

Student Management Staff Burnout In Business School at Wuzhou Vocational College, Guangxi, China*

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Abstract

The purposes of this research were 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 revealed that:

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.
3. The competency theory to find solution for burnout student is optimizing the performance appraisal system, optimizing the work mode, providing more training opportunities

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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

1. Introduction

With the rapid development of higher vocational education in China, counselors in higher vocational colleges and universities are shouldering more and more heavy responsibilities in education and management. Counselor work content, high work requirements, coupled with the special characteristics of higher vocational student groups, which puts forward higher requirements for the education and management of higher vocational counselors, but also more likely to lead to higher vocational counselor burnout. China's scholars Bai Xiaoling also found that 89.93% of Student Management Staffs have burnout to varying degrees (Bai, 2018, pp. 124-128).

In this study, the main problem is how should competency theory be used to improve the burnout of student managers in the School of Business of Wuzhou

Vocational College of Technology?.

Therefore, it is of great practical significance to study the problem of burnout of senior counselors and put forward countermeasure suggestions to improve the burnout of senior counselors on this basis for the counselors' own career development, the growth of the students as well as the development of higher vocational colleges and universities.

2. Research Objectives

1. To find out the problems of student managers in business school of Wuzhou Vocational College.

2. To find out the factors that lead to the burnout of student managers in Wuzhou Vocational College.

3. Apply competency theory to reduce the burnout of student managers in Wuzhou Vocational and Technical College.



3. Methods

This study utilizes the competency theory, the two-factor theory's related research review to identify the factors affecting the burnout of student managers in the business school of Wuzhou Vocational College, and constructs a conceptual framework so as to design the questionnaire and interview questions. The core idea is that we want all the ratings to be as close as possible to the positive ideal solution and away from the negative ideal solution. The range of its proximity is [1, 5], and the closer it is to 5, the closer the evaluation object is to the positive ideal solution, i.e., the optimal level.

This study used a mixed methods approach, starting with quantitative and qualitative methods. The research mainly includes literature analysis method and questionnaire survey method, and then qualitative research is used to clarify the specific nature and characteristics of things or research objects, and to excavate the essence of the content related to burnout. Quantitative methods mainly use questionnaire survey method survey questionnaire is the collection of online questionnaires for all the faculty and staff of Wuzhou Vocational College Business

School 100 people, and the use of Microsoft EXCEL, SPSS software to carry out the work of statistical analysis of the data, this study through the use of the spss program (Statistical Package for the Social Sciences), the questionnaire data received were collected and coded; qualitative The qualitative method was to select five counselors of Wuzhou Vocational College Business School to conduct in-depth interviews, design an interview outline, and supplement the results of the questionnaire survey on counselor burnout through open-ended interviews, allowing the interviewees to fill out the interview questionnaires, and citing specific cases to support their points of view.

4. Results

1. Interview content for answering question 1. According to the interview question 1 for answering the research question 1, the respondents gave the main reason for the problems of student managers in the business school of Wuzhou Vocational College is the unclear division of labor. The first interviewee said "Unclear division of labor, poor motivation and initiative." (Interviewed December 20, 2023). The second respondent said "because of the



irrational division of labor" (Interviewed December 20, 2023).

The third respondent stated "Unreasonable structure of the team, poor internal management mechanism, and lack of an environment where all staff are educated. Tired of it from time to time." (Interviewed December 20, 2023). The fourth respondent indicated that "Overloaded workload leads to increased stress. Student management practices need to be improved to better meet student needs. Poor team communication affects productivity." (Interviewed December 20, 2023).

The fifth respondent stated "There may be high turnover in the student management workforce due to the nature of the work and treatment, higher stress levels; uneven division of labor, resulting in confusion; and lower status in higher education, making it difficult to advance." (Interviewed December 20, 2023). Therefore, the majority of the respondents identified the uneven division of labor as the biggest problem contributing to burnout.

2. Survey on Burnout Factors of Student Administrators in Business School of Wuzhou Vocational College.

Table 1 Questionnaire on the current status of burnout among student administrators at Wuzhou Vocational College Business School (Sample size = 100)

Question	Percentage of compliance				
	Tallying with (1 point)	Fairly consistent (2 point)	Generally consistent with (3 point)	Less likely (4 point)	Completely at odds (5 point)
1. I feel exhausted at the end of each day at work	15%	25%	25%	25%	10%
2. I have become cold to people since I started this job.	15%	15%	15%	35%	20%
3. I often feel frustrated at work	25%	25%	25%	15%	10%



Question	Percentage of compliance				
	Tallying with (1 point)	Fairly consistent (2 point)	Generally consistent with (3 point)	Less likely (4 point)	Completely at odds (5 point)
4. I don't care about my students' feelings.	15%	25%	25%	15%	20%
5. I am good at my job as a counselor	13%	25%	27%	25%	10%
6. I often feel anxious and lose sleep because of work-related matters	18%	24%	21%	25%	12%
7. I accomplish a lot of valuable work	8%	21%	36%	22%	13%
8. I feel emotionally drained from my work	5%	27%	18%	32%	18%
9. I am not as enthusiastic about my work as I used to be	6%	34%	25%	25%	10%
10. I feel that students blame me for some of their problems	15%	25%	25%	25%	10%
11. I can effectively solve the problems that students bring to me	17%	23%	25%	25%	10%
12. I feel that my work has a positive impact on students' lives	8%	32%	25%	25%	10%



Based on Table 1 and in conjunction with interview questions 2, 3, 4, 5, and 6, research question 2 was answered, of which the following are some of the interviews: One of the interviewees answered the question by saying.

"Mainly job stress, repetitive tasks, poor pay scale, and burnout period." (Interviewed December 20, 2023) Additionally, a second interviewee said in response to the question.

"A lot of work, especially urgent tasks, a lot of 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)" (Interviewed December 20, 2023).

Therefore, it is concluded that the burnout factors of the student management team in Wuzhou Vocational College are weakened sense of service, lack of understanding of the work by students, high work pressure, complicated work, difficulty in promotion, unreasonable assessment system, and diminished enthusiasm for work.

3. Using competency theory to reduce burnout among student administrators in the College of Business at Wuzhou Vocational and Technical College.

Table 2 Survey on the Causes of Burnout among Student Managers in Business School of Wuzhou Vocational College (Sample size = 100)

Question	YES (1分)	NO (0分)
1. I feel that my work has a positive impact on the lives of students	53%	47%
2. I feel my knowledge is limited	42%	58%
3. I think there is no future for counselor work	33%	67%
4. I am confused about the future and do not have a reasonable plan	53%	47%
5. I think it is difficult to quantify the performance of counselor's work	54%	46%
6. I need to do a lot of extra work in addition to my own job.	61%	39%



Question	YES (1分)	NO (0分)
7. The school provides little professional training for counselors	23%	77%
8. I am satisfied with my income	63%	37%
9. I find it difficult to tolerate outside accusations and questions about my work	54%	46%
10. My family does not understand my work	51%	49%
11. I have difficulty in coping with the various roles I need to play at work	43%	57%
12. I think it is difficult to evaluate the title of counselor.	45%	55%
13. The school's counselor evaluation system is not objective and fair enough.	33%	67%
14. Students' parents and society expect too much from counselors.	63%	37%
15. Others (please be specific)	33%	67%

Based on Table 2 and interview questions 7, 8, 9, and 10, research question 3 was answered, of which the following are some of the interviews: One of the interviewees answered the question by saying.

"The biggest wish would like to optimize the work pattern, reduce work babysitting , and reduce work stress. It is specifically envisioned that counselors can 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).

In addition, the second respondent said in response to the question "Implementing incentives and regular training." (Interviewed December 20, 2023).

At the same time, we compared with other higher vocational faculties in Guangxi, and other universities have adopted a variety of effective approaches to solving counsellor burnout. These approaches cover a variety of aspects such as optimising the working environment, strengthening



training and career development, reinforcing psychological support and team building, as well as improving the incentive mechanism and evaluation system. The implementation of these measures helps to enhance the job satisfaction and happiness of counsellors, thus effectively alleviating the problem of burnout.

Therefore, it is concluded that most of the respondents believe 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 provide more training opportunities in the school.

5. Discussion

Xu Yanhong (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 Yanhong, 2009). in the same way with result from The respondents answered such as "The biggest wish is to optimize the working

mode, reduce nannyng, 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, Xingyu, and An, Shining (2016, pp. 80-82) 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, 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 Jianrong (2020, pp. 184-290) 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 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 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, 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 Yongzhi (2012, pp. 124-126) 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 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.

6. Suggestions

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.

7. Knowledge Assets

The author of this paper, the author's colleagues and the work unit as a specific



research object, through questionnaires and interviews to collect information, to facilitate the author to obtain a large number of first-hand information, in-depth analysis, so that the content of the study is more real and more credible. At the same time, this paper will combine the competency theory and two-factor theory to discuss the problem of college counselor burnout in depth. By integrating these theories into the burnout coping skills of college counselors, taking the team building theory of ideological

and political education as the general framework, and combining the competency model theory of management and the two-factor theory, the author proposes that the burnout of college counselors can be overcome through the three aspects of social acceptance, organizational support of the school, and self-improvement of the college student management personnel. This paper can help expand the use of these theories and also enhance the scientific nature of this study.

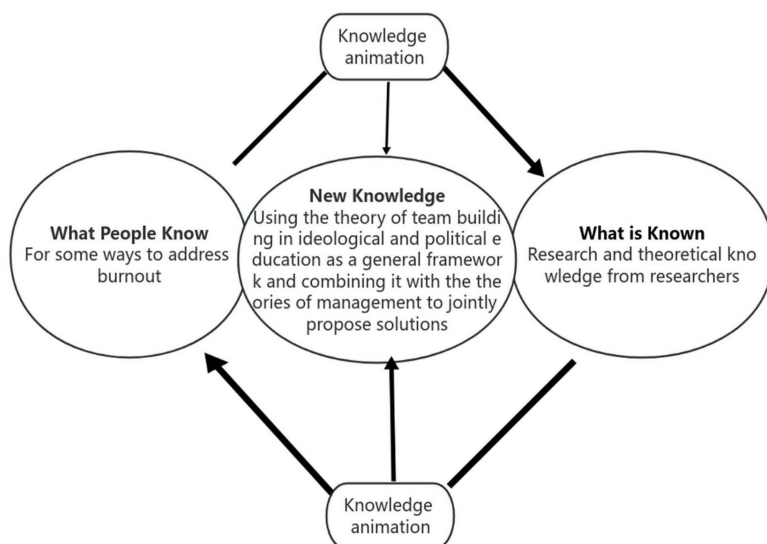


Figure 1 New knowledge

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