

STUDENT MANAGEMENT STAFF BURNOUT IN BUSINESS SCHOOL
AT WUZHOU VOCATIONAL COLLEGE,
GUANGXI, CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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STUDENT MANAGEMENT STAFF BURNOUT IN BUSINESS SCHOOL
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
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ชื่อเรื่อง ความเหนื่อยล้าของเจ้าหน้าที่บริหารนักเรียนใน
โรงเรียนธุรกิจที่วิทยาลัยอาชีวศึกษาหวู่โจว
กว่างซี ประเทศจีน

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บทคัดย่อ

การศึกษานี้มีจุดมุ่งหมายเพื่อให้บรรลุวัตถุประสงค์ 3 ประการต่อไปนี้ 1) เพื่อระบุปัญหาของเจ้าหน้าที่บริหารนักเรียนในการบริหารจัดการนักเรียนโรงเรียนธุรกิจในวิทยาลัยอาชีวศึกษาหวู่โจว 2) เพื่อศึกษาปัจจัยที่นำไปสู่ความเหนื่อยล้าของเจ้าหน้าที่บริหารนักเรียนในวิทยาลัยอาชีวศึกษาหวู่โจว และ 3) เพื่อประยุกต์ทฤษฎีสมรรถภาพเพื่อลดความเหนื่อยล้าของเจ้าหน้าที่บริหารนักเรียนในวิทยาลัยอาชีวศึกษาหวู่โจว

การศึกษานี้ใช้วิธีการผสมผสาน โดยเริ่มจากวิธีเชิงปริมาณและเชิงคุณภาพ รวมถึงวิธีการวิเคราะห์วรรณกรรม วิธีการสำรวจแบบสอบถาม จากนั้นจึงนำการวิจัยเชิงคุณภาพมาใช้ ซึ่งกำหนดลักษณะและลักษณะเฉพาะของสิ่งต่าง ๆ หรือวัตถุประสงค์ของการศึกษา และเจาะลึกถึงแก่นแท้ของเนื้อหาที่เกี่ยวข้องกับความเหนื่อยหน่าย นอกจากนี้งานวิจัยนี้ใช้ทฤษฎีสมรรถนะและทฤษฎีสองปัจจัย ผลการศึกษา ดังนี้ 1) พบปัญหาการแบ่งงานที่ไม่ชัดเจนก่อให้เกิดความเหนื่อยล้าของเจ้าหน้าที่บริหารนักเรียน 2) ปัจจัยที่ก่อให้เกิดความเหนื่อยล้าของเจ้าหน้าที่บริหารนักเรียนในโรงเรียนธุรกิจของวิทยาลัยอาชีวศึกษาหวู่โจว รวมถึงการมีจิตสำนึกในการบริการที่อ่อนแอ ขาดความเข้าใจจากนักเรียนในด้านการปฏิบัติงาน การปฏิบัติงานมีความกดดันสูง งานมีความยุ่งยากซับซ้อน ความยากลำบากในความก้าวหน้าของตำแหน่งงาน ระบบการประเมินที่ไม่ลงตัวและความกระตือรือร้นในการทำงานลดลง และ 3) ทฤษฎีสมรรถนะในการค้นหาวิธีแก้ปัญหาสำหรับนักเรียนที่เหนื่อยหน่ายคือ 3 ทฤษฎีสมรรถนะในการค้นหาวิธีแก้ปัญหาสำหรับนักเรียนที่เหนื่อยหน่ายคือการเพิ่มประสิทธิภาพระบบการประเมินประสิทธิภาพ เพิ่มประสิทธิภาพโหมดการทำงาน เพิ่มโอกาสในการฝึกอบรมในโรงเรียน และการเพิ่มประสิทธิภาพความสามารถในตนเอง

จากผลการวิจัยชี้ให้เห็นว่าโรงเรียนควรสร้างเกณฑ์การประเมินที่ยุติธรรมและเป็นกลาง สร้างกลไกแรงจูงใจเพื่อเพิ่มรูปแบบการทำงาน จัดการฝึกอบรมอย่างกระตือรือร้น และสร้าง

บรรยากาศและวัฒนธรรมการทำงานที่ดี บุคคลควรสร้างทักษะการบริหารเวลาที่ดี ชี้แจงแรงจูงใจและค่านิยมในอาชีพ การเรียนรู้อย่างต่อเนื่องและการพัฒนาทางวิชาชีพ และสร้างความสัมพันธ์การสื่อสารที่ดีและความร่วมมือ

คำสำคัญ : ความเหนื่อยล้า, การบริหารจัดการนักเรียน, โรงเรียนธุรกิจวิทยาลัยอาชีวศึกษาห้วยโจว



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ABSTRACT

This study aims to achieve the following three objectives: 1) To identify the problems of student managers in the Business College of Wuzhou Vocational College. 2) To identify the factors that lead to burnout among student managers in the Business College of Wuzhou Vocational College. 3) To apply competency theory to reduce the burnout of student managers in the Business College of Wuzhou Vocational and Technical College.

This study adopts mixed methods, starting with quantitative and qualitative method. The research mainly includes literature analysis method, questionnaire survey method, and then adopts qualitative research, which defines the specific nature and characteristics of things or objects of study, and digs into the essence of the content related to burnout. Also, this research uses competency theory and two-factor theory. The Results of the study as follow: 1) The problems of student managers in business school of Wuzhou Vocational College is unclear division of labor leads to burnout., 2) The factors cause the burnout of student managers in business school of Wuzhou Vocational College is weakened sense of service, lack of understanding from students in their work, high work pressure, complicated work, difficulty in promotion, irrational appraisal system, and diminished enthusiasm for work. and 3) The competency theory to find solution for burnout student is 3. The competency theory to find solution for burnout student is optimizing the performance appraisal system, optimizing the work mode, providing

more training opportunities in the school, and self-competence enhancement.

The research suggests that schools should establish fair and objective evaluation criteria, create incentive mechanisms to optimize work patterns, actively conduct training, and create a good work atmosphere and culture; individuals should establish good time management skills, clarify career motivations and values, continuous learning and professional development, and establish good communication and cooperative relationships.

Keywords : burnout, student administrators, Wuzhou Vocational College Business School



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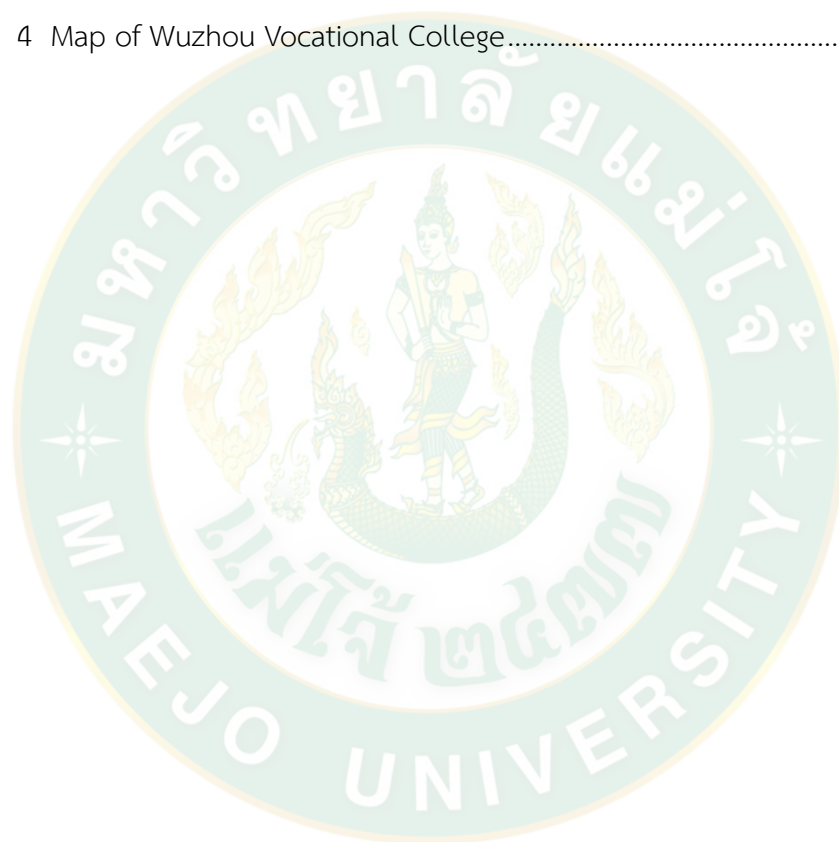
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CHAPTER 1

INTRODUCTION

Background of the selected topic and significance of the study

In recent years, the Party Central Committee and the State Council have attached great importance to the ideological and political education work and the development of the Student Management Staff team have issued relevant documents to strengthen the construction of the Student Management Staff team and the ideological and political education work, and put forward higher requirements for the Student Management Staff team in colleges and universities. In 2014, the Ministry of Education issued the "Standards for the Professional Competence of Student Management Staffs in Higher Education Institutions (Provisional)" (Ministry of Education of the People's Republic of China, 2017) (hereinafter referred to as the "Standards"). referred to as the Standard). The main content of the Standard includes three parts: career profile, basic requirements, and standards of professional competence, and it puts forward clear requirements on the elements of competence that Student Management Staffs should have in different professional functions from three levels of professional competence: junior, middle, and senior. In 2017, the Ministry of Education published the revised Provisions on the Construction of Student Management Staff Teams in Ordinary Schools of Higher Education (hereinafter referred to as Provisions) (Ministry of Education of the People's Republic of China, 2017), which explicitly states that Student Management Staffs should have the elements of competence in different professional functions, which clearly points out that the work duties of Student Management Staffs contain nine aspects, such as ideological and theoretical education, value leadership, party and class construction, etc. From the regulations of the Ministry of Education, it can be seen that the work of the college Student Management Staff position has a lot of content and high work requirements. At the same time, the students of higher

vocational colleges and universities, compared with the students of ordinary colleges and universities, the source of students is relatively complex, the students' self-restraint is relatively poor, with the expansion of higher vocational colleges and universities, the Student Management Staff's management difficulty is also getting bigger and bigger.

Higher vocational Student Management Staffs have become a high incidence group of burnout with the rapid development of higher vocational education in China, Student Management Staffs in higher vocational colleges and universities are shouldering more and more heavy educational management responsibilities. Student Management Staff work content, high work requirements, coupled with the specificity of higher vocational student groups, which puts higher requirements on the education and management work of higher vocational Student Management Staffs, but also more likely to lead to higher vocational Student Management Staff burnout. July 2015, Tencent a McKessie questionnaire survey on the burnout of university teachers, found that 58% of the teachers of higher vocational colleges and universities in the actual work of teachers often feel exhausted (China Education Newspaper, China Education Newspaper). Exhaustion (China Education News, 2015). China's scholars Bai Xiaoling also found that 89.93% of Student Management Staffs have burnout to varying degrees (Bai, 2018), and Yu Wenjun and other 504 full-time Student Management Staffs on the status quo of professional interest and factors affecting the survey also found that the burnout of full-time Student Management Staffs in colleges and universities is more obvious, in which the work pressure is an important factor leading to the burnout of Student Management Staffs (Yu, 2013)

In summary, the current work difficulty and intensity of Student Management Staffs in higher vocational colleges and universities is getting bigger and bigger, which has become a high incidence group of burnout, and once the burnout occurs in higher vocational Student Management Staffs, it will not only affect their personal physical and mental health and career development, but also affect the development and growth of students and the development and construction of higher vocational colleges and universities. Therefore, it is of great practical significance to study the problem of senior Student Management Staff burnout and

put forward countermeasure suggestions to improve the burnout of senior Student Management Staffs on the basis of which it is of great practical significance to the Student Management Staffs' own career development, the growth of the students as well as the development of higher vocational colleges and universities.

In this paper, we study the current situation of burnout of senior Student Management Staffs, analyze the factors of burnout, and put forward effective countermeasures on the basis of these measures, which include the three levels of oneself, the school and the society, and are formulated by combining the actual situation of Student Management Staffs of senior colleges and universities, which can provide certain empirical references to the study of preventing and improving burnout, and at the same time provide some empirical references to the theoretical study of burnout of Student Management Staffs in senior colleges and universities. This study can provide some empirical references for the research of preventing and improving burnout, and at the same time provide an empirical foundation for the theoretical research related to burnout of Student Management Staffs in higher vocational colleges.

1. This study helps to prompt the education administration to pay attention to the current situation of the Student Management Staff team, to pay attention to the physical and mental health of the Student Management Staff team, to implement relevant policies and measures, and to provide a policy basis for the construction of the Student Management Staff team.

2. This study puts forward the main manifestations and causes of burnout, which helps tutors in higher vocational colleges and universities to understand the characteristics of burnout in more detail, and take the initiative to raise vigilance to prevent or improve burnout in time.

3. This study is an empirical study for Wuzhou Vocational College, and the analysis of the main manifestations, characteristics and impacts of burnout as well as the causes of burnout is also more persuasive, and at the same time, it also provides a realistic basis for the development of countermeasures to improve burnout.

Research Questions

1. What are the problems of student managers in business school of Wuzhou Vocational College?
2. What are the factors cause the burnout of student managers in business school of Wuzhou Vocational College?
3. How to use competency theory the factors cause the burnout of student managers in business school of Wuzhou Vocational College?

Research Objectives

1. To find out the problems of student managers in Wuzhou Vocational College Business School.
2. To identify the factors cause burnout of student administrators in the College of Business of Wuzhou Vocational College.
3. To use competency theory to reduce the burnout of student managers in Wuzhou Business College.

Scope and limitations of this study

1. The research object of this study is the burnout of student managers in Wuzhou Vocational College Business School, due to the existence of certain differences in gender, years of working experience and other aspects.
2. The cause of Student Management Staff burnout in Wuzhou Vocational College Business School is the result of the interaction of multiple factors, including personal, higher vocational and social factors. Therefore, improvement requires the joint efforts of individual Student Management Staffs, higher vocational institutions and society.

3. The research object of this study is the student management staff of the Business School of Wuzhou Vocational College. Due to the limitation of time and ability, this paper only takes Wuzhou Vocational College as a case study object in the employment survey of higher vocational students.

4. The researcher's undergraduate study majored in information technology, so there is still a lot of room for progress in the knowledge learning of public management theories, and the understanding of the public management way of thinking is not deep enough.

Expected results of the study

1. This study helps to prompt the education administration to pay attention to the current situation of the Student Management Staff team, to pay attention to the physical and mental health of the student management team, to implement relevant policies and measures, and to provide a policy basis for the construction of the student management team.

2. This study puts forward the main manifestations and causes of burnout, which helps student managers in higher vocational colleges and universities to understand the characteristics of burnout in more detail, and take the initiative to raise vigilance to prevent or improve burnout in time.

3. This study is an empirical study for the Business School of Wuzhou Vocational College, and the analysis of the main manifestations, characteristics and impacts of burnout as well as the reasons for its generation is also more persuasive, and at the same time, it also provides a realistic basis for the development of countermeasures to improve burnout.

Definition of Terms

1. Wuzhou Vocational College: Wuzhou Vocational College was founded in 2008, is a public full-time general institution of higher education, is a qualified unit for the assessment of talent cultivation work of higher vocational colleges in Guangxi, the school covers an area of about 600 acres, with a building area of more than 300,000 square meters.

2. Wuzhou Vocational College Business School: Wuzhou Vocational College is located in Wuzhou City, Guangxi Province, China, in which the subordinate department of the Business School is a larger secondary school, the Business School has nearly 3,000 students, with eight majors, four major training bases, a total of 26 training places, to meet the teaching of various professions and practice needs. Now it has established in-depth cooperation with more than 30 famous enterprises, such as Shenzhen De Yongxin Taxation Firm and Guangdong Jinzhong Technology Co.

3. Student management personnel: Teachers engaged in the ideological and political education of students, daily management of students, career guidance, mental health, and the construction of student political parties and groups. Student management personnel include three categories: full-time Student Management Staffs are those who are engaged in the daily ideological and political education of college students at the front line, including the secretary (deputy secretary) of the party branch of the faculty (department), the director of the school office, and the secretary of the Youth League Committee (Youth League General Committee) who are engaged in the work of students, with the dual identities of teachers and administrators.

4. Burnout: refers to the state of physical and mental fatigue and exhaustion produced by individuals under the heavy pressure of work. Burnout was first proposed by Freudenberger in 1974, who used the term to describe a state of exhaustion experienced by people serving in the helping professions due to long working hours, excessive workload, and high work intensity.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This paper analyzes the current situation of burnout in higher vocational student management personnel, analyzes the factors of burnout, and puts forward effective countermeasures on the basis of these measures, which include the three levels of oneself, the school and the society, and are formulated by combining the actual situation of student staff of higher vocational colleges and universities, which can provide certain empirical references to the research on the prevention and improvement of burnout and provide an empirical basis for the theoretical research on burnout of Student Management Staffs in higher vocational colleges and universities. colleges and universities Student Management Staff burnout related theoretical research to provide an empirical basis.

The author will find out what are the main factors affecting the burnout of student staff in the business school of Wuzhou Vocational College, so the research questions to be answered are:1. What are the problems of student managers in the business school of Wuzhou Vocational College?2. What are the factors affecting the burnout of student managers in the business school of Wuzhou Vocational College?3. How to use motivational countermeasures to improve the burnout of student managers in the business school of Wuzhou Vocational College? burnout?

I will use several theories and conceptual frameworks to answer the research questions posed and support my study as follows.

1. Competency theory
2. Two factor theory
3. Related Research
4. Conceptual Framework

Competency theory

Competence (competence or competency) of the research originated in the 1970s in the United States was initially mainly used in the field of human resource management of enterprises, and today, the results of competency research has been very extensive, covering management, psychology, education and many other fields. After the concept of competence was introduced into the country, domestic scholars usually translate the words competence or competency into competence or competency characteristics, and with the development of research, some scholars also translate it into "competency quality", "competency trait with the development of research, some scholars also translate it into "competence quality", "competence trait", "quality", "ability", "qualification", etc. In this study, the traditional terms of competence or competence characteristics are used. In this study, the traditional concepts of "competence" and "competency traits" (McClelland, 1973).

Harvard professor David McClelland (1973) proposed the concept of "competence" in "Testing for competence rather than for "intelligence". The concept of "competence" refers to the theoretical knowledge, professional skills, motivation, traits, etc. that an employee possesses in order to perform a certain job or position, and it is an effective basis for distinguishing between those who are excellent and those who are average in their performance. Applying this theory to college Student management staffs can clarify what qualities should be possessed by an excellent Student management staff.

At present, the requirements of major universities for Student management staff competence are mainly based on the Standards issued by the Ministry of Education in 2014. The document divides the professional competence of Student management staffs into three levels: high, medium and beginner according to the positioning of colleges and universities, the duties of Student management staffs and the objectives of talent cultivation, and puts forward the corresponding elements of competence according to different levels. The document puts forward the post requirements and standards of Student management staffs from four aspects, namely, politics, business, discipline and style, and considers that Student

management staffs in higher education should have the ability of ideological and political education, professional knowledge reserve, organizational ability and expression ability. However, in the context of the new era, with the penetration of information technology into all aspects of student management, the characteristics of the work object of higher education Student management staffs have changed, so Student management staffs should combine the characteristics of the times and focus on the innovation of the work method, the creation and transmission of the work value, in order to be better competent in student management.

College Student management staffs are professionals who perform student work duties and have the dual identity of teachers and cadres. This paper is based on the competency theory to help Student management staffs to improve themselves, so that they have the core competencies necessary for the position, thus helping college Student management staffs to eliminate burnout.

The definitions of the concept of competency proposed by researchers are.

McClelland (1973) in "Testing for Competence Rather Than Intelligence" proposed that competence, refers to knowledge, ability, motivation, or personal traits in life or work that are linked to or have an impact on performance.

McLagan (1980) in "Competency Models [J]. Training & Development Journal, suggests that competence, which refers to the set of knowledge or abilities that enable a person to achieve a particular job goal.

Boyatzis (1982) in *The Competent Manager: A Model for Effective Performance* suggests that competency refers to certain unnoticeable attributes that a person possesses, including skills, personal motivation, knowledge, social roles, etc., that enable him or her to perform more efficiently and effectively. work.

Spencer and Spencer (1993) in *Spencer S M. Competence at Work: Models for Superior Performance* suggests that competence is the underlying characteristics of an individual that can distinguish mediocre performers from excellent performers in a given job, and it includes knowledge, abilities, personal traits, motivation, self-image, attitudes or values.

Cockerill et al. (1995) in Schroder H. Managerial competencies: factor fiction Business Strategy suggests that competencies are the knowledge, abilities, skills and characteristics that are associated with high performance in a position.

McClelland (1998) in Identifying Competencies with Behavioral Event Interview suggests that competencies, which are the deeper characteristics of an individual that distinguish high performers from average performers, include knowledge, skills, traits, self-concept, motivation, attitudes, values, etc.

Sandberg (2000) in Understanding Human Competence at Work: An Interpretative Approach suggests that competence, is the collection of knowledge and skills that people are able to utilize in the workplace.

McBer (2012) in "Research into teacher effectiveness : a model of teacher effectiveness" suggests that competence refers to all the knowledge, skills, attitudes, personal motivations, or characteristics that differentiate between those who do a good job and those who do an average job.

Wang, C. (2001) in Management Psychology suggests that competency refers to the knowledge, abilities, skills, motivations, personality traits, values, etc. that are utilized in order to achieve high performance management.

Peng (2003) in Competency-Based Human Resource Management suggests that competency refers to the knowledge, skills, personal motivation, traits, etc., that an individual possesses in order to enable him or her to accomplish high performance work.

Zhong and Shikan (2003) in "New Progress in Competency Characteristics Research" proposed that competency refers to the potential traits, including knowledge, abilities, values, motivation, etc., of an individual that can differentiate between good and mediocre performers in a given job. From the above definition, we can see that domestic and foreign experts and scholars have their own definitions of competence in their research, and there are many different opinions, but from these definitions, we can see that scholars have some consensus on the concept of "competence": 1. Competence is related to specific jobs, and is closely related to specific work situations; 2. Competency is related to job performance, which can distinguish between good and mediocre performers; 3. Competency is a combination

of a series of characteristics, including knowledge, skills, attitudes and values. At present, in the academic community for the definition of competence, the most recognized is Professor McClelland (1998) published an article entitled "Identifying competencies with Behavioral Event Interview" in the proposed point of view, McClelland in the article pointed out that Competencies refer to the knowledge, personal traits, attitudes, abilities, values, motivations, self-concepts, etc. that can be effectively measured in the workplace to differentiate high performers from average performers.

Two-Factor Theory

In the late 1950s, the American behavioral scientist Herzberg (1996) made a study in Management Science, he and his team had conducted a large-scale survey interviews, this research survey questioned more than 200 corporate employees, involving a total of 11 industries, such as engineers, accountants. The survey started by finding out what satisfied and dissatisfied employees in their daily work, and then determine what factors affect the enthusiasm of the employees.

After the survey and research, Herzberg and the team found that: the factors that cause employees to be satisfied, often with the self-realization of personal development, team awards, career planning and other events; factors that cause employees to be dissatisfied, often with the work of the compensation, employee benefits, work environment, interpersonal relationships and other events.

Herzberg through further research found that when those employees are dissatisfied with the event of deterioration, employees will then appear idle or strike phenomenon: However, when those employees are dissatisfied with the event of optimization, the employee's productivity does not appear to be significantly improved, the employee is only present "no dissatisfaction" state. On the contrary, when employee satisfaction events appear to reduce or missing, the employee's work situation does not have a significant impact: but when the event of employee satisfaction has been improved and strengthened, the employee's enthusiasm for

work will be significantly enhanced, thus contributing to the productivity has also been significantly improved.

Herzberg accordingly proposed that such factors that lead to dissatisfaction among workers are called health factors, while factors that make workers feel satisfied are called motivational factors. Generally speaking, health factors and motivational factors are not opposites but are interdependent and complementary. If motivational factors are eliminated, they will definitely cause employee dissatisfaction, and the presence of health care factors will only affect the absence of employee dissatisfaction: If motivational factors are strengthened, they will definitely increase employee satisfaction. The absence of motivational factors will only affect the absence of employee satisfaction (Wu, 2016) as shown in Figure 1.

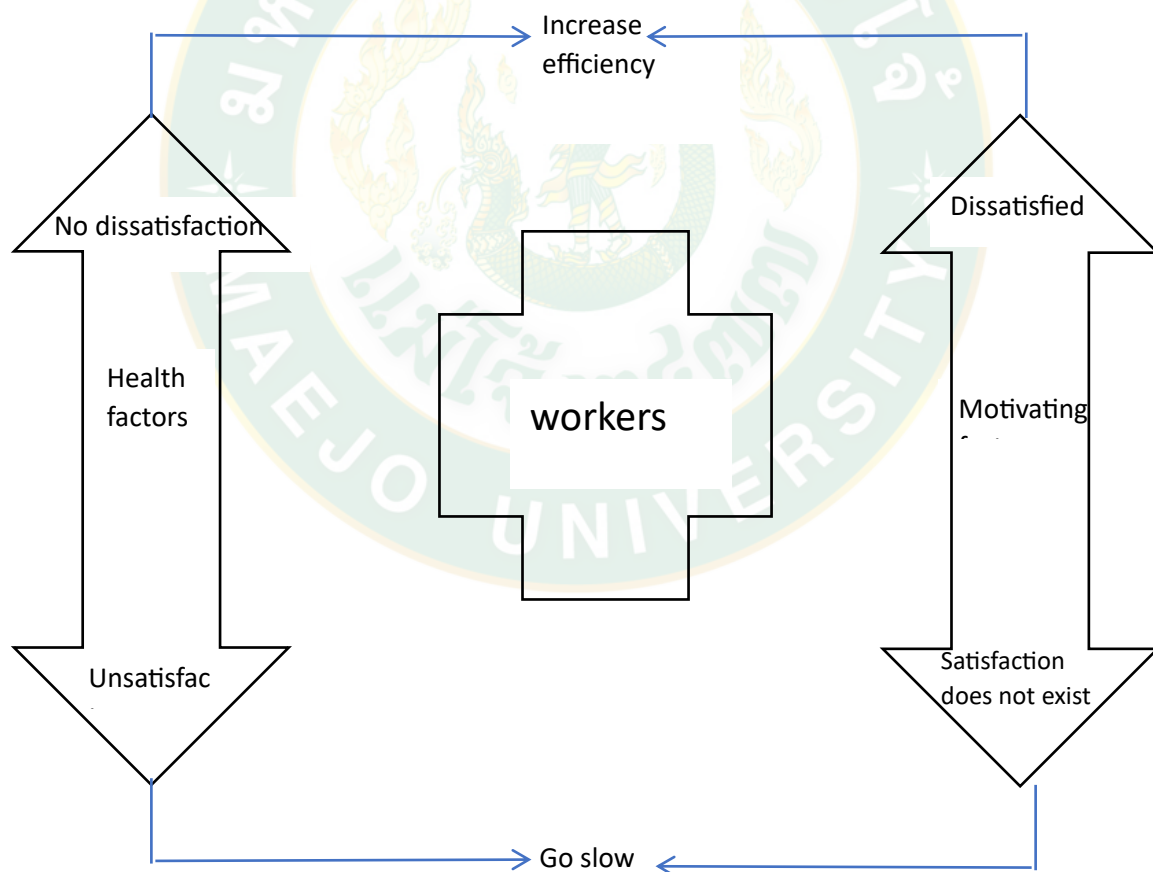


Figure 1 The logical relationship of hygiene factors and motivation factors

Hertzberg started from the two directions of "satisfaction" and "dissatisfaction" of workers, and then summarized the health care factors and motivational factors in a more detailed way.

Statistics show that among the health care factors, the events that workers are dissatisfied with are mainly composed of management mode, rules and regulations, salary and benefits, survival test, children's education, etc., and many of these factors are related to the basic survival of workers. In motivational factors, the events that workers are satisfied with are mainly composed of job attributes, job rights and responsibilities, career development, self-realization, team awards and so on. It can be seen that the event factors affecting the motivational factors are mainly centered around the work of the workers.

Health care factors are the basic needs and fundamental purposes of employee productivity, and workers get paid by participating in labor and have the need to choose a better production environment and management system. Although the health factor cannot play a direct role in improving employee productivity, it is a necessary condition for employees to continue working. When health factors can not be satisfied or deterioration in the original level, it will inevitably lead to employee dissatisfaction, and even aversion to work: but when the health factors exist and maintain a certain level of good, just before the elimination of dissatisfaction and aversion to achieve the work "should have been so" of the state of peace.

Motivational factors, on the other hand, are like catalysts or flavorings in the workplace, and are the ideal goal of the employee's work. For the worker, self-improvement and upgrading of the challenge of the work are extremely pleasurable and satisfying. It is a necessity for the worker to participate in the labor and further envision, plan and realize the labor, which is a necessity for the worker to love the work. Further addition of motivational factors while the health factors are in a state of maintenance will significantly stimulate the motivation of the worker and energize the worker to work. On the contrary, when health factors are not yet satisfied, even the most challenging work will not significantly increase workers' activeness at work.

Related Research

1. Competency Theory

Since the 1990s, the research hotspot of competency has been introduced into China, which has caused a research boom of competency in various industries in China, mainly applied in the fields of education, psychology and management. With the deepening of the research, the special position of college Student management staffs in the field of education has come into the view of scholars, and how to apply competency in the group of college Student management staffs has triggered the scholars' thinking and research. Domestic researchers are representative of the study of college Student management staff competency.

Wang (2001) in the "quality of college Student management staffs Ruminations" in the use of questionnaire survey method of college Student management staffs this position to carry out in-depth analysis of the study of how to cultivate to lead the new century of college Student management staffs. The study shows that the competencies that college Student management staffs must possess include knowledge and cultural structure, sense of responsibility, working ability, political and theoretical literacy and innovation consciousness, which is the first time that domestic scholars have made a study on the competencies of college Student management staffs.

Sun (2003), in "A Brief Discussion on the Quality Construction of College Student management staffs," suggested that the competency characteristics that influence college Student management staffs to perform more excellently include political theory cultivation, education and counseling concepts, knowledge reserve, and managerial and coordinating abilities.

Ma (2004), in "Discussion on Strengthening the Scientific Research Quality Cultivation of College Student management staffs in the New Era", puts forward that college Student management staffs are in the most direct contact with college students, and they are the mentors of college students in their life, study and growth, and their position characteristics indicate that this work must emphasize both political and scientific, and unity of innovativeness and comprehensiveness, and they

also stress the need to gradually improve the innovative consciousness and innovative ability of college Student management staffs. .

Yao (2005), in his article "Discussing the Qualities and Concepts of College Student management staffs", argues that college Student management staffs in the new century must possess five dimensions of competence: service and dedication, responsibility, learning and innovation, fairness and impartiality, a holistic view of the situation, and leading by example.

Xie (2006), in "Talking about the professional cultivation of college student Student management staffs," suggests that professional orientation, service spirit, self-confidence, and goal orientation are the four dimensions for college Student management staffs to enhance their competence.

Pang (2008), in "Research on the Professional Development of College Student management staffs Based on Competent Characteristics", put forward that from the perspective of professionalization construction, a development model for college Student management staffs was established, including five dimensions, such as political theory, knowledge and ability, responsibility, understanding and respect, and behavioral qualities, etc., and an attempt was made to explore the application of the development model for college Student management staffs.

Yu (2009) pointed out in "Reflections on Enhancing the Competence of College Student management staffs" that under the new situation, college Student management staffs should focus on enhancing the competence characteristics of 3 dimensions, namely, political theory literacy, working ability, and personality charisma. Yu Shunhua put forward his opinions and suggestions on how to improve the competency characteristics of these three dimensions.

Xu (2012) conducted an in-depth study on the competency level of college Student management staffs in 12 colleges and universities in Beijing, and established the first and most comprehensive competency model for college Student management staffs in China, which includes five dimensions of competency, including ideological and political literacy, personal attributes, counseling ability, management characteristics, and developmental ability, and provides an in-depth analysis and definition of competency items under each dimension. The model

includes five major dimensions of competency characteristics, including ideological and political qualities, personal attributes, counseling abilities, management characteristics, and developmental abilities, and the essential items of competency characteristics under each dimension are analyzed and defined in depth, which has high research significance and reference value.

According to the above review studies, we can summarize the consensus of scholars on the concept of college Student management staffr competency: 1. It is related to the job duties of college Student management staffrs and has situational dependence; 2. It can affect the job performance or job performance of college Student management staffrs; 3. It can distinguish between excellent and average performers among college Student management staffrs; 4. It is a collection of a series of personal characteristics, including knowledge, ability, attitude, values, and other elements, Attitude, values and other elements.5. It can prevent and eliminate the burnout problem of college Student management staffrs.

2. Two factor theory

Research on the theory of incentives Since the scientific management movement, incentives have become one of the important topics of Western management research. Initially, the research on incentives is to solve the problems arising in the process of productivity development and labor specialization and division of labor, and the focus of the research mainly falls on the demand. Since the twentieth century, psychologists, sociologists and management scientists have conducted in-depth research on motivation from different perspectives, and have achieved more fruitful results. Motivation theory also plays an important function in modern management, and is widely used in various industries research.

According to the different research perspectives and content levels and other focuses, can be divided into incentive theory content-based incentive theory process-based incentive theory, and comprehensive incentive theory.

In terms of content-based motivation theory. Content-based motivation theory is also known as demand-based motivation theory, which focuses on positively influencing and guiding individual behavioral motivation by satisfying

individual needs of workers. American psychologist Abraham Maslow (1957) put forward the hierarchy of needs theory in *Motivation and Personality*, he proposed that "physiological needs, safety needs, social needs, respect needs and self-actualization needs" are five different levels of human needs from low to high. When a certain level is satisfied, it will develop to a higher level, so managers should start from the needs of workers, take the initiative to identify and understand the dominant needs of workers, and take different motivational means for different levels of needs. In *The Incentive Model of Workplace Well-Being Based on the ERG Theory*, Alderfer (1969) proposed the ERG theory based on Maslow's theory. He reclassified the five tiers of needs into three tiers of needs, namely survival, relationship and growth. The theory suggests that workers may have more than one need at the same time, and if they are frustrated in satisfying a higher-level need, their desire for a lower-level need will become stronger, which is the "frustration-return" perspective". In "Analysis of Intergenerational Employee Needs Differences Based on McClelland's Achievement Motivation Theory", Tang and Sheng (2020) thought that American psychologist David McClelland put forward the theory of achievement motivation, also known as the "Three Needs Theory" in the 1950's. He classified the behavioral motivation of individual workers into three categories. He divided the individual worker's behavioral motivation into three factors: achievement, affinity, and right, and according to these factors, people are divided into three categories: right-needed, achievement-needed, and affinity-needed, and when a certain kind of need of a worker becomes strong, he or she will be motivated to produce a certain kind of behavior to satisfy this need.

In terms of process-based motivation theory. The process-based motivation theory focuses on how the process works from the generation of psychological motivation to the selection of the target behavior of the worker and how it can be exerted through incentives so as to correct and guide the employee in his or her target behavior. Xuand An (2016) year proposed the Expectancy Theory. The scholar believes that workers are always eager to meet certain needs and try to achieve certain goals, the effect of incentives is mainly determined by the target value and expectation value, that is: as a manager must deal with the relationship between the

four factors of workers' personal efforts, performance, compensation and personal needs, but also know how to set reasonable and achievable performance goals, and do a good job of performance feedback and rewards work asked. The American psychologist Adams (early 1960s) put forward the Equity Theory, which is a motivation theory based on a synthesis of equity concepts about distribution and cognitive dissonance. The core idea is that workers' satisfaction with their wages is a process of social comparison, in which they not only pay attention to the absolute value of the amount of compensation they receive, but also compare it with their past historical income values, and pay attention to the results of their own inputs in comparison with those of others. American psychology professor Edwin Locke (1968) proposed the goal setting theory in *The Ubiquity of the Technique of Goal Setting in Theories of and Approaches to Employee Motivation*, in which he argued that the effectiveness of motivation depends mainly on the worker's clarity and difficulty of goals, therefore the clearer the goal setting the better and the higher the absolute difficulty of the goal, the better the performance will be.

In terms of integrative motivation theory. American behavioral scientists Edward Lawler and Lyman Porter (1968) put forward the Porter-Lawler Comprehensive Motivation Model, which is based on Frum's expectancy theory, incorporates Herzberg's two-factor theory, and adds the concept of internal and external rewards, thus forming a new incentive model centered on job performance that more comprehensively reflects the psychological course of employees in the motivation process. The model mainly includes variables such as expectations, effort, performance, internal and external rewards, sense of fairness, satisfaction, etc. It reveals four relationships between workers' personal efforts and performance, from performance to rewards, from rewards to satisfaction, and from satisfaction to personal efforts. The shortcoming of the Porter-Lawler comprehensive model is that, although there is a logical structure, it does not form a concrete expression and quantitative calculation relationship, and at present, it is not possible to make a reliable measurement and validation of the influencing factors of the four transformation relationships.

Research on Incentive Mechanism of College Student management staffs

In the 1950s, the United States established the study of personnel management in colleges and universities as a specialized field. In the United States, university members are divided into three main groups: students, academic staff and staff. Employees are mainly divided into logistic service employees who support teaching and research work, and management employees who are responsible for the administrative work of the university. American university management staff protection incentive system is very sound, mainly reflected in the following four points: 1. generous salary and benefits. The U.S. university management work as a professional career, management staff remuneration is stable and reasonable and better than other members of society. 2. scientific performance appraisal methods. Different levels of management staff salary has a reasonable and very big difference, and salary and treatment of the increase or decrease of changes in its performance is mainly linked to the strong professionalism, relevance and fairness. 3. Higher professional status. As an independent profession, university management staff in the United States has a good social status and social honor, people engaged in this profession can be very good to get the respect and recognition of the public, harvest career satisfaction and sense of achievement. 4. policy support. In order to attract more management talents to contribute to the development of the school, some universities in the United States began to learn from the "tenured professorship" management approach, the implementation of management staff "life system", to provide them with more comprehensive and stable protection.

As for the incentive mechanism of college Student management staffs, foreign research institutes and scholars have been exploring its characteristics and laws from various angles. 1. Locke (1977) put forward in "The myths of behavior mode in organization" that the incentives for managers in colleges and universities should first of all enhance the job satisfaction of employees, namely Satisfaction with the work itself, satisfaction with compensation, satisfaction with working conditions and working environment, and satisfaction with interpersonal relationships, etc. 2. Richardson (1975), in *Staff Development: A Conceptual Framework*, suggests that another common viewpoint is that the personal development of college

administrators is inextricably linked to the overall development of the university. Richardson (1975) in "Staff Development: A Conceptual Framework" suggests that another common view is that the personal development of university managers is inextricably linked to the overall development of the university, and that the organizational environment as well as the managerial procedures of the university must follow the principle that "everyone can be motivated to grow within the organization"; otherwise, even if the university provides managers with more money or activities, they will not be able to easily change their current work status. 3. Ng and Ang (2004) in "Soon Ang. Human Resource Management in Asia" found that colleges and universities need to develop a set of practical and feasible appraisal system according to their own actual situation, which is in line with their own operating rules, especially to strengthen the performance appraisal of college and university managers, in order to achieve the purpose of incentivizing the managers. Although there are differences between foreign higher education systems and operation modes and our country, the effective incentive mechanism is an important hand in solving the problems of low efficiency of human resource management in colleges and universities, and it has high reference value for our colleges and universities to enhance the effectiveness of administrative management and deepen the reform of the personnel system.

Research on the role of incentive mechanism in the management of college
Student management staffs

Huang (2015) pointed out in the "necessity and countermeasures research on the construction of incentive mechanism for college administrators" that the significance of the establishment of scientific and reasonable incentive mechanism in colleges and universities lies in the fact that it can strengthen the cohesion and centripetal force of college and university management, and promote the continuous development and progress of the cause of education. Tang (2018) in the "Study on the incentive mechanism of grassroots administrative managers in higher vocational colleges and universities" argues that the role of the incentive mechanism is mainly embodied in two aspects, firstly, it can ensure that the Student

management staffs are relied on and comforted by the school, and are psychologically and emotionally willing to devote themselves to the administrative management work, and are also willing to take the initiative to spend more time and energy on their work; and secondly, it can produce a certain degree of binding force on the Student management staffs, prompting them out of burnout". Zhu (2019), in "Research on the incentive mechanism of grassroots administrators in higher vocational colleges and universities", argued that the study of incentive mechanism is essentially to adopt various incentives to mobilize the enthusiasm of Student management staffs and awaken their work enthusiasm. Bai and Li (2019), in "Strategies for Building Incentive Mechanisms Regarding Administrative Managers in Colleges and Universities", argued that the construction of incentive mechanisms is an important foundation for revitalizing the human resource management of colleges and universities, and that by strengthening the incentive mechanism, it can indirectly improve the overall efficiency of the administration and management, and that through the establishment of the community of destiny relationship between the Student management staffs and the universities and colleges and universities, it can achieve the purpose of the common development of the colleges and universities and Student management staffs. Cheng (2020), in "Research on Incentive Mechanisms for College Administrators", believes that taking incentive mechanisms as a hand, it is conducive to improving administrative efficiency, strengthening the sense of responsibility, enhancing cohesion, and creating a good campus atmosphere. Qingyuan Li argues that analysis and countermeasure research on the construction of incentive mechanism for Student management staffs can improve the administrative capacity of colleges and universities and promote the reform of educational modernization in colleges and universities. Wang (2020) in the ""Double first-class" strategy of local college administrators career burnout and incentive mechanism reform analysis" that in the process of college management to build the incentive mechanism for Student management staffs, can regulate and guide their behavior, improve the Student management staff's job satisfaction, so as to stimulate the potential of work.

Research on the content of incentive mechanism in the administration of colleges and universities

The content research on the incentives of college Student management staffs mainly contains two aspects of incentive means and incentive elements. Long (2015) argues in the "Reform and Incentive Research on Administrative Positions in Colleges and Universities" that external incentives and internal incentives have a better effect on administrative positions in colleges and universities. External incentives emphasize that both key positions and general positions and should establish incentives: while internal incentives mainly refer to the employee's motivation of self, that is, the subjective initiative of work. Colleges and universities should combine external incentives and internal incentives organically, so as to enhance the sense of security and work internal drive of administrative employees. Li (2018), in the Research on the Incentive Mechanism of Administrative Staff in Colleges and Universities, argues that the incentive mechanism of Student management staffs should be improved in five aspects, such as incentive concept, position configuration, team and responsibility, reward and punishment mechanism, and promotion mechanism. Xiao (2018), in the "Study on the Reform of the Incentive Mechanism of Higher Vocational Colleges and Universities under the Background of the Construction of "Double First Class", proposes that a point system has been introduced into the assessment and management of administrative staff, and she proposes that the comprehensive performance of the work of administrative staff should be associated with their contribution, and they should be subjected to an all-around quantitative assessment through the points, and the results of the assessment will be related to salaries, promotion, and education and training. will be linked to career growth such as salary, promotion and education and training. Zhao (2018), in "Research on the Incentive Mechanism of College Management Teams Based on Two-Factor Theory", argued that it is necessary to ensure the reasonableness and balance of the distribution of resources between the teaching team and the administrative team: to explore and establish a more scientific system of distribution according to the work, and to further improve the current salary distribution system: to help the administrative team to achieve professionalization,

and to use a variety of means to improve their comprehensive quality. Xiao and Li (2018) in "Exploring the incentive problems of young administrators in colleges and universities" believe that incentives contain both rewards (positive incentives) and penalties (negative incentives), and that colleges and universities should establish a flexible salary system to ensure the stability of the administrative team: to build a reasonable job competition system, to promote the Student management staffs to improve their work efficiency, and at the same time, to divert those who don't match the positions. Huo and Xu (2020) in the "college administrators professional development of the confusion and countermeasures research" that the use of office automation systems, face recognition systems, curriculum cloud platform and other high-tech means, to provide professional technical protection for Student management staffs, by carrying out various types of training to promote the Student management staffs proficiency in the analysis of big data and the use of, so as to enable them to improve the efficiency of the office, to take on more responsibilities.

Applied Research on Motivation Theory in College Administration and Management

Leng and Huang (2010) in the "Adams fairness theory and college personnel incentive path" puts forward that the fairness theory is applied on the exploration of the path of personnel incentive in colleges and universities, emphasizing the establishment of a scientific distribution system. It should be based on material economy, focusing on value embodiment and supplemented by flexible bonuses. Lan et al. (2014), in the Construction of Incentive Mechanism for College Administrators, argue that the most important thing in the construction of incentive mechanism in colleges and universities is to adhere to the core concept of "people-oriented". Yang (2015), in "Research on the Incentive Mechanism of Administrative Managers in Comprehensive Colleges and Universities", proposes a systematic study of the Porter I Lawler reward system, and she advocates further optimizing the incentive effect, which is achieved by means of increasing the material rewards, establishing the career development goals, raising the growth expectations, and enhancing the fairness and voluntariness. Jiao (2018), in "Research on the incentive mechanism of administrative employees based on the hierarchy of needs theory - a

private university in Chongqing as an example", uses Maslow's hierarchy of needs theory to point out that college Student management staffs are generally highly educated and highly qualified, and their basic needs mainly include security needs and physiological needs, and colleges and universities should pay more attention to the social needs, respect needs and self-realization of Student management staffs. They should make comprehensive use of target incentive and achievement incentive to effectively mobilize the work motivation of Student management staffs. As a representative of "knowledge-based employees", college Student management staffs should pay more attention to strengthening the personal spiritual level of incentives, colleges and universities should set challenging work goals for them, and build a set of academic qualifications, qualifications, talent and character in one of the promotion mechanism.

The study of incentive mechanism in colleges and universities in China began with the study of full-time teachers, and it is relatively concentrated. With the depth of development, the research on the incentive problems of college Student management staffs and researchers began to gradually increase, but the research on the incentive problems of Student management staffs has not been widely carried out. At present, domestic scholars are more inclined to believe that colleges and universities are the lack of a perfect incentive system for Student management staffs, and the current incentive methods have not been able to truly mobilize the enthusiasm of Student management staffs, and the management role of incentives has gradually weakened, and the management efficiency is generally not high.

Research work at home and abroad provides a lot of theoretical references for this thesis, on this basis, this thesis will take the incentive mechanism of Student management staffs in Wuzhou Vocational College Business School as the research content, further analyze its deficiencies in depth, put forward reasonable countermeasures, and do the motivation for solving the burnout of Student management staffs.

Conceptual framework

According to the previous research on related studies to extract the key factors affecting the burnout of Student management staffs in Wuzhou Vocational College and construct a theoretical model, the conceptual framework is shown below:

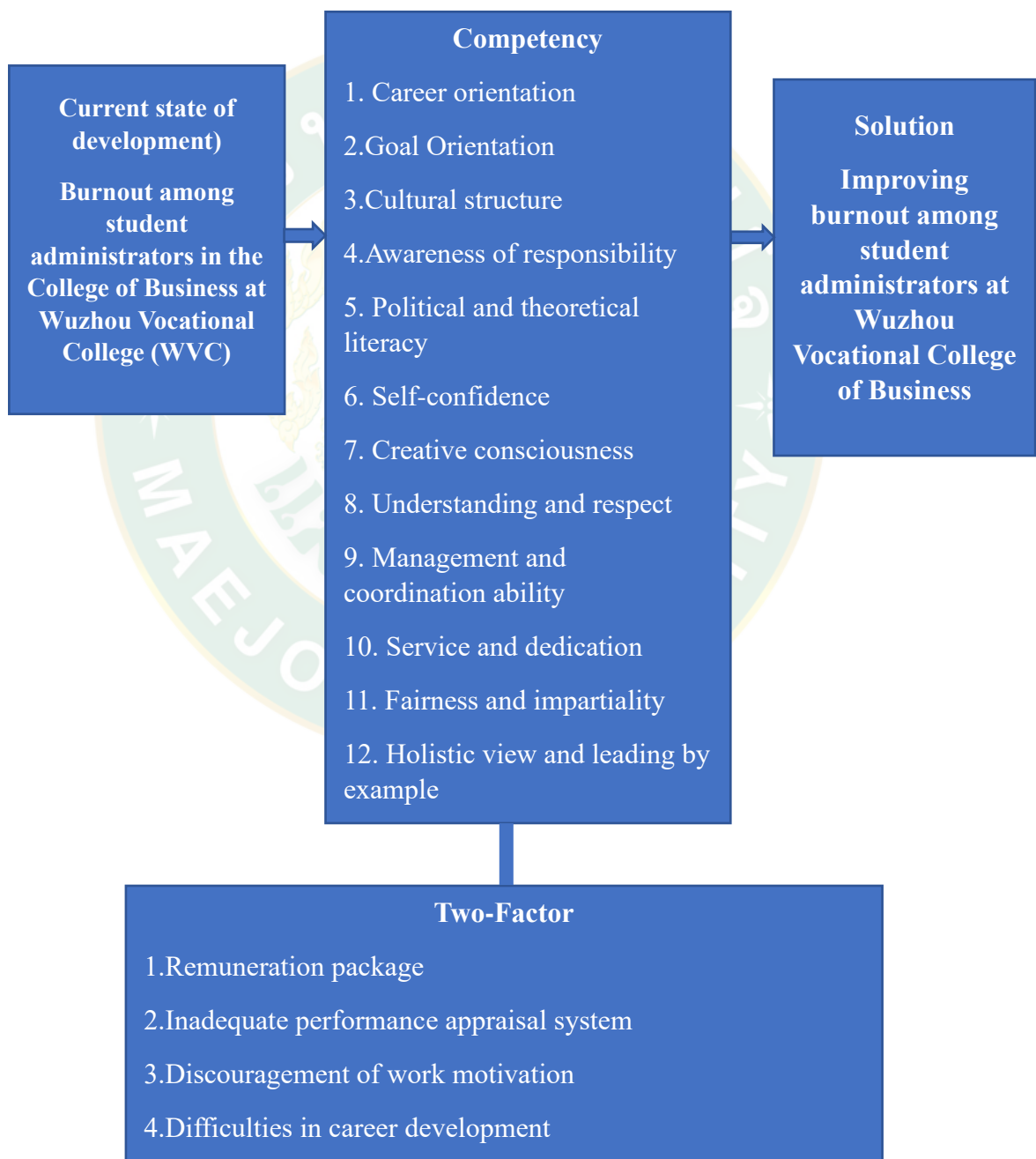


Figure 2 Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

This study utilizes a mix method, this research begin with a quantitative and qualitative method in the first place and then the research. In order to answer all the research questions, this chapter will sort out the following questions:

1. Research location
2. Quantitative research
 - 2.1 Sampling of population
 - 2.2 Data source
 - 2.3 Data collection
 - 2.4 Data Analysis
 - 2.5 Data Validation
3. Qualitative research
 - 3.1 Data source
 - 3.2 Data collection
 - 3.3 Data Analysis

Research location

Guangxi Zhuang Autonomous Region (GZAR) is located in the south of China, covering an area of about 236,700 square kilometers, with longitude and latitude of 104°26'-112°04' East; 20°54'-26°24' North, and a subtropical monsoon climate. The map of Guangxi Zhuang Autonomous Region is shown in the figure.



Figure 3 Map of Guangxi Province
(Baidu's online map, 2023)

Wuzhou Vocational College is a public full-time ordinary institutions of higher learning, in Wuzhou, Guangxi, Wuzhou, east of Guangdong, Hong Kong and Macao, south of Yulin, west of Nanning, north of Guilin, known as "a hundred years of commercial port" and "the world's capital of man-made gemstones," the reputation of the State Council to build the center of the Xijiang River hundred million tons of golden waterway city, the Pan-Pearl River Delta Economic Circle and the Pan-Beibu Gulf Economic Circle, "the intersection of the node of the regional hub city.



Figure 4 Map of Wuzhou Vocational College
(Baidu's online map, 2023)

Located in this rapidly developing city, Wuzhou Vocational College is synchronized with the economic and social development of Wuzhou, full of vigor and hope. Wuzhou Vocational College is a safe and civilized campus of Guangxi colleges and universities, an excellent school of Guangxi health system, a price integrity unit of Guangxi, and a qualified unit of Guangxi higher vocational colleges and universities in talent cultivation work assessment. The college is located in Changzhou District, Wuzhou City, Guangxi Province, adjacent to the Rose Lake Wetland Ecological Park, covering an area of about 600 acres, with 1,200 acres of planned land and a building area of more than 300,000 square meters. The college is a perfect place for students to seek scientific knowledge and forge vocational skills, with its elegant environment, modern atmosphere and Lingnan culture.

The college has 5 departments, including the Department of Electrical and Mechanical Engineering, the Department of Automobile Engineering, the Department of Architecture Engineering, the Department of Economic Management, the Department of Education, the Department of Health Career Education, the Department of Public Foundation, the Department of Ideological and Political Theory Teaching, etc. It has a total of 23 majors in the categories of medicine and health, electrical and mechanical engineering, automobile, architectural, management,

economics, education, etc., and it has built up 10 demonstrative characteristic majors at the national and autonomous region levels. It has a management team and teaching staff composed of famous experts and scholars, overseas students and "dual-teacher" teachers with rich experience in teaching and practice. At present, there are currently about 2,000 faculty and staff and more than 18,000 students enrolled in the school.

Business School is the larger secondary school of Wuzhou Vocational College, with 100 staff members, including 24 student managers, and nearly 3,000 students enrolled in the School of Business, which has eight majors and four training bases with a total of 26 training places to meet the needs of teaching and practice of various majors. Now, it has established in-depth cooperation with more than 30 famous enterprises, such as Shenzhen De Yongxin Taxation Firm and Guangdong Jinzhong Technology Co.

Quantitative research

Adopting mixed methods, starting with quantitative methods, quantitative research mainly includes literature analysis method, questionnaire survey method. Quantitative research is a type of research that expresses results in the form of numbers or charts. It requires the use of mathematical and statistical tools to analyze the quantity or value of the research object, through the establishment of a variety of data models or data comparison in the form of objective conclusions, from the data level to prove the research theory. The following describes the methods of quantitative research:

1. Literature analysis method.

By entering the Chinese journal network CNKI, CNKI BoMo dissertation and Baidu, Google and other search engines, comprehensively review the domestic and foreign literature on counselor burnout and other aspects and representative related cases, summarize the main researchers' analytical framework, theoretical basis, research hypotheses, empirical methodology and related research results and refer to them to design the research program of this paper, and through the Literature

review to find out the influencing factors that affect the burnout of counselors in business school of Wuzhou Vocational College.

2. Questionnaire method.

This paper selects Wuzhou Vocational College Business School, through the distribution of questionnaires, to collect the staff's work status and work pressure related information, the results of the questionnaire for the statistical analysis of the data and model validation, mainly using SPSS software, combing, analyzing the questionnaire data, and combined with the relevant content of the case interviews, specifically analyze the performance of the causes of burnout in the student management staff of the Wuzhou Vocational College and the hazards. The causes and harms of student managers' burnout in Wuzhou Vocational College are analyzed.

1. Population Sampling

As this study is a research on the current situation of the Business School of Wuzhou Vocational College directly, the scope of the quantitative research is all the faculty and staff of the Business School. Therefore the sample size of the questionnaire is based on the existing personnel in the actual college, and there are only 112 faculty members in the Business School of Wuzhou Vocational College, so 112 people are used as the sample size.

2. Data sources

The data source of the quantitative research is mainly the data collected through the questionnaire survey, and the data collected through the questionnaire survey is analyzed by SPSS analysis software.

Secondly, data were collected from journals and papers on the Internet about counselor burnout in higher vocational colleges and universities.

In this paper, based on competency theory, two-factor theory, the questionnaire on Causes of Burnout among Student Managers in Business School of Wuzhou Vocational College.

3. Data Collection

The quantitative method in this study mainly used questionnaires surveyed by the questionnaire method is the collection of online questionnaires for all the faculty and staff of the Business School of Wuzhou Vocational College of 112 people. The second part of the questionnaire about the current status of burnout among student managers in the Business School of Wuzhou Vocational College is using the Lericke scale.

4. Data Analysis

This study will mainly use questionnaires to collect data, including the first part of the basic information survey and the second part of the questionnaire on the current status of burnout among student managers in Wuzhou Vocational College Business School, and the third part of the questionnaire on the causes of burnout among student managers in Wuzhou Vocational College Business School, in which a Likert scale questionnaire is used, and the drawing tools are mainly Microsoft WORD, and Microsoft EXCEL, SPSS software was used to carry out the statistical analysis of data. In this study, the data received from the questionnaire was collected and coded through the use of spss program (Statistical Package for Social Sciences). The program helped to analyze the data and to transform and statistically analyze the study. In this study, descriptive analysis was utilized to compile information about the questionnaire respondents.

In this paper, based on competency theory, two-factor theory, the questionnaire on Causes of Burnout among Student Managers in Business School of Wuzhou Vocational College was designed with 15 questions to test the causes of burnout.

The design of the questionnaire is based on the idea that the first part of the survey is a basic information survey for question one (What are the problems of student managers in Wuzhou Vocational College Business School?). The second part of the questionnaire focuses on the second question (What are the factors that cause burnout among student managers in Wuzhou Vocational College Business School?) The third part of the questionnaire focuses on the third question (How to

apply competency theory to improve the burnout of student managers in the Business School of Wuzhou Institute of Vocational Technology?)

In the second part of the questionnaire, if the options are more in line with your actual work situation, the greater the value will be assigned, and vice versa. "Strongly disagree" 1 point, "disagree" 2 points, "not necessarily" 3 points, "agree" 4 points, "Strongly Agree" scores 5 points. The core idea is that we want all the evaluation values to be as close as possible to the positive ideal solution and away from the negative ideal solution. The range of its degree of proximity is [1, 5], and the closer it is to 5, the closer it is to the positive ideal solution, i.e., the optimal level.

The third part of the questionnaire setting options in the range of [0, 1], 1 is YES, 0 is NO, to be analyzed according to the problem.

Doctrinal	Factor
Competency	1.Career orientation 2.Goal Orientation 3.Cultural structure 4.Awareness of responsibility 5.Political theory 6.Self-confidence 7.Innovation awareness understanding and respect 8.Management and coordination ability 9.Spirit of service and dedication 10.Fairness and impartiality 11.Global perspective and leading by example 12.Charisma
Two-factor	1.Remuneration package 2.Improved performance appraisal system 3.Discouragement of work motivation 4.Difficulties in career development

5. Data validation

Reliability is reliability, consistency or stability. Intrinsic reliability refers to whether a set of questions in a questionnaire measures the same concept, i.e., the consistency between this set of questions, and the commonly used methods of analysis are Cronbach's reliability and folded half reliability.

Degree of burnout. It is generally believed that Cronbach a coefficient greater than 0.7 indicates that the questionnaire has good reliability. The reliability coefficient value of the Questionnaire on Burnout Situation of Student Managers in Wuzhou Institute of Vocational Technology is 0.956, which indicates that the questionnaire has good reliability.

Qualitative research

This paper adopts a mixed-methods research, so it also uses qualitative research, qualitative research, that is, the definition of the specific nature and characteristics of things or research objects, through the content of burnout related to literature research, data research, character interviews, case study analysis and other ways to dig the essence, so as to clarify the definition of the research method. The final results of qualitative research need to be derived through a series of understanding and analysis, and to explain and summarize the conclusions in the form of text to support the research.

Interview Method

In this study, eight counselors of Wuzhou Vocational College Business School were selected to conduct in-depth interviews to understand the manifestations and causes of counselor burnout and to correct and improve the results of the questionnaire.

1. Data Source

Open-ended interviews were conducted with 5 staff members selected from the student managers of the Business School of Wuzhou Vocational College, and an interview outline was designed to allow the interviewees to cite specific cases to support their views and to supplement the results of the questionnaire on student managers' burnout.

2. Data collection

The interview method was mainly targeted at the five counselors in the Business School of Wuzhou Institute of Vocational and Technical Sciences, and the paper version of the burnout interview outline was distributed for the five counselors to clutch.

It should be added that all interviews were conducted in Chinese, which means that part of the transcription process was to translate the collected data into English. In addition, some secondary sources were also in Chinese and translated into English.

3. Data analysis

An interview outline was designed to supplement the results of the questionnaire on counselor burnout through an open-ended interview in which respondents were asked to fill out an interview questionnaire, citing specific cases to support their views.

Question 1 of the interview outline was set up to correspond to research question one, questions 2 through 6 of the interview outline, to correspond to research question two, and questions 7-10 of the interview to correspond to research question three.

4. Profile of Interviewers

(1) Interviewee 1: gender female, bachelor's degree, 29 years old, position full-time counselor

(2) Interviewee 2: gender male, bachelor's degree, 27 years old, position of student administrator

(3) Interviewee 3: gender female, master's degree, 35 years old, position of classroom teacher

(4) Interviewee 4: gender male, master's degree, 33 years old, position of full-time counselor

(5) Interviewee 5: female, master's degree, 32 years old, full-time counselor



CHAPTER 4

RESULTS OF THE STUDY

Introduction

In this chapter, the researcher will present the statistical results of the questionnaires and interviews, and the data analysis and conclusions will be presented in the form of tables and graphs. This chapter will first analyze the demographic and other variable information of the study and then answer the relevant research questions in detail, the research questions include

1. What are the problems of student managers in business school of Wuzhou Vocational College?
2. What are the factors cause the burnout of student managers in business school of Wuzhou Vocational College?
3. How to use competency theory to improve the burnout of student managers in Wuzhou Vocational College Business School?

The results of their data analysis are detailed below:

The respondents were 112 faculty and staff members of the College of Business at Wuzhou Vocational College, 100 questionnaires were recovered for this study in the form of electronic questionnaires, and five student administrators of the College of Business at Wuzhou Vocational College were interviewed by electronic questionnaires, and the results of the five interviews were recovered.

Basic Information

Basic information statistics

Table 1-7 presents the demographic distribution and key characteristics of the respondents to the college student administrator burnout survey.

Table 1 Gender

Gender	Amount	Percentage
Male	56	56%
Female	44	44%
Total	100	100%

The gender distribution showed that there were slightly more male participants (56%) than female (44%), and no respondents selected "not applicable".

Table 2 Age

Age	Amount	Percentage
0-24 years	25	25%
24-35 years	35	35%
36-45 years	35	35%
46 years and over	5	5%
Total	100	100%

In terms of age, the majority of people belonged to the 24-35 age group (35%), followed closely by the 36-45 age group (35%), while the 0-24 and 46-and-over age groups accounted for 25% and 5% respectively.

Table 3 Education

Education	Amount	Percentage
Below Bachelor's Degree	25	25%
Bachelor's Degree	55	55%
Master's Degree	10	10%
Doctor's Degree	10	10%
Total	100	100%

Educational background showed that participants with a bachelor's degree were in the majority (55%), followed by those with less than a bachelor's degree (25%), a master's degree (10%), and a doctoral degree (10%).

Table 4 Marital Status

Marital Status	Amount	Percentage
Unmarried	35	35%
Married	55	55%
Divorced	10	10%
Total	100	100%

In terms of the marital status of the respondents, a higher proportion of the respondents were married (55%) than unmarried (35%), a smaller proportion of the respondents were divorced (10%), and no respondents chose the option of "Not Applicable".

Table 5 Position

Education	Amount	Percentage
Unclassified	15	15%
Junior	35	35%
Intermediate	25	25%
Associate	15	15%
Senior	10	10%
Total	100	100%

In terms of job titles, the largest proportion of staff is at the junior level (35%), followed by intermediate (25%), ungraded (15%), assistant (15%) and senior (10%) positions.

Table 6 Years of service

Years of Working	Amount	Percentage
2 years and below	35	35%
3-5 years	45	45%
6-10 years	10	10%
11-15 years	5	5%
16 years and above	5	5%
Total	100	100%

The distribution of years of experience in student management showed that a significant number of respondents had 3-5 years of experience (45%), followed by 2 years and less (35%), 6-10 years (10%), 11-15 years, and 16 years and more (5% each).

Table 7 Salary

Salary	Amount	Percentage
Below 3000 yuan	5	5%
3001-4000 yuan	15	15%
4001-6000 yuan	25	25%
6001-8000 yuan	35	35%
Above 8000 yuan	20	20%
Total	100	100%

Note: (1) Yuan is the legal tender of the People's Republic of China and 1 yuan is 0.14 USD

Finally, the distribution of salaries shows that the majority of respondents (35%) earn 6001-8000 yuan, followed by 4001-6000 yuan (25%), 3001-4000 yuan (15%), 8000 yuan or more (20%), and less than 3000 yuan (5%).

These detailed insights into demographic and occupational characteristics provided a comprehensive overview of the survey respondents and laid the groundwork for a careful analysis of the potential relevance of burnout factors for college student administrators.

According to interview question 1 in order to answer research question 1, the respondents gave the main reason for the problems of student managers in the business school of Wuzhou Vocational College as unclear division of labor.

The first respondent said that "the division of labor is not clear and there is poor motivation and initiative." (Interviewed December 20, 2023)

The second respondent stated "because the division of labor doesn't make sense" (Interviewed December 20, 2023)

A third respondent stated that "the team is not well structured, the internal management mechanism is not sound, and there is a lack of an all-embracing environment. Tired of it from time to time." (Interviewed December 20, 2023)

A fourth respondent stated that "workload is overloaded, leading to increased stress. Student management practices need to be improved to better meet student needs. Poor team communication affects productivity." (Interviewed December 20, 2023)

A fifth respondent indicated that "due to the nature and treatment of the job, there is a high level of stress and potentially high turnover in the student management workforce; uneven division of labor, which creates confusion; and low status and difficulty in advancement in higher education." (Interviewed December 20, 2023)

As a result, the majority of respondents cited a lack of clarity in the division of labor as the biggest problem contributing to burnout.

Survey on Burnout Factors of Student Managers in Business School of Wuzhou Vocational College

Table 8-19 provides a comprehensive survey of burnout among student administrators at Sycamore Career College.

Table 8 I feel exhausted at the end of the day.

Answer	Amount	Percentage
Tallying with (1 point)	15	15%
Fairly consistent (2 point)	25	25%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 8, the survey question At the end of each day's work, I feel exhausted, 15% of the participants in the survey were very much in agreement, 25% indicated that they were quite in agreement, 25% indicated that they were generally in agreement, 25% indicated that they were not quite in agreement, and 10% indicated that they were not in agreement at all

Table 9 I have become cold to people since I started this job

Answer	Amount	Percentage
Tallying with (1 point)	15	15%
Fairly consistent (2 point)	15	15%
Generally consistent with (3 point)	15	15%
Less likely (4 point)	35	35%
Completely at odds (5point)	20	20%
Total	100	100%

According to Table 9, the survey question Since I started this job, I have become cold to people, 15% of the participants in the survey were very consistent, 15% indicated that they were somewhat consistent, 15% indicated that they were generally consistent, 35% indicated that they were not very consistent, and 20% indicated that they were not at all consistent.

Table 10 I often feel frustrated at work

Answer	Amount	Percentage
Tallying with (1 point)	25	25%
Fairly consistent (2 point)	25	25%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	15	15%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 10, the survey question I often feel frustrated at work, 25% of the participants in the survey were very consistent, 25% indicated that they were fairly consistent, 25% indicated that they were generally consistent, 15% indicated that they were not very consistent, and 10% indicated that they were not at all consistent.

Table 11 I don't care about my students' feelings

Answer	Amount	Percentage
Tallying with (1 point)	15	15%
Fairly consistent (2 point)	25	25%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	15	15%
Completely at odds (5point)	20	20%
Total	100	100%

According to Table 11, the survey question I don't care how students feel, 15% of the participants were very consistent, 25% said they were fairly consistent, 25% said they were generally consistent, 15% said they were not very consistent, and 20% said they were not at all consistent.

Table 12 I am good at my job as a Student management staff

Answer	Amount	Percentage
Tallying with (1 point)	13	13%
Fairly consistent (2 point)	25	25%
Generally consistent with (3 point)	27	27%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 12, the survey question I am very good at my job as a student administrator was answered by 13% of the participants who were very consistent, 25% said they were fairly consistent, 27% said they were generally consistent, 25% said they were not very consistent, and 10% said they were not at all consistent.

Table 13 I often feel anxious and lose sleep because of work-related matters

Answer	Amount	Percentage
Tallying with (1 point)	18	18%
Fairly consistent (2 point)	24	24%
Generally consistent with (3 point)	21	21%
Less likely (4 point)	25	25%
Completely at odds (5point)	12	12%
Total	100	100%

According to Table 13, the survey question I often feel anxious and lose sleep over things at work, 18% of the participants in the survey were very consistent, 24% said they were fairly consistent, 21% said they were generally consistent, 25% said they were not very consistent, and 12% said they were not at all consistent.

Table 14 I accomplish a lot of valuable work

Answer	Amount	Percentage
Tallying with (1 point)	8	8%
Fairly consistent (2 point)	21	21%
Generally consistent with (3 point)	36	36%
Less likely (4 point)	22	22%
Completely at odds (5point)	13	13%
Total	100	100%

According to Table 14, the survey questions I accomplished a lot of valuable work, with 8% of the participating surveys being very consistent, 21% indicating somewhat consistent, 36% indicating generally consistent, 22% indicating not very consistent, and 13% indicating not at all consistent.

Table 15 I feel emotionally drained from my work

Answer	Amount	Percentage
Tallying with (1 point)	5	5%
Fairly consistent (2 point)	27	27%
Generally consistent with (3 point)	18	18%
Less likely (4 point)	32	32%
Completely at odds (5point)	18	18%
Total	100	100%

According to Table 15, the survey question I feel emotionally drained at work was answered by 5% of the participants who indicated that it was very much in line, 27% indicated that it was fairly in line, 18% indicated that it was generally in line, 32% indicated that it was less in line, and 18% indicated that it was not at all in line.

Table 16 I am not as enthusiastic about my work as I used to be

Answer	Amount	Percentage
Tallying with (1 point)	6	6%
Fairly consistent (2 point)	34	34%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 16, the survey question I am not as enthusiastic about my job as I used to be, 6% of the participants in the survey were very much in agreement, 34% said they were somewhat in agreement, 25% said they were generally in agreement, 25% said they were not very much in agreement, and 10% said they were not at all in agreement.

Table 17 I feel that students blame me for some of their problems

Answer	Amount	Percentage
Tallying with (1 point)	15	15%
Fairly consistent (2 point)	25	25%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 17, the survey questions I feel that students blame me for some of their problems, 15% of the participants in the survey were very consistent, 25% indicated that they were fairly consistent, 25% indicated that they were generally consistent, 25% indicated that they were not very consistent, and 10% indicated that they were not at all consistent.

Table 18 I can effectively solve the problems that students bring to me

Answer	Amount	Percentage
Tallying with (1 point)	17	17%
Fairly consistent (2 point)	23	23%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 18, the survey questions I can effectively address the questions that students ask me, 17% of the participants in the survey were very consistent, 23% said they were fairly consistent, 25% said they were generally consistent, 25% said they were not very consistent, and 10% said they were not at all consistent.

Table 19 I feel that my work has a positive impact on students' lives

Answer	Amount	Percentage
Tallying with (1 point)	8	8%
Fairly consistent (2 point)	32	32%
Generally consistent with (3 point)	25	25%
Less likely (4 point)	25	25%
Completely at odds (5point)	10	10%
Total	100	100%

According to Table 19, the survey question I feel that my work has a positive impact on the lives of students was answered by 8% of the participants who were very consistent, 32% who said they were somewhat consistent, 25% who said they were generally consistent, 25% who said they were not very consistent, and 10% who said they were not at all consistent.

Table 8-19 provides a comprehensive breakdown of the burnout status of student administrators in the College of Business at Wuzhou Institute of Vocational and Technical Sciences, thus providing insight into various aspects of their professional experience. Notably, daily work fatigue was very prevalent among the majority of student management staff; maintaining positive connections and emotional engagement was an underlying struggle in their professional interactions; and the majority of student staff reported feeling frequently frustrated on the job, suggesting that a significant number of student managers encountered persistent challenges and difficulties on the job. Additionally, the finding that a significant

percentage of student managers expressed some level of indifference to students' feelings raises concerns about the impact on the quality of support and guidance provided to students, emphasizing the need to further explore the underlying causes and potential interventions; in contrast, despite the prevalence of challenges, the majority of respondents perceived their performance in student management work to be fairly stable. This suggests that a significant proportion of respondents have a positive self-perception of their professional competence; a majority of respondents indicated that they often feel anxious and lose sleep over their work, suggesting that their work is stressful; a majority of respondents feel that their work is rewarding, suggesting that the majority of respondents have positive values; a significant proportion of respondents indicated that their work often makes them depressed; a majority of respondents felt that students often blamed themselves for their problems; many respondents indicated that they were able to help students solve their problems and serve them, which was an affirmation of self-work and felt that their work had a positive effect on students.

In summary, the detailed categorization of student administrators' burnout status provides valuable insights into their experiences, pointing to areas of concern and potential strengths. These findings can serve as the basis for targeted interventions, support mechanisms, and policy improvements aimed at improving the overall well-being and productivity of student administrators within the college.

According to Table 8-19 and interview questions 2, 3, 4, 5, and 6, in order to answer research question 2, respondents gave the burnout factors of the student management team in Wuzhou Vocational College as weakened sense of service, lack of understanding from students in their work, high work pressure, complicated work, difficulty in promotion, irrational appraisal system, and diminished enthusiasm for work.

Results of the second interview question:

The first respondent answered the question by stating "If it were not for personal professional constraints, he would probably be doing something else."
(Interviewed December 20, 2023)

The second respondent answered the question by stating that "the counselor was very good to me when I was in school, and I found the counselor's job challenging, and if I had to do it again, I would not be a counselor" (Interviewed on December 20, 2023)

A third respondent answered the question by saying, "When I first applied for counseling by chance; I wouldn't." (Interviewed December 20, 2023)

A fourth respondent answered the question by saying "I like working as a counselor. If I had to choose again, I would still choose to be a counselor." (Interviewed December 20, 2023)

A fifth respondent answered the question by saying "Because of the difficulty in choosing a career, I would choose to be an administrator if I had any other choice." (Interviewed December 20, 2023)

Third interview question

The first respondent answered the question by stating "Job title evaluation, insufficient preparation of materials, could improve stress." (Interviewed December 20, 2023)

The second respondent answered the question by saying, "It's just hard to grade titles and it's also getting harder to manage students because it's hard to grade materials, counselors have a lot of responsibility, and sometimes the pressure improves and sometimes it doesn't" (Interviewed on December 20, 2023)

The third respondent answered the question by saying that "the workload is heavy, especially urgent tasks, heavy responsibility, the first person responsible for student things; because of the intensity and difficulty of communication, the limitations and requirements of this position. Cannot improve stress." (Interviewed December 20, 2023)

A fourth respondent answered the question with "tedious work. Reason: the school gets all of its student data from the counselors, who often do the same thing over and over again. Stress sometimes works and sometimes doesn't improve." (Interviewed December 20, 2023)

The fifth respondent answered the question by stating that "the biggest stressors are the workload and student safety and security because student safety is the primary responsibility of student administrators at colleges and universities. Stress on their own sometimes they can regulate it and sometimes they can't ameliorate those stresses." (Interviewed December 20, 2023)

Fourth interview question

The first respondent answered the question by saying "The counselor's evaluation form, it doesn't make a lot of sense." (Interviewed December 20, 2023)

The second respondent answered the question by stating, "Counselor annual evaluations, student evaluations, reasonable" (Interviewed December 20, 2023)

A third respondent answered the question by saying "Leadership and coworker reviews; unreasonable." (Interviewed December 20, 2023)

A fourth respondent answered the question by saying, "Evaluate the performance and achievements of the class.

It's more reasonable." (Interviewed December 20, 2023)

The fifth respondent answered the question by stating "The assessment system is mainly through the academic staff and secondary school leaders, and I think the assessment system still needs to be strengthened and improved." (Interviewed December 20, 2023)

Sixth interview question

The first respondent answered the question with "burnout." (Interviewed December 20, 2023)

The second respondent answered the question by saying "not clear about career plans" (interviewed December 20, 2023)

A third respondent answered the question by stating "A period of burnout where work ethic has diminished." (Interviewed December 20, 2023)

A fourth respondent answered the question with "Burnout period." (Interviewed December 20, 2023)

The fifth respondent answered the question by stating "Mainly job stress, repetitive tasks, poor pay scale, and periods of burnout." (Interviewed December 20, 2023)

Therefore, most of the interviewees believed that the causes of burnout among student managers in Wuzhou Vocational College Business School were most due to the weakening of the sense of service, the lack of understanding of the work by the students, the high pressure of the work, the complexity of the work, the difficulty of promotion, the irrationality of the assessment system, and the diminishing of the work ethic.

**Using Competency Theory to Reduce Burnout among Student Administrators
in the College of Business at Wuzhou Institute of
Vocational and Technical Sciences.**

The extensive findings in Table 20-34 show the subtle burnout status of student managers in the College of Commerce and Trade of Wuzhou Institute of Vocational and Technical Sciences, from which intervention points were sought to be analyzed.

Table 20 I feel that my work has a positive impact on students' lives

Answer	Amount	Percentage
YES (1 point)	53	53%
NO (2 point)	47	47%
Total	100	100%

According to Table 20, the survey question I feel that my work has had a positive impact on the lives of students was answered by 53 percent of the participants who said yes and percent 47 percent who said no.

Table 21 I feel that my knowledge is limited.

Answer	Amount	Percentage
YES (1 point)	42	42%
NO (2 point)	58	58%
Total	100	100%

According to Table 21, the survey question I feel that my knowledge is limited, 42% of the participants said yes and percent 58% said no.

Table 22 I think there is no future for Student management staff work

Answer	Amount	Percentage
YES (1 point)	33	33%
NO (2 point)	67	67%
Total	100	100%

According to Table 22, the survey question I don't think there is a future for student administrators in their jobs was answered by 33 percent of the participants who said yes and percent 67 percent who said no.

Table 23 I am confused about the future and have no reasonable plan

Answer	Amount	Percentage
YES (1 point)	53	53%
NO (2 point)	47	47%
Total	100	100%

According to Table 23, the survey question I am confused about the future and do not have a reasonable plan, 53% of the participants in the survey said yes and percent 47% said no.

Table 24 I think it is difficult to quantify the performance of Student management staffs' work

Answer	Amount	Percentage
YES (1 point)	54	54%
NO (2 point)	46	46%
Total	100	100%

According to Table 24, the survey question I think it is difficult to quantify the job performance of student administrators was answered by 54 percent of the participants who said yes and percent 46 percent who said no.

Table 25 I need to do a lot of extra work in addition to my own job

Answer	Amount	Percentage
YES (1 point)	61	61%
NO (2 point)	39	39%
Total	100	100%

According to Table 25, the survey question I think I need to do a lot of extra work in addition to my job, 61% of the participants said yes and percent 39% said no.

Table 26 The school provides little professional training for Student management staffs

Answer	Amount	Percentage
YES (1 point)	23	23%
NO (2 point)	77	77%
Total	100	100%

According to Table 26, the survey question schools provide very little professional training for student administrators, with 23 percent of participants indicating yes and percent 77 percent indicating no.

Table 27 I am satisfied with my income

Answer	Amount	Percentage
YES (1 point)	63	63%
NO (2 point)	37	37%
Total	100	100%

According to Table 27, the survey question was satisfied with their income, with 63 percent of the participants saying yes and percent 37 percent saying no.

Table 28 I find it difficult to tolerate outside accusations and questions about my work

Answer	Amount	Percentage
YES (1 point)	54	54%
NO (2 point)	46	46%
Total	100	100%

According to Table 28, the survey question I have trouble tolerating outside accusations and questions about my work was answered yes by 54 percent of the participants and no by 46 percent.

Table 29 My family does not understand my work

Answer	Amount	Percentage
YES (1 point)	51	51%
NO (2 point)	49	49%
Total	100	100%

According to Table 29, the survey question my family doesn't understand my work, 51% of the participants said yes and percent 49% said no.

Table 30 I find it difficult to cope with the various roles I have to play in my job

Answer	Amount	Percentage
YES (1 point)	43	43%
NO (2 point)	57	57%
Total	100	100%

According to Table 30, the survey question found it difficult to cope with the various roles at work, with 43 percent of the participants saying yes and percent 57 percent saying no.

Table 31 I think it is difficult to evaluate the title of Student management staffs

Answer	Amount	Percentage
YES (1 point)	45	45%
NO (2 point)	55	55%
Total	100	100%

According to Table 31, the survey question I think it is difficult to assign titles to student administrators was answered by 45 percent of the participants who said yes and percent 55 percent who said no.

Table 32 The assessment system for Student management staffs is not objective and fair enough

Answer	Amount	Percentage
YES (1 point)	33	33%
NO (2 point)	67	67%
Total	100	100%

According to Table 32, the system of assessment of student administrators of the survey question is not objective and fair enough, 33% of the participants in the survey said yes, percent 67% said no.

Table 33 Students' parents and society expect too much from Student management staffs

Answer	Amount	Percentage
YES (1 point)	63	63%
NO (2 point)	37	37%
Total	100	100%

According to Table 33, the survey question parents of students and the community expect too much from student administrators, with 63 percent of the participants saying yes and percent 37 percent saying no.

Table 34 Others (please be specific)

Answer	Amount	Percentage
YES (1 point)	33	33%
NO (2 point)	67	67%
Total	100	100%

According to Table 34, respondents (67%) had no other feedback and respondents (33%) had other comments, the main comments were that they hoped the university would implement a salary incentive mechanism, provide more training opportunities for counselors, and improve the working mechanism to make counselors work more efficiently.

Tables 20-34 of the questionnaire revealed, notably, that 53% expressed enthusiasm for student management work, as a lifelong career, which demonstrated a commendable dedication to the profession. Additionally, 33% were skeptical about the future of student management jobs, underscoring a general sense of uncertainty. 53% admitted to feeling confused about the future and lacking sound planning, indicating a need for career guidance and strategic planning support. In addition, the majority (61%) reported taking on additional work beyond their job responsibilities, suggesting potential workload issues and the need to balance the range of work. 23% felt that the professional training provided to student managers by the university was insufficient, which also questioned the support provided by the university. Satisfaction with income was mixed, with 63% satisfied but also 37% dissatisfied. External pressures were evident, with 54% finding it challenging to put up with accusations and questions about their work, and 51% reporting a lack of understanding from their families. The assessment process also posed challenges,

with 45% finding it difficult to assess the titles of student managers and 33% believing that the assessment system was not objective and fair enough. In addition, societal expectations have a significant impact on student managers, with 63% believing that parents and the community expect too much from them. Finally, a further 33% mentioned other challenges that were not specified in the options, suggesting the need for a nuanced understanding of individual issues within this professional group.

According to Tables 20-34 and interview questions 7, 8, 9, and 10, in order to answer research question 3, the respondents gave the most effective ways to solve the burnout of student administrators in Wuzhou Vocational College as optimizing the performance appraisal system, optimizing the work mode, providing more training opportunities in the school, and self-competence enhancement.

1) Results of the seventh interview question:

The first interviewee answered the question by saying "performance appraisal, provide more training opportunities." (Interviewed December 20, 2023)

The second respondent answered the question by stating that "given a platform to grow, policies and incentives, preferences in performance programs and job titles" (Interviewed on December 20, 2023)

A third respondent answered the question by saying "Increase incentives for performance; sort out counselor job responsibilities." (Interviewed December 20, 2023)

A fourth respondent answered the question by saying, "Implementing pay for work, more work, more pay, and more pay for better work." (Interviewed December 20, 2023)

The fifth respondent answered the question by saying "1. The school should provide some incentives to motivate the counselors 2. optimize the working mode, reduce the work nannyng, reduce the work pressure 3. provide more training opportunities to update the counselors' work skills. 4. stimulate the work motivation, and the sense of mission to strengthen the counselors' awareness of the meaning of the work and the value of the work. 5. enhance the unity, cooperation and communication of the counselor team, promote communication and collaboration

among members, and increase work motivation and enthusiasm." (Interviewed December 20, 2023)

2) Results of the eighth interview question:

The first respondent answered the question by saying "Some success at work, no plans at this time." (Interviewed December 20, 2023)

The second respondent answered the question by saying, "Become a fluent college student administrator soon" (interviewed December 20, 2023)

A third respondent answered the question by saying "adding classroom teacher positions to help with day to day things." (Interviewed December 20, 2023)

A fourth respondent answered the question by stating "Counselors focus on classroom management and reduce other administrative types of work." (Interviewed December 20, 2023)

The fifth respondent answered the question by stating that "the biggest wish is to optimize the working pattern, reduce the babysitting of work, and reduce work pressure. Specifically, it is envisioned that counselors will be provided with a good working environment and necessary working resources, including office equipment, training opportunities, and job support. This can increase their job satisfaction and work motivation." (Interviewed December 20, 2023)

3) Results of the ninth interview question:

The first respondent answered the question by saying "traveling and relaxing myself." (Interviewed December 20, 2023)

The second respondent answered the question by saying, "Stay optimistic and relaxed" (interviewed December 20, 2023)

The third respondent answered the question by saying "Self-regulation, proper relaxation and rest during winter and summer vacations is the best way to get back on your feet." (Interviewed December 20, 2023)

A fourth respondent answered the question by saying "The school has good incentives in place." (Interviewed December 20, 2023)

The fifth respondent answered the question by saying "1. Self-management and balance: Counselors need to focus on self-management and work-life balance. Ensure sufficient rest and relaxation to avoid long hours of stressful work. Make reasonable work plans and goals, and complete tasks in a planned way to avoid excessive tension and pressure; establish a good working atmosphere: counselors can actively participate in and build a positive working team atmosphere; continuous learning and professional development to improve professionalism and working ability, and enhance the motivation and passion for work; look for the joy and significance of work, and understand their own professional motivation and values, and regard work as their own way of realizing personal values and influencing other people. as a way for oneself to realize one's personal values and influence others, which can stimulate work enthusiasm and motivation and avoid burnout." (Interviewed December 20, 2023)

4) Results of the tenth interview question:

The first respondent answered the question with "None." (Interviewed December 20, 2023)

The second respondent answered "none" to the question (interviewed December 20, 2023)

A third respondent answered the question by saying, "I wish the school would increase salaries." (Interviewed December 20, 2023)

A fourth respondent answered the question by stating "Implementing incentives and regular training." (Interviewed December 20, 2023)

A fifth respondent answered the question by saying "Here are some suggestions for counselor burnout: self-reflection and orientation; seek personal growth and development; and have a good work-life balance." (Interviewed December 20, 2023)

Therefore, most of the interviewees believed that the most effective way to solve the burnout of student administrators in Wuzhou Vocational College is to optimize the performance appraisal system, optimize the working mode, and the school provides more opportunities for training and self-competence improvement.

In summary, the findings of the study demonstrate the complexity of the challenges and expectations faced by student managers and emphasize the importance of addressing issues related to knowledge gaps, career prospects, workload, professional support, and external pressures in order to create a healthier and more sustainable work environment.

Conclusion

In conclusion, a comprehensive analysis of the results of the survey of student managers in the College of Business at Wuzhou Institute of Vocational and Technical Sciences reveals an intricate interplay between intrinsic motivation and external challenges in shaping their professional experiences. While a significant number of respondents expressed a genuine dedication to their roles and a passion for making a positive impact on students, a significant number of respondents also identified systemic issues that affect their job satisfaction and well-being. The survey emphasized the urgent need for institutional improvement, particularly in the areas of transparent communication, clearer job expectations, and fair evaluation criteria. The workload issues and external pressures (e.g., societal expectations) identified suggest that addressing these challenges will require a concerted effort on the part of both institutions and student administrators. Institutional support through improved structures, balanced distribution of workloads, and opportunities for professional development can significantly increase job satisfaction and prevent burnout. At the same time, fostering a positive workplace culture that encourages collaboration and recognizes individual contributions is essential to creating a supportive environment.

CHAPTER 5

RESULTS OF THE STUDY

This study selects the student management personnel of Wuzhou Vocational College Business School as the research object, this school has more than 1,000 staff members, belongs to China's public institutions, has a certain degree of representativeness, so this study mainly starts from the student management personnel, and the student management team of colleges and universities is one of the most important components in the cause of higher education, and it has a vital role in the growth of college students' success. The theoretical knowledge, skill level and personal characteristics of college student management personnel are affecting and restricting their own development, and also directly affecting the learning and development of college students. The construction of management system of college student management personnel is the foundation of the development of higher education, which involves the whole process of college students' life, learning and growth in colleges and universities, and how to purposefully cultivate and improve the level of college student management personnel, and prevent burnout of college student management personnel has become a problem that needs to be solved by the colleges and universities nowadays.

Conclusion

1. A total of 100 faculty and staff questionnaires were received from the Business School of Wuzhou Vocational College, and 5 college student managers were interviewed. Through the analysis of the research data, the interviewees have indicated that the student management work in Wuzhou Vocational College Business School is complicated, the division of labor is not clear, and the work pressure is great, which indicates that the work of the student management staff of Wuzhou Vocational College Business School in colleges and universities is complicated, the division of labor is unclear, and the work pressure is great, which leads to burnout.

2. Through the research data, it is worth noting that the interviewees (65%) said that they were tired after a day's work, the interviewees (75%) were frustrated in their work, the interviewees (63%) were often anxious because of their work, the interviewees (50%) were often emotionally depressed, and the interviewees (65%) said that their work enthusiasm was not as good as before. Combined with the content of the interviews and data analysis found that the burnout factors of the student management team in Wuzhou Vocational College are high work pressure, complicated work, difficult to promote, unreasonable appraisal system, and diminished work enthusiasm.

3. Through the research data 53% of the people said they were enthusiastic about putting the student management work, 33% of the people expressed doubts about the prospects of the work of student managers, 53% of the people admitted that they were confused about the future and lacked reasonable planning, in addition, most of the people (61%) said that they undertook additional work beyond their work duties, 23% of the people thought that the school provided insufficient professional training for the student managers, and their income Satisfaction with income was mixed, with 63% satisfied but 37% dissatisfied. External pressures are evident, with 54% finding it challenging to put up with accusations and questions about their work, 51% reporting a lack of understanding from their families, 45% finding it difficult to assess student managers' titles, and 33% believing that the assessment system is not objective and fair enough. In addition, societal expectations had a strong influence on student managers, with 63% believing that students' parents and society expected too much of them. Combining the content of the interviews and the data analysis findings, it was concluded that the most effective way to solve the burnout of student managers in Wuzhou Vocational College is to optimize the performance appraisal system and optimize the working mode.

In summary, the survey highlights that the student management workforce in Wuzhou Vocational College is in urgent need of improvement, especially in the areas of transparent communication, clearer job expectations, and fair evaluation criteria. Identified workload issues and external pressures (e.g., societal expectations) suggest that addressing these challenges will require a concerted effort by the school and

student managers. Institutional support through improved structures, balanced distribution of workloads, and opportunities for professional development can significantly increase job satisfaction and prevent burnout. At the same time, fostering a positive workplace culture that encourages collaboration and recognizes individual contributions is essential to creating a supportive environment.

Discussion

Discussion of the findings highlights the nuanced and multifaceted nature of the experiences of student managers in the College of Business at Wuzhou Vocational and Technical College. The survey results highlight the intrinsic motivations that drive individuals to choose this career, including a genuine passion for counseling and a commitment to making a positive impact on students' lives. However, the survey also revealed significant challenges, with a significant proportion of respondents citing external factors such as workload, social expectations and lack of institutional support as sources of stress and dissatisfaction.

Xu (2009) pointed out in his study that the competence of college student managers refers to the ability to effectively complete the counseling and education work, the collection of characteristics that individual college student managers must have, including political literacy, work ability personal charisma, counseling ability and so on (Xu, 2009) in the same way with result from The respondents answered such as

"The biggest wish is to optimize the working mode, reduce nannying, and reduce work pressure. Specifically, it is envisioned that counselors will be provided with a good working environment and necessary working resources, including office equipment, training opportunities, and job support. This can increase their job satisfaction and work motivation." (Interviewed December 20, 2023)

Also, the second respondent answered the question by saying

"Become a competent student management worker in higher education at an early date" (Interviewed December 20, 2023)

Therefore, in my opinion, the conclusions of the study given by Xu Yanhong are consistent with the results of the study compared to the results of the study drawn in my own chapter four.

Xu and An (2016) in the analysis of the efficiency of employee motivation based on Frum's expectation theory, it is concluded that workers are always eager to satisfy a certain need and try to achieve a certain goal, and the effect of motivation is mainly determined by the target utility and the expectation value. As a manager must deal with the relationship between four factors: workers' personal efforts, performance, compensation and personal needs, but also know how to set reasonable, achievable performance goals, and do a good job of performance feedback and rewards (Xu and An, 2016: 80-82), in the same way with result from The respondents answered such as

"Performance appraisal, more training opportunities." (Interviewed December 20, 2023);

Also, the second respondent answered the question by saying

"The school gives a platform for development, has policies and rewards, and has a tendency in performance programs and title evaluation" (Interviewed on December 20, 2023)

Therefore, the author believes that the conclusion of the study given by Xu Xingyu, An Shining is in line with the author's own findings compared to the findings drawn in chapter four.

Cheng (2020) concluded in his study that using incentives as a tool is conducive to improving administrative efficiency, strengthening the sense of responsibility, enhancing cohesion, and creating a good campus atmosphere (Cheng, 2020: 184-290), in the same way with result from The respondents answered such as

"The school develops a good incentive mechanism." (Interviewed December 20, 2023);

Also, the second respondent answered the question by saying

1. the school should provide some incentives to motivate the counselors
2. optimize the working mode, reduce the work nanny, reduce the work pressure
3. provide more training opportunities to update the counselors' work skills.

4. stimulate the work motivation, and the sense of mission, and strengthen the counselors' awareness of the meaning of more work and the value of the counselors' work. 5. enhance the unity, cooperation, and communication of counselors' team. Promote communication and collaboration among members to increase work motivation and enthusiasm." (Interviewed December 20, 2023)

Therefore, the author believes that the research conclusions given by Cheng Jianrong are consistent compared to the author's own findings in Chapter Four.

Chen (2012) that college counselor competency refers to the combination of potential traits possessed by college counselors that can be measured, including self-image, knowledge structure, skills, and attitudes (Chen, 2012: 124-126). in the same way with result from The respondents answered such as

"Here are some suggestions for counselor burnout: self-reflection and orientation; seek personal growth and development; and have a good work-life balance." (Interviewed December 20, 2023)

Also, the second respondent answered the question by saying

1. Self-management and balance: counselors need to focus on self-management and rationalize work-life balance. Ensure adequate rest and relaxation and avoid long hours of stressful work. Formulate reasonable work plans and goals, complete tasks in a planned manner, and avoid excessive tension and pressure at work; establish a good working atmosphere: counselors can actively participate in and build a positive working team atmosphere; continuous learning and professional development to improve their professionalism and working ability, and enhance their motivation and passion for their work; look for the joy and significance of their work, understand their professional motivation and values, and regard their work as a way for oneself to realize one's personal values and influence others, which can stimulate work enthusiasm and motivation and avoid burnout." (Interviewed on December 20, 2023).

Therefore, the author believes that the research conclusions given by Chen Yongzhi are consistent compared to the author's own findings in Chapter Four.

A final key point that has been discussed is the areas that have been identified for improvement. Clearer communication, transparent assessment criteria and a more balanced distribution of workload are key areas that need to be focused on to increase job satisfaction and prevent burnout. The discussion emphasized the importance of institutions working with student administrators to address these systemic issues, The discussion section situates the findings within a broader framework of workplace dynamics, emphasizing the importance of systemic improvement and personal well-being for the success and satisfaction of student managers in the College of Business at WVU.

Recommendations

1. Schools

Schools should establish fair and objective evaluation standards, create incentives to optimize work patterns, actively conduct training, create positive workplaces, create a good working atmosphere and culture, and enhance the cohesion and sense of belonging of employees.

2. Individual

Establish good time management skills, clarify career motivation and values, stimulate work enthusiasm and motivation, continuous learning and professional development, establish good communication and cooperative relationships, and adopt positive health management measures.

3. Suggestions for future research

Future research could compare burnout among school student administrators in different cities, and a long-term follow-up study could be conducted to track the status and development of burnout among student administrators.

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APPENDIXS



Appendix

Questionnaire survey

This survey is designed to understand the problem of burnout among student administrators in higher education, and your support is appreciated! This survey is anonymous, and the results will only be used for scientific research and will not have any negative impact on you. Please fill it out truthfully according to your actual situation!

I. Basic information (Please put "v" in the corresponding option)

1. Gender: A.male B. Female N/A
2. Age: A.24 years old B.24-35 years old
 C.36-45 years old D.46 years old and above
3. Education:
 A. Below Bachelor's Degree B. Bachelor's Degree
 C. Master's Degree D. Doctor's Degree
4. Marital Status: A.Unmarried B.Married
 C.Divorced N/A
5. Position: A.Unclassified B.Junior
 C.Intermediate D.Associate E.Senior
6. Years of working as a Student management staff:
 A. 2 years and below B. 3-5 years C. 6-10 years
 D. 11-15 years E. 16 years and above
7. How much do you earn in salary?
 A. below 3000 yuan B. 3001-4000 yuan
 C. 4001-6000 yuan D. 6001-8000 yuan
 E. above 8000 yuan

II. "Wuzhou Vocational College Business College student managers of burnout status quo questionnaire" (Please read the following questions, according to their own work status quo actual situation to each option assigned value, options if with your actual work situation the more in line with the greater the value assigned, and

vice versa. "Strongly disagree" 1 point, "Disagree" 2 points, "Not necessarily" 3 points, "Agree" 4 points, "Strongly agree" 5 marks, tick in the appropriate box)

title	degree of conformity				
	tallying with (1 point)	fairly consistent (2 point)	generally consistent with (3 point)	less likely (4 point)	completely at odds (5point)
1. I feel exhausted at the end of each day at work					
2. I have become cold to people since I started this job.					
3. I often feel frustrated at work					
4. I don't care about my students' feelings.					
5. I am good at my job as a Student management staff					
6. I often feel anxious and lose sleep because of work-related matters					
7. I accomplish a lot of valuable work					
8. I feel emotionally drained from my work					
9. I am not as enthusiastic about my work as I used to be					
10. I feel that students blame me for some of their problems					
11. I can effectively solve the problems that students bring to me					
12. I feel that my work has a positive impact on students' lives					

III. Questionnaire on Causes of Burnout among Student Managers of Wuzhou Vocational College Business School (Please read the following topics and put a tick in the corresponding blank column according to your actual situation).

title	YES (1 point)	NO (0 point)
1. I feel that my work has a positive impact on students' lives		
2. I feel that my knowledge is limited.		
3. I think there is no future for Student management staff work.		
4. I am confused about the future and have no reasonable plan.		
5. I think it is difficult to quantify the performance of Student management staffs' work.		
6. I need to do a lot of extra work in addition to my own job.		
7. The school provides little professional training for Student management staffs		
8. I am satisfied with my income		
9. I find it difficult to tolerate outside accusations and questions about my work		
10. My family does not understand my work		
11. I find it difficult to cope with the various roles I have to play in my job.		
12. I think it is difficult to evaluate the title of Student management staffs.		
13. The assessment system for Student management staffs is not objective and fair enough.		
14. Students' parents and society expect too much from Student management staffs.		
15. Others (please be specific)		

Suggestion: _____

本调查旨在了解高校学生管理人员的职业倦怠问题，感谢您的支持！本调查是无记名方式，结果仅用于科学研究，不会给您带来任何不利影响。恳请您根据自己的实际情况如实填写！

一、基本情况(请在相应选项上打“√”，或者填写相应内容)

- 1.性别： A.男 B.女 C.() N/A
- 2.年龄： A.26 岁以下 B.26-35 岁 C.36-45 岁 D.46 岁以上
- 3.学历： A.本科以下 B.本科 C.硕士研究生 D.博士
- 4.婚姻状况： A.未婚 B.已婚 C.离异 D.() N/A
- 5.职称： A.未定级 B.初级 C.中级 D.副高级 E.正高级
- 6.从事辅导员工作的年限：
A.2 年及以下 B.3-5 年 C.6-10 年 D.11-15 年 E.16 年及以上
7. 您的工资收入是多少元人民币。
A. 3000 元以下 B. 3001-4000 元 C. 4001-6000 元 D.6001-8000 元 E.8000 元以上

《梧州职业学院商学院学生管理人员的职业倦怠现状调查问卷》（请阅读以下题目，根据自己的工作现状实际情况给每个选项赋值，选项中如果跟您实际工作情况越符合，赋值越大，反之亦然。“非常不同意”1分、“不同意”2分、“不一定”3分、“同意”4分、“非常同意”5分，在相应空格栏内打“√”）

题目	符合程度				
	非常符合 (1分)	比较符合 (2分)	一般符合 (3分)	较不符合 (4分)	完全不符 (5分)
1.每天工作结束后，我感觉筋疲力尽					
2.自从我干了这份工作后，就变得对人冷淡了					
3.我在工作中常会出现挫败感					
4.我不关心学生的心理感受					
5.我擅长辅导员工作					
6.我经常因为工作上的事感到焦虑、失眠					
7.我完成了很多有价值的工作					
8.我感到自己的感情已经在工作中耗尽了					
9.我对工作的热情不如以前					
10.我感到学生们会把自己的一些问题归咎于我					
11.我能有效解决学生带给我的各种问题					
12.我觉得我的工作对学生的生活有积极的影响					

《梧州职业学院商学院学生管理人员职业倦怠成因调查表》(请阅读以下题目, 1分为“是”, 0分为“否”根据自己的实际情况在相应空格栏内打“√”)

题目	是 (1分)	否 (0分)
1.我觉得我的工作对学生的生活产生了积极影响		
2.我感到自身的知识水平有限		
3.我认为辅导员工作没有发展前途		
4.我对未来很迷茫, 没有合理的规划		
5.我认为辅导员工作成绩是难以量化的		
6.除本职工作外, 我需要做很多额外的工作		
7.学校为辅导员提供的专业培训少		
8.我对自己的收入很满意		
9.我难以忍受外界对我工作的指责和质疑		
10.家人不理解我的工作		
11.我难以应对工作中需要扮演的各种角色		
12.我认为辅导员职称评定很困难		
13.学校制订的辅导员考核制度不够客观公正		
14.学生家长和社会对辅导员的期望太高		
15.其他(请具体写出)		

其他建议_____



Appendix B

Burnout Interview Outline

Burnout Interview Outline

This interview question is designed to understand the issue of burnout among student administrators in higher education. This survey is anonymous and the results will be used only for scientific research and will not bring you any negative impact. We kindly ask you to fill it out truthfully according to your actual situation.

1. What kind of problems do you think exist in this team among the student administrators in the College of Business of Wuzhou Vocational College, and do you get tired of this job from time to time?

2. What was the main reason you chose to be a Student management staff in the first place? If you had to choose again, would you still choose to be a Student management staff?

3. What do you think is the most stressful part of your job? What causes them? Can you improve these stresses yourself?

4. What are the main ways the school evaluates Student management staffs? Do you think it is reasonable?

5. How do you feel about your current work mindset (including work efficiency, work attitude, getting along with colleagues or students, etc.)?

6. What do you think are the main reasons for this state?

7. What measures do you think can be taken to improve the work motivation of Student management staffs?

8. What is your greatest wish for the Student management staff's work you are currently engaged in? Do you have any specific ideas and plans?

What is the solution to stop burn out?

10. Any recommendation?

访谈问卷

本访谈问题旨在了解高校学生管理人员的职业倦怠问题。本调查不记名，调查结果仅用于科学研究，不会给您带来任何负面影响。请您根据自己的实际情况如实填写。

1. 您觉得梧州职业学院商学院学生管理人员当中，这个队伍存在什么样的问题，你会时常厌倦了这份工作吗？

2. 您当初选择做辅导员，最主要原因是什么？如果让您重新选择，您还会选择当辅导员吗？

3. 您认为工作中遇到的最大压力是什么？是什么原因导致的？自己能改善这些压力吗？

4. 学校主要通过什么方式对辅导员进行评价？您认为合理吗？

5. 您觉得自己目前的工作心态(包括工作效率、工作态度、与同事或学生相处等方面)如何？

6. 您觉得导致这种状态的主要原因是什么？

7. 要提高辅导员的工作积极性，您认为可以采取哪些措施？

8. 就目前您所从事的辅导员工作而言，您最大的愿望是什么？有什么具体的设想和规划吗？

9. 有什么办法可以防止倦怠？

有什么建议吗？



Appendix C

Codebook

No.	Variable Name	Variable Label	Value No.	Value Label
1	Q1	Gender	1	Male
			2	Female
2	Q2	Age	1	24 years old
			2	24-35 years old
			3	36-45 years old
			4	46 years old and above
3	Q3	Education	1	Below Bachelor's Degree
			2	Bachelor's Degree
			3	Master's Degree
			4	Doctor's Degree
4	Q4	Marital Status	1	Unmarried
			2	Married
			3	Divorced
			4	N/A
5	Q5	Position	1	Unclassified
			2	Junior
			3	Intermediate
			4	Associate
			5	Senior
6	Q6	Years of working as a Student management staff	1	2 years and below
			2	3-5 years
			3	6-10 years
			4	11-15 years
			5	16 years and above
7	Q7	How much do you earn in salary?	1	below 3000 yuan
			2	3001-4000 yuan
			3	4001-6000 yuan
			4	6001-8000 yuan
			5	Above 8000 yuan
8	Q8	I feel exhausted at the end of each day at work	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds

No.	Variable Name	Variable Label	Value No.	Value Label
9	Q9	I have become cold to people since I started this job.	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
10	Q10	I often feel frustrated at work	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
11	Q11	I don't care about my students' feelings.	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
12	Q12	I am good at my job as a Student management staff	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
13	Q13	I am good at my job as a Student management staff	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
14	Q14	I accomplish a lot of valuable work	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds

No.	Variable Name	Variable Label	Value No.	Value Label
15	Q15	I am not as enthusiastic about my work as I used to be	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
16	Q16	I am not as enthusiastic about my work as I used to be	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
17	Q17	I feel that students blame me for some of their problems	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
18	Q18	I can effectively solve the problems that students bring to me	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
19	Q19	I feel that my work has a positive impact on students' lives	1	Tallying with
			2	Fairly consistent
			3	Generally consistent with
			4	Less likely
			5	Completely at odds
20	Q20	I feel that my work has a positive impact on students' lives	1	YES
			2	NO
21	Q21	I feel that my knowledge is limited.	1	YES
			2	NO
22	Q22	I think there is no future for Student management staff work.	1	YES
			2	NO

No.	Variable Name	Variable Label	Value No.	Value Label
23	Q23	I am confused about the future and have no reasonable plan.	1	YES
			2	NO
24	Q24	I think it is difficult to quantify the performance of Student management staffs' work.	1	YES
			2	NO
25	Q25	I need to do a lot of extra work in addition to my own job.	1	YES
			2	NO
26	Q26	The school provides little professional training for Student management staffs	1	YES
			2	NO
27	Q27	I am satisfied with my income	1	YES
			2	NO
28	Q28	I find it difficult to tolerate outside accusations and questions about my work	1	YES
			2	NO
29	Q29	My family does not understand my work	1	YES
			2	NO
30	Q30	I find it difficult to cope with the various roles I have to play in my job.	1	YES
			2	NO
31	Q31	I think it is difficult to evaluate the title of Student management staffs.	1	YES
			2	NO
32	Q32	The assessment system for Student management staffs is not objective and fair enough.	1	YES
			2	NO

No.	Variable Name	Variable Label	Value No.	Value Label
33	Q33	Students' parents and society expect too much from Student management staffs.	1	YES
			2	NO
34	Q34	Others (please be specific)	1	YES
			2	NO



CURRICULUM VITAE

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