the essence in the development of social organizations in China is due to holism and structural determinism orientation, i.e. the direct role of macro policies for social organizations, which provide the necessary conditions for the development of social organizations through positive development signals or the achievement of legitimacy status of authorized social organizations. The rise of NGOs is more due to the policy push and the preconditions of the government's transition from New Public Administration to New Public Management for the development of social organizations [3]; Tony Saich, a foreign scholar, argues that the development of social organizations in China benefited from the special period of reforms that provided a wide space for the expansion of social organizations. At the same time the inability or unwillingness of the state to provide the same wide range of services and functions as before has pushed the acquisition of autonomy for social organizations. They have been allowed to create a larger organizational field and social space and operate in it to represent a wide range of social interests, with interests driving decision-making [4]; scholar Guan Bing (2015) suggests that social embedding in the state has allowed social organizations and social work to gain space for development, and the re-enforcement of the traditional state-society relationship is reflected in the government's purchase of service programs from social organizations. On the other hand, it also brings opportunities for social organizations to develop, shaping new possibilities of state-society relations to some extent in the context of institutionalization and competition [5]. In most scholarly discourses, endogeneity is seen as a concept of public policy, social transformation, public goods, and demand. The necessary conditions required for the development of public organizations are reflected in all of these discourses. The conditions for the development of teachers' organizations are traced through traditional social organization theory: first, the premise that institutions of higher education cultivate applied talent, which makes the cultivation of practical students legitimate and gives legitimacy to teachers to absorb students as members of their organizations; second, the control of teachers over the beneficial premise of students, which makes students absorbed by the great benefits brought by the organization with self-interest in order to seek more honor and Third, in the competitive landscape of higher education institutions, there is increasing inward mobility. Access to superiority channels has a greater possibility of winning in competition, and the embeddedness of teachers' organizations for competition within the school's student body determines to some extent the possibility of students joining teachers' organizations; these three endogeneity conditions of teachers' organizations remain largely consistent with social organizations, i.e., the influence of policy mechanisms, self-beneficial behaviors, and competitive patterns. Based on this, the endogeneity conditions in teacher organizations have two different forms: one is endogeneity in the macro sense, i.e., participation endogeneity; the other is endogeneity in the micro sense, i.e., transmission endogeneity. The formation of teacher organizations is more participatory endogenous

in the early stages, i.e., constructed through student-led needs and other driving forces, and is often short-term in nature and weak in terms of teacher control over organization members; while in the long term, teacher organizations are incubated and developed, transforming from “student-teacher” to “teacher-student” organizations, which are often constructed through teacher-led and inherited needs and subjective forces, with a certain degree of coercion and control, and a strong professionalism. Comparing the two forms, the former tends to be universal and exists in the faculty organizations of major institutions, and its influence on the student body is often positive and positive, and it is the correct guiding organizational form in the context of cultivating applied talents; while the latter tends to be special and formed by teachers for their own selfishness in order to promote themselves faster, and its influence on the student body is often negative and negative in the long run. “Most current organizations around the world have adopted the ‘incubation’ approach to development and cultivation, but there is a general ‘subject dominance’ in the process thus falling into instrumentalism” [6].

### **2.3 Transmitting Endogeneity: An Extended Micro Perspective on Teachers’ Implicit Misconduct**

As mentioned above, there is a tendency to inherit a certain degree of endogenous development possibilities alongside the existing universal form of faculty organizations in higher education institutions. Based on the traditional “behavior-policy-psychology” triadic analysis framework, more scholars view teacher misconduct explicitly from a single dimension such as psychology, legal system, education, and subculture, while this paper will abandon this research paradigm and adopt a micro long-term extended perspective of teachers’ implicit misconduct to study the mechanisms and logic of teacher misconduct. Logic.

In the case of this paper, we can clearly see the long-term impact of inherited endogeneity on the group being taught. First, from the beginning of teacher organizations, more teachers have been “participatory” in their approach, guiding students and imparting knowledge in order to facilitate their growth and development in applied activities. “Socialization is the process by which a person learns knowledge and skills, learns social knowledge, internalizes social values, and ultimately adapts to society” [7]. As individuals in the socialization process, what teacher organizations provide is supposed to be learning knowledge and skills, social knowledge, and mastery of rules and value codes in personal socialization. Not only does the way of thinking within the organization have a significant impact on the individual, but it even alienates him or her, similar to the way religious patterns produce fixed ideas that extend through the planning of future development paths. The shift from an endogenous attribute of participation to an endogenous attribute of transmission distorts the socializing function that should be achieved, departing from and overstepping the original purpose for which teacher organizations were born. Second, “the most important feature that distinguishes teachers’ organizations from other market organizations is that they are subject to more moral constraints, public scrutiny, and pedagogical mechanisms, and do not have self-interest as their primary purpose” [8]. However, in reality, the nature of non-market organizations such as teachers’ organizations, as reflected in many studies, is mostly measured in

universal terms, making it difficult to detect misconduct in these organizations and gradually transforming them into self-interested organizations. “The professional image of social workers in these organizations is blurred and professional incentives are missing, which ultimately results in the transformation of their public interest and beneficiary subjects into self-interested institutions” [9]. Therefore, the formation process of teachers’ organizations, the orientation of teachers’ own image and the construction of teacher ethics are particularly important in the period of social transformation; whether the construction model can be grasped in the process of teachers’ organizations’ development and whether students as the main beneficiary subject can be truly implemented as the organizational goal is one of the important signs to measure their endogenous attributes. Finally, the inherited endogeneity benefits from the “constant set of behaviors” of the organization’s subjects, which is an important expression of the organization’s long-term operation. “Under constant behavior, the process of self-packaging, getting to know each other, and then having a relationship, becomes a set of standardized procedures that can be quickly replicated, down to what to say and how to say it in a given situation, i.e., ‘discursive conventions’ [10]”. The teacher as the subject of the performance of the regular set of behaviors, the taught often becomes a victim of the Stockholm effect, i.e., the teacher uses the student as a mediator of the implementation of self-interested behaviors, and the student counter has benefited from the teacher’s behavior [11]. Due to the inherent limitations of students’ thinking and their short-sightedness in judging things, they are thus prone to fall into the trap of confusion, which in turn generates fresh blood for the continuous continuation of the teachers’ organization.

In summary, inheritance endogeneity constitutes a dysfunctional behavior in the microcosm of organizational development - teacher organizations evolve through the needs of the subject, resulting in a shift in organizational properties from participation endogeneity to inheritance endogeneity, and in the construction process leading to the production of a “sense of belonging” and “sense of acquisition” for a specific object through a constant set of behaviors. In the process of construction, the organization is guided to produce a sense of belonging and a sense of acquisition through a regular set of behaviors for a specific target, thus gaining the deep trust of the target. In addition, in the long-term process, the members of the organization are required to be loyal to themselves and are driven by interests to control the intentional behavior of the members of the organization and drive them to lay the foundation for the development of the organization and change the original mode of thinking and development. This seems to be the subjective guiding behavior of the subject in accordance with the logic of what happens, but makes the organization members lose many opportunities in the process of socialization but create worthless labor for the extension of the organization. Inherited endogeneity reveals the long-term laws of teachers’ organizations. First, teachers’ subjective behaviors should conform to the logic of the development of things, abide by the basic norms of teacher practice, establish good teacher style, and make serving students’ development the primary goal of education; second, teachers’ organizations should grasp the positive development of organizational forms and attributes in the process of development to avoid changing from participating in endogeneity to inherited endogeneity and becoming self-interested organizations of teachers Third, the members of the organization should strengthen their psychological construction, improve their

discernment of the external environment, firmly establish their own long-term development goals, and weigh their own pros and cons in the face of interests in order to be effectively redeemed. At the same time, the teachers' organization in this paper is different from the universal organizations of the same type, and requires specific organizational conditions and a specific subjective environment before it can develop further and achieve the transformation in this case.

### 3 Innovations

This paper discusses the endogeneity of inheritance as a microcosm of faculty organizational development that leads to misbehavior, using College A in City Z as an example. First of all, from the perspective of the research, it breaks the traditional research paradigm of "behavior-policy-psychology" triadic analysis framework for psychological, legal, educational, and subcultural theoretical studies under the conventional macroscopic explicit perspective. Secondly, in terms of time dimension, the conventional research is based on static research at a specific time, but this paper discusses the metamorphosis of teachers' organizations' involvement in endogenous behavior in the short term to inherited endogenous behavior in the long term through the comparison of short-term and long-term argumentation, and finally, most of the conventional research on teachers' misbehavior is focused on the institutional structure of teachers' organizations. Finally, most of the conventional teacher misconduct studies focus on the institutional structure of institutions' responses to teacher misconduct, which usually take a single individual as the research object and often ignore the relationship between the giver and the recipient of instruction. The complexity of the composition of Chinese teachers' organizations makes this study somewhat limited. However, the impact of the concept of inherited endogeneity on the long-term nature of organizational membership is still worthy of speculation and consideration: it may both provide a convenient channel for students to socialization process, or it may simply be instrumentalism under the constant set of behaviors. Organizational forms.

### 4 Conclusions

In this paper, we use the "behavior-policy-psychology" triadic analysis framework and other related theories to find out that we still need to pay attention to the hidden side of faculty organizations and try to correct their microscopic misbehavior, so as to explore a theory of governance for the development of higher education institutions in line with the laws of social development and real life.

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