

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

ECONOMICS AND MANAGEMENT FACULTY

Public management and administration Department

QUALIFICATION WORK

Education Degree - Master

on: Management on socio-psychological aspects of professional
adaptation of an administrative employee

Completed: student of
073 «Management» (EP «Administrative Management»)

LIU SHAOHUA

Supervisor

Olena Slavkova
PhD, Associate Professor

Reviewer

Habib Usman Abraham
Master of Administrative management

Sumy - 2024

SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty Economics and Management
Department Public management and administration

Education degree «Master»
Field of Study 073 «Management» (EP «Administrative Management»)

Approved:

Head of
 Department
 «_____» _____ 20 ____ y.

TASK

on qualification work for student

LIU SHAOHUA

1. Theme of Management on socio-psychological aspects of professional adaptation of an administrative employee (Yantai Nanshan University) Qualification work:

Supervisor Olena Slavkova , Dr., Professor

approved by the university from _____

2. Deadline for student completed project (work)

September, _____ 2024

3. Background to the project (work):

educational methodical manuals, monographs, textbooks on the subject of research, scientific publications, economic and financial statements for the period of 2021-2023

4. Contents of settlement and explanatory notes (the list of issues to develop):

1. Definition of the main concept and the corresponding theoretical base

2. Conducting an analysis of survey data on professional burnout of administrative staff at

Nanshan University, Yantai, Shandong

3. Summarize the results of the survey

4. Develop measures to improve management of social and psychological adaptation of management personnel

5. Develop measures to mitigate management actions at the individual level

6. Develop measures to mitigate management actions at the university level

7. Develop measures to mitigate administrative actions at the social level

5. Date of assignment: _____

CALENDAR PLAN

№	Title the stages of the degree project (work)	Date of performance project stages	Note
1	Definition and approval of the thesis, preparation of the plan - schedule of work	August 2023 p.	done
2	Selection and analysis of literary sources, the preparation of the first theoretical chapter	October - November 2023 p.	done
3	Preparation and presentation of draft of the first chapter of the thesis	January – February 2024 p.	done
4	Collection and processing of factual material, synthesis analysis of application issues in the enterprise	March – May 2024 p.	done
5	Making the theoretical part of the thesis, summarizing the analytical part	June 2024 p.	done
6	Design options improve the research problem	25-31 July 2024 p.	done
7	Completion of the project part of the thesis, design chapters	до 09 August 2024 p.	done
8	Previous work and its defense review	01-09 August 2024 p.	done
9	Checking the authenticity of the thesis	23 August 2024 p.	done
10	Deadline for student completed the thesis	05 September 2024 p.	done
11	Defense of the thesis	11 September 2024 p.	done

Student

(signature)

LIU SHAOHUA

Supervisor of science work

(signature)

Olena Slavkova

Authentication performed

(signature)

*Nadiia Baranik*Checking the authenticity conducted.
Thesis allowed to defense

(signature)

Svitlana Lukash

Abstract

LIU SHAOHUA. Management on socio-psychological aspects of professional adaptation of an administrative employee

Master's thesis in the specialty 073 «Management», EP «Administrative Management» SNAU, Sumy-2024 - Manuscript.

With the advancement of a new round of reforms, the role of administrative management personnel in university governance is becoming increasingly important. However, the concept of "emphasis on teaching, neglecting management" is not conducive to inspiring enthusiasm among administrative management personnel and easily leads to a high incidence of professional burnout. Therefore, it is urgent to explore the professional burnout of administrative management personnel in universities, deeply understand the causes and occurrence of professional burnout, and then find reasonable solutions.

Based on a review of the literature on professional burnout, this paper conducted interviews with administrative personnel from the Quality Management Department, Finance Department, and Logistics Department of Yantai Nanshan University in Shandong, China. A classic professional burnout scale was used for questionnaire surveys, and data analysis was conducted using SPSS 24.0, a specialized statistical analysis tool. It was found that the professional burnout of administrative management personnel at the university involves three dimensions: emotional exhaustion, depersonalization, and low personal accomplishment.

In terms of the causes of professional burnout, work pressure, work environment, development opportunities, salary and benefits, and job-person fit directly affect the professional burnout of management personnel. The study suggests that management programs should be humanized and diversified, intervening in human resource management at the organizational level while respecting the diversity of reasons for professional burnout among employees. At the same time, suitable adjustments should be made to the management methods and strategies of Yantai Nanshan University, focusing on improving management efficiency, creating a good working environment, clarifying development channels, implementing fair remuneration, ensuring job-person fit, and conducting comprehensive evaluations to provide support for innovative development in university management.

In addition, for the individual differences among employees, it is necessary to create a caring mechanism that is humanized and assist management personnel in balancing their work and family relationships, thus eliminating the influence of personal reasons on professional burnout. This not only provides practical references for building a high-quality and scientifically equipped team of university management talents but also improves the professional burnout phenomenon among administrative management personnel at Yantai Nanshan University, thereby enhancing the overall management efficiency of the university.

Keyword: Yantai Nanshan University, administrative personnel, job burnout

Анотація

ЛЮЙ ШАОХУА. Управління соціально-психологічними аспектами професійної адаптації адміністративних працівників

Кваліфікаційна робота за спеціальністю 073 «Менеджмент», ОП «Адміністративний менеджмент» СНАУ, Суми-2024 - Рукопис.

Реформування в різних галузях свідчить про зростання ролі адміністративно-управлінського персоналу в управлінні університетом і з часом воно стає все більш важливим. Однак концепція «акцент на викладанні, нехтування менеджментом» не сприяє викликанню роботи з ентузіазмом серед адміністративно-управлінського персоналу та легко призводить до високої частоти професійного вигорання. На основі огляду літератури про професійне вигорання в кваліфікаційній роботі були проведені інтерв'ю з адміністративним персоналом відділу управління якістю, фінансового відділу та відділу логістики Університету Яньтай Наньшань у Шаньдуні, Китай. Для анкетування використовувалася класична шкала професійного вигорання, а аналіз даних проводився за допомогою SPSS 24.0, спеціалізованого інструменту статистичного аналізу. Встановлено, що професійне вигорання адміністративно-управлінського персоналу вищого навчального закладу включає три виміри: емоційне виснаження, деперсоналізацію та низьку особистісну самооцінку.

На професійне вигорання управлінського персоналу безпосередньо впливають робочий тиск, робоче середовище, можливості розвитку, заробітна плата та винагороди, а також відповідність працівника роботі. Дослідження показує, що програми управління мають бути гуманізованими та диверсифікованими, втручаючись в управління людськими ресурсами на рівні організації, поважаючи різноманітність причин професійного вигорання серед працівників. У той же час слід внести відповідні корективи в методи управління та стратегії Університету зосередившись на підвищенні ефективності управління, створенні сприятливого робочого середовища, прояснюючи канали розвитку, впроваджуючи справедливу винагороду, забезпечуючи відповідність посадовця та проведення комплексного оцінювання для підтримки інноваційного розвитку в управлінні університетом.

Крім того, для індивідуальних відмінностей між працівниками необхідно створити гуманізований механізм піклування, який допоможе керівному персоналу збалансувати роботу та сімейні стосунки. Це не лише надасть практичні рекомендації для створення високоякісної та науково підготовленої команди талантів університетського менеджменту, але й покращить ситуацію з феноменом професійного вигорання серед адміністративного управлінського персоналу, тим самим підвищуючи загальну ефективність управління університетом.

Ключові слова: Яньтай Наньшань у Шаньдуні, адміністративний персонал, професійне вигорання

CONTENTS

INTRODUCTION	7
CHAPTER 1 THEORETICAL BASES OF MANAGEMENT OF SOCIAL AND PSYCHOLOGICAL ASPECTS OF PROFESSIONAL ADAPTATION OF ADMINISTRATIVE	11
CHAPTER 2 STATISTICS AND ANALYSIS OF JOB BURNOUT SURVEY DATA OF ADMINISTRATIVE STAFF IN NANSHAN UNIVERSITY, YANTAI, SHANDONG	19
2.1 Survey design on job burnout	19
2.2 Analysis of job burnout survey results	26
CHAPTER 3 DEVELOPMENT OF PROPOSALS FOR MANAGEMENT OF SOCIO-PSYCHOLOGICAL ASPECTS OF PROFESSIONAL ADAPTATION OF ADMINISTRATIVE WORKERS	37
3.1 Mitigation measures at the individual level	37
3.2 Mitigation measures at the school level	42
3.3 Mitigation measures at the social level	48
3.4 Government departments should take measures to deal with the job burnout of university administrators	50
CONCLUSION	54
REFERENCES	57
APPENDIX	63

INTRODUCTION

Actuality of theme. Despite the rapid development in science and technology and the outstanding achievements in the education industry, many universities, especially private ones, are facing issues such as low management efficiency, wastage of human resources, and operational inefficiency. Administrative management is a crucial component of modern university management systems, which has evolved from a single management approach to a comprehensive and systematic one. Additionally, the expectations from the government and the industry towards administrative personnel in universities have increased, leading to higher responsibilities, increased pressure, and a rise in occupational burnout. Furthermore, the prevailing notion in various types of universities in China is to prioritize teaching over management, resulting in a growing disparity between teaching and administrative work. Administrative personnel typically have a broader scope of work, greater responsibilities, and higher risks, which can easily lead to employee burnout.

Moreover, the policies and welfare benefits in schools tend to favor teaching staff, neglecting the issue of motivation and protection for administrative positions. This can adversely affect the mental and physical well-being of administrative personnel, resulting in low work enthusiasm and making them more prone to occupational burnout. The work fatigue and emotional exhaustion among administrative personnel not only disrupt internal coordination within the school but also have an impact on building colleague relationships, leading to a "vicious cycle" in the school's management system and talent development. Yantai Nanshan University, as a typical private university, faces the same phenomenon of prioritizing teaching over management, severely impacting the efficiency and well-being of administrative personnel. At the same time, the issue of work burnout among administrative personnel at Yantai Nanshan University is becoming increasingly prominent, manifesting in a negative work attitude. Additionally, the varying qualities of administrative personnel and serious wastage of human resources in Yantai

Nanshan University result in low efficiency in administrative management.

The purpose and objectives of the master's work. The purpose of the work is to develop proposals for management of social and psychological aspects of professional adaptation of administrative personnel.

There are tasks for qualification work:

1. Definition of the main concept and the corresponding theoretical base
2. Conducting an analysis of survey data on professional burnout of administrative staff at Nanshan University, Yantai, Shandong
3. Summarize the results of the survey
4. Develop measures to improve management of social and psychological adaptation of management personnel
5. Develop measures to mitigate management actions at the individual level
6. Develop measures to mitigate management actions at the university level
7. Develop measures to mitigate administrative actions at the social level

The author's research mainly includes parts: Theoretical Significance. Currently, research on professional burnout mainly focuses on civil servants, teachers, and doctors, and there is a lack of research on administrative management personnel in universities. Therefore, this paper expands the types of research objects in the study of professional burnout. Secondly, this paper uses relevant theories such as dual-factor theory and Maslow's hierarchy of needs as guidance, and selects Yantai Nanshan University with outstanding characteristics and typical representativeness for research. Through an objective and rational approach, the study explores the professional burnout issues in administrative management work in universities, deeply analyzes the current situation and causes of professional burnout among administrative personnel, and proposes a series of targeted and feasible solutions to prevent and solve the problem of professional burnout among administrative management personnel in universities. Therefore, this study provides theoretical reference value for the future construction of a high-quality and scientifically equipped team of university management talents.

The object of the study is the management of social and psychological aspects

of professional adaptation of administrative personnel.

The subject of the study is the activity of the university in the context of management of social and psychological aspects of professional adaptation of administrative personnel.

The practical significance. In the current context of school management and market competition, the issue of professional burnout among administrative management personnel at Yantai Nanshan University is closely related to the efficiency of human resource management. This paper will conduct comprehensive and scientific research on the professional burnout situation in the administrative management department of Yantai Nanshan University to clarify the current status of professional burnout. At the same time, it will investigate the influencing factors of professional burnout among administrative personnel at Nanshan University, including individual attributes, work pressure, development opportunities, salary and benefits, etc. The aim is to make appropriate adjustments to the human resource management methods and strategies at Yantai Nanshan University, facilitate innovative development in university management, and ultimately enhance the school's competitiveness.

The information base of the research is scientific works and leading foreign experts on the chosen subject, data from official reports of the enterprise, available statistical information.

The significance of this research is to deeply study the significance of this study is to deeply study the management of social and psychological aspects of professional adaptation of administrative personnel.

List of publication:

1. Liu Shaohua Analysis of mental health problems of civil servants.
Стратегічні пріоритети розвитку бухгалтерського обліку, аудиту та оподаткування в умовах глобалізації : матеріали II Міжнародної науковопрактичної конференції (м. Суми, 16 листопада 2023 р.) / за ред. проф. Назаренка О.В. Суми: ШНАУ, 2023. С.266-269.

2. Liu Shaohua Social-psychological aspects of personnel management.
Молодіжна наука у контексті суспільно-економічного розвитку країни: збірник тез доповідей учасників VII учнівсько-студентської конференції / за ред. Сукач О.М. Черкаси, 7 грудня 2023 р. Черкаси: Східноєвропейський університет імені Рауфа Аблязова, 2023.С.280-281.

Thesis consists of an introduction, three chapters, list of references that includes 52 publications, applications, 12 tables, 2 figures. Full volume of 69 pages, of which the main text - 60 p.

CHAPTER 1

THEORETICAL BASES OF MANAGEMENT OF SOCIAL AND PSYCHOLOGICAL ASPECTS OF PROFESSIONAL ADAPTATION OF ADMINISTRATIVE

There are many theories and definitions of professional burnout in academia, which is due to early researchers choosing different aspects and focuses based on their expertise. In order to better explore the causes of professional burnout from multiple perspectives, scholars have established quantitative models from an empirical perspective, and clarifying the relevant concepts and theories is the basis for further elaboration and exploration of professional burnout.

Administrative management personnel are professional talents who possess knowledge in various disciplines such as administration, management, and politics. They work in party and government agencies, enterprises and institutions, and social organizations, engaging in management and research work. Administrative management personnel at Yantai Nanshan University are divided into five categories: full-time teachers, full-time counselors, administrative staff, educational support staff, and general staff. The administrative management personnel are the core force in the university's administrative management work, responsible for tasks related to teaching, research, students, party and government affairs, and finance. Specific job responsibilities include institution and system building, human resource management, and more, with a focus on serving teachers and students.

At Yantai Nanshan University, the specific job responsibilities may vary based on the different positions within the administrative staff. However, overall, the work has the following characteristics: First, the workload is large and complex, requiring the administrative management personnel to have patience, attention to detail, and invest a significant amount of time and effort. Second, the work needs to strictly adhere to the university's regulations and procedures, which are relatively fixed.

Administrative management personnel at Nanshan University serve as "researchers," "promoters," and "service providers" within the university, supporting the decision-making process of the university's leadership by providing high-level and high-quality data and materials.

Compared to enterprises, there are significant differences in the setting and performance evaluation of administrative management personnel at Yantai Nanshan University. Due to the limitations of the university's scale and personnel salary and performance, there are relatively fewer administrative management personnel, resulting in a common situation of one person taking on multiple responsibilities or roles. Additionally, universities are places with a high concentration of intellectuals and talents. Therefore, administrative management personnel at Yantai Nanshan University have a higher educational background, active thinking, higher expectations for their work, and higher requirements from the society and the university for their management capabilities and overall competencies.

Burnout mainly refers to the physical and psychological exhaustion, as well as feelings of cynicism and negativity, that individuals experience due to work-related factors or the work environment.

Table 1.1 - Factors that determine the professional health of the economic sphere specialist

No	Factors	Essence	The position of the individual
1	Emotional	various emotional stressors affecting occupational health	the ability of a person to withstand stress, to express their emotions and to manage them, to adequately assess the emotions of others, which characterizes its emotional stability
2	Cognitive	knowledge about occupational health, about the main factors that strengthen and damage health, about its role in	life human ability to make adequate decisions, identify the most important, find missing information, ability to think, stability and concentration of attention, critical thinking, professional memory, professional observation, speed of decision making, their volume and correctness, ability to think promptly and positively
3	Behavioural	choosing a specific strategy for dealing with a stressful situation	the ability to quickly adapt to the demands of the situation by mastering, mitigating or weakening those requirements

Source: [8]

This prolonged emotional and physical fatigue and discomfort, without effective relief, eventually leads to the feeling of burnout.

According to relevant theories, burnout can be divided into three dimensions. Firstly, the dimension of emotional exhaustion is the core and most characteristic aspect of burnout. When experiencing burnout, emotional exhaustion is usually the most evident dimension. Individuals often mention feelings of emotional depletion and an inability to engage in their work, even displaying negative emotions such as opposition and antagonism. The dimension of emotional exhaustion aptly describes the state of individuals feeling fatigued, lacking motivation, and experiencing psychological tension and anxiety due to excessive work pressure.

Secondly, the dimension of depersonalization refers to individuals adopting a indifferent attitude towards all aspects of work, such as displaying passivity in interpersonal relationships. When individuals are dissatisfied with their work, they may exhibit indifference and distance, creating cognitive distance. The characteristic of this dimension is the negative interaction with others, leading to a deterioration in interpersonal relationships.

Lastly, the dimension of reduced personal accomplishment manifests as individuals lacking confidence in their own abilities at work, often referred to as low self-efficacy. This directly affects their emotions and work performance. The basic manifestation of this dimension is a loss of confidence in one's own performance, perceiving their work as meaningless. Consequently, they display negativity at work, experience reduced work efficiency, and struggle to obtain a sense of accomplishment from their work.

The three-dimensional theory of occupational burnout was proposed by Christina Maslach and others. With the progress of society and the development of the tertiary industry, people's attention to this type of profession has rapidly increased, and the standards for this type of profession are also getting higher and higher. This requires more energy to be injected into work in order to meet social requirements. As a result, work pressure increases, and occupational burnout becomes

more serious among these professionals. Examples of typical professions include the service industry and education.



Figure 1.1 - The conceptual framework of theoretical considerations between work flexibility, job satisfaction, and job performance

Source: [5]

In this theory, Maslach believes that occupational burnout is mainly manifested in three aspects: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to individuals feeling exhausted both physically and mentally. For example, feeling spiritually weak, low work motivation, depressive mood, and loss of work enthusiasm. This part is the core manifestation of occupational burnout. Depersonalization is the negative emotion of professionals towards their service objects, feeling bored and negative towards repetitive work content, unwilling to engage in emotional communication, and completely losing

creativity in work. This state can be understood as a self-defense and protection brought about by tense interpersonal relationships. Therefore, occupational burnout on this dimension needs to pay more attention to interpersonal relationship issues. Reduced personal accomplishment is mainly manifested in the inability to gain a sense of accomplishment from work. This situation comes from the individual's lack of recognition for their work, feeling that the work is simple, highly repetitive, and lacks challenges. They may also feel that the work is of little significance and lacks value.

The three-dimensional theory is widely recognized in academia as the most accepted theory when studying burnout. Many scholars have expanded their research on burnout based on this theory. Building upon the three-dimensional theory model, researchers have developed a measurement tool for burnout called the Maslach Burnout Inventory (MBI), which measures the degree of burnout. The MBI has been adapted and revised according to the characteristics of different industries. Currently, there are three versions: MBI-HSS (Human Services Survey) for professionals in the service industry, MBI-ES (Educators Survey) for professionals in the education industry, and MBI-GS (General Survey), a general version based on the previous two versions. In this study, the MBI-GS, a universally applicable version of the burnout measurement tool, was used. However, it was optimized based on the characteristics of the respondents to effectively link the three-dimensional theory model to the actual burnout situation of administrative staff at the H Party School. Generally, burnout among educational administrators mainly stems from high work pressure, lack of a sense of achievement, and a perceived lack of fairness in their work. The three-dimensional theory model provides a theoretical foundation for analyzing burnout among administrative staff at the Party School.

The two-factor theory, more precisely known as the "motivation-hygiene theory," was proposed by the eminent American scholar Frederick Herzberg. Initially, Herzberg simply divided occupational burnout into two levels, namely satisfaction and dissatisfaction, and then designed a series of questions to differentiate between

satisfaction and dissatisfaction. For example, "Which aspects of your work do you find satisfying?", "Which aspects of your work do you find dissatisfying?", "Why?" and so on. Through the analysis of respondents' answers, he found that factors that lead to employee satisfaction come from different aspects than factors that lead to dissatisfaction. Factors that most often lead to satisfaction are often related to the content of the work, which Herzberg referred to as motivators in this theory. On the other hand, factors that lead to dissatisfaction are often unrelated to the work itself, but rather to factors in the work environment, which are referred to as hygiene factors in this theory.

Improvements in hygiene factors can only have a "hygiene" effect on employees. In other words, once someone becomes ill, these hygiene factors cannot provide effective treatment. However, they can play a role in "preventing illness and promoting health" before someone becomes ill. In a work environment, factors such as company policies, performance evaluation systems, hardware conditions, compensation and benefits, and interpersonal relationships all fall under hygiene factors. When these aspects fail to meet employees' expectations, it leads to feelings of dissatisfaction. Conversely, when these aspects are well-implemented, they only prevent employees from feeling dissatisfied, but do not necessarily promote a positive work attitude. This is the reason why we often encounter a neutral attitude of indifference, where individuals neither feel satisfied nor dissatisfied. To foster a positive and proactive attitude towards work, motivating factors, such as the nature of the job, career advancement opportunities, and growth prospects, which are closely related to the work itself, need to be considered. The role of motivating factors is that they can sustain employees' long-term enthusiasm for their work and provide positive feedback. Similar to the negative impact of hygiene factors, motivating factors only produce positive effects. If these aspects are met, employees will feel satisfied, but they will not experience feelings of dissatisfaction if they are not met. This theory emphasizes that only when hygiene factors and motivating factors work together can job satisfaction be enhanced and dissatisfaction eliminated, thereby achieving the

desired outcomes for managers.

The expectancy theory was proposed by American psychologist Victor H. Vroom. This theory suggests that the effectiveness of motivation is determined by two factors: valence, which refers to our evaluation of the value of the motivational outcome, and expectancy, which is our expectation of achieving the motivation. Both factors have an equal and positive impact on motivation. This can be quantified in the formula: $\text{Motivation} = \text{Expectancy} \times \text{Valence}$ ($M = V \times E$).

Breaking down this formula, positive motivational force mainly refers to mobilizing initiative, realizing one's potential and abilities, and pursuing personal desires. Expectancy refers to an individual's prediction and mastery of their own abilities, as well as the certainty of their goals, while efficacy refers to an individual's performance, expectations, and efforts made to realize their own value. This formula indicates that an individual's level of motivation is determined by their expectancy and efficacy. The higher an individual's expectancy and understanding of the goal, the more motivated they will be to perform better in their work. This theory suggests that an individual's motivation is closely related to their understanding of their own intrinsic value and professional goals. Therefore, according to the expectancy theory, Shandong Yantai Nanshan University should provide positive guidance to administrative staff based on individual motivation and expected goals.

Ecological framework, represented by Carrol J. and White W., emphasizes that the factors influencing occupational burnout are not isolated. This theory requires that when studying the issue of occupational burnout among grassroots administrative managers, one cannot start solely from the perspective of a single factor or environment. Instead, it is necessary to place grassroots administrative managers in the context of the university environment and study the causes and mitigation strategies from the dynamic perspective of the interaction between grassroots administrative managers and the university.

In simpler terms, to explain the issue of occupational burnout among grassroots administrative managers from an ecological framework, it is necessary to explore the

mutual influence and interaction between the individual factors of administrative personnel and the school environment. From an ecological perspective, the combined effects of individual and environmental factors lead to occupational burnout among grassroots administrative managers, and this condition does not diminish with increasing age or years of work experience.

The main factors influencing occupational burnout among grassroots administrative managers include two aspects: personal factors and environmental factors. Personal factors include physical and mental health etc. Environmental factors include the learning environment, work environment, and so on.

CHAPTER 2

STATISTICS AND ANALYSIS OF JOB BURNOUT SURVEY DATA OF ADMINISTRATIVE STAFF IN NANSHAN UNIVERSITY, YANTAI, SHANDONG

2.1 Survey design on job burnout

Based on the study of relevant literature, this chapter combs through the current situation and causes of occupational burnout among grassroots administrative managers in universities. In addition, the author conducted interviews with 30 administrative managers from Yantai Nanshan University, including 10 department heads of functional departments (Academic Affairs Office, Personnel Office, Student Affairs Office, General Administration Office, etc.) and some deans of second-level colleges, as well as 20 grassroots administrative managers.

Through interviews with some department heads and deans of second-level colleges, it was found that some grassroots administrative managers have a negative work mood and low enthusiasm. They often adopt a mindset of "work is just work," and the phrase "do as much as you pay" has become a common saying among some grassroots administrative managers. Department heads regularly express dissatisfaction with the work status and efficiency of grassroots administrative managers within their department/college. The heads of the Academic Affairs Office and Personnel Office mentioned that the low-efficiency work status of some grassroots administrative managers has seriously affected the overall work performance within their department and they hope to resolve this issue as soon as possible.

Through interviews with the selected 20 grassroots administrative managers, it was found that some of them have experienced serious occupational burnout. They often feel that their work enthusiasm is low and lack the same work passion they had

when they first started their careers. During the interviews, they mentioned statements such as "I always feel busy every day, but when I review my work at night, I don't know what I was busy with", "I often feel lost in terms of personal career development in the college", "After work, I often feel blank and don't know what to do in the evening", "I often feel a lack of work passion in my daily work", "Sometimes I don't have high expectations for my work", "I often feel that my work performance is not high and lack a sense of accomplishment."

The preliminary conclusion drawn from these interviews is that there is a serious occupational burnout phenomenon among grassroots administrative managers at Yantai Nanshan University. This phenomenon has significantly affected the normal operation of some administrative work, and the university leadership attaches great importance to it, hoping to alleviate this situation as soon as possible.

Some department heads and deans of second-level colleges mentioned the factors that contribute to occupational burnout. Due to the limited positions in colleges and the characteristics of administrative work, individual work abilities and efficiency, some administrative staff often have overtime situations. Sometimes, when faced with urgent work, leaders may directly assign those who are capable and competent for the job, regardless of their job responsibilities, which can lead to the situation of "the capable work harder while the incompetent are idle". Some grassroots administrative managers have weaker resilience and tend to lose their composure when encountering setbacks, and their psychological endurance needs to be strengthened.

In terms of promotion of professional titles and job positions, some department heads of the Academic Affairs Office, Personnel Office, and some deans of second-level colleges mentioned that it is much more difficult for grassroots administrative managers compared to teachers with the same length of service. Regarding the implementation of performance assessments, all administrative managers follow the same assessment indicators, without considering the differences in job contents across departments and positions. Additionally, in terms of training and development,

higher-level departments and schools tend to prioritize full-time teachers, followed by counselors, and then administrative personnel, which may lead to a situation where grassroots administrative personnel are "overused and underdeveloped". In terms of salary, full-time teachers may earn higher incomes than administrative staff with the same length of service and professional titles.

Some grassroots administrative staff mentioned the factors contributing to occupational burnout. They often feel that the work atmosphere and interpersonal relationships are tense. The promotion policy for professional titles in the university is more difficult for administrative staff, and their promotion opportunities are limited by their positions. The salary standards are lower than those of full-time teachers with the same length of service. Furthermore, five of the grassroots administrative personnel mentioned that they feel their job positions and responsibilities are not recognized by the university leadership or society.

The preliminary analysis of the interview results reveals that the factors causing occupational burnout mainly come from three levels: individual, university, and societal. At the individual level, factors include individual capabilities for the job, work pressure, psychological endurance and coping abilities, and interpersonal relationship management skills. Factors at the university level primarily involve policy development and implementation, such as the promotion of professional titles and the allocation of salary and benefits that tend to favor full-time teachers, while the career advancement opportunities for grassroots administrative personnel are limited. Factors at the societal level include the clarity of public understanding of administrative personnel in universities.

Based on the above interview results and the actual situation at Yantai Nanshan University, this study will proceed with the design and implementation of a survey questionnaire.

Yantai Nanshan University has 328 administrative personnel at or below the section level. The distribution of gender, age, position level, educational background, professional title and working years is shown in Table 2.1:

Table 2.1 - Basic information form of administrative staff in Yantai Nanshan University

	Basic Information	Number of persons
Gender	Boys	141
	girls	187
Age	Under 30 years old	145
	31-40	27
	41-50	45
	50-	11
Level of position	Subject level	75
	Deputy section level	116
	Staff member level	37
Education background	Doctoral candidate	56
	Master's Degree	257
	Undergraduate degree	15
Professional title	Advanced level	43
	Intermediate level	142
	Primary and below	14
Length of service	0-5 years	156
	6-10 years	103
	11-15years	56
	Over 16 years	13

Source: own research

According to Table 2.1, in terms of gender structure, the number of female administrative staff at Yantai Nanshan University is higher than that of males, accounting for 55.3%. In terms of educational background, the majority have obtained a master's degree or above, accounting for a high proportion of 95.43%. In terms of age structure, the majority are young people under the age of 40, accounting for 82.93%. In terms of administrative level, the majority of administrative staff are at the deputy division level and below, totaling 253 people and accounting for 77.13%.

The author randomly selected 250 out of 328 grassroots administrative staff (approximately 80% of the total) and conducted a survey using questionnaires to investigate the current status of occupational burnout among administrative staff. The survey aims to uncover the possible causes of occupational burnout from the individual, university, and societal levels, and to examine the impact of related factors on the level of occupational burnout.

The questionnaire design for this study consists of three parts. Part one focuses on the basic information of the participants. Six variables are included in the

questionnaire: gender, age, rank, education level, professional title, and years of work experience. This section aims to understand the relationship between the participants' basic information and the level of occupational burnout.

Part two involves the design of the occupational burnout scale. To ensure the rationality and effectiveness of the questionnaire design, a revised version of the widely used MBI Occupational Burnout Scale in occupational burnout research was referenced. The questionnaire measures occupational burnout using the three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. There are a total of 15 questions in this section. Questions 1-5 inquire about emotional exhaustion, questions 6-9 focus on depersonalization, and questions 10-15 explore reduced personal accomplishment. The Likert 5-point scoring method is employed, with respondents ranking the frequency of each item on a scale from 1 to 5, indicating "never, rarely, occasionally, frequently, and every day." A higher score indicates a higher level of occupational burnout, while a lower score indicates a lower level of burnout. Based on the scoring results, the level of occupational burnout is classified into four categories: $1 \leq \text{average score} < 2$, indicating no burnout; $2 \leq \text{average score} < 3$, indicating mild burnout; $3 \leq \text{average score} < 4$, indicating moderate burnout; and $4 \leq \text{average score} < 5$, indicating severe burnout. The average score is rounded to two decimal places.

Part three involves the design of the occupational burnout influencing factors scale. Based on the interviews, discussions with colleagues, supervisors, and mentors at Yantai Nanshan University, as well as personal experience working for five years in an administrative position at the university, the researcher designed questions to assess the potential factors that may cause occupational burnout from three levels: individual, university, and societal. There are a total of 14 questions in this section. Questions 1-5 inquire about individual-level factors, questions 6-12 focus on university-level factors, and questions 13-14 explore societal-level factors. The scoring method for this section follows the Likert 5-point scale, with responses indicating no influence, minor influence, moderate influence, significant influence,

and great influence. The degree of influence is classified into four levels based on the final score: $1 \leq \text{average score} < 2$, indicating mild influence; $2 \leq \text{average score} < 3$, indicating moderate influence; $3 \leq \text{average score} < 4$, indicating significant influence; and $4 \leq \text{average score} < 5$, indicating great influence. The average score is rounded to two decimal places.

To ensure the feasibility and credibility of the research, the author conducted a pilot survey after the initial design of the questionnaire. A total of 50 administrative staff members were randomly selected from Yantai Nanshan University as pilot survey participants. The survey questionnaires were distributed to them to assess the time required to complete the questionnaire and the effectiveness of the test. The analysis and adjustment of the questionnaire were based on the test and its results, aiming to improve the feasibility of the questionnaire.

Before conducting the formal questionnaire survey, the researcher will test the reliability and validity of the research questionnaire using SPSS analysis software. If the reliability and validity of the questions are found to be poor, this study will make revisions and adjustments to the survey questions to ensure the reliability and effectiveness of the questionnaire.

Table 2.2 - Cronbach reliability verification of job burnout scale and influencing factors

Items of questionnaire	Number of terms	Cronbach's α coefficient
Burnout Inventory	15	0.973
Influencing factors of job burnout	14	0.97

Source: own research

From table 2.2, it can be seen that the Cronbach's alpha coefficient for the Occupational Burnout Scale is 0.973, and the Cronbach's alpha coefficient for the influencing factors is 0.97. These two values indicate that the reliability of the survey questionnaire in this study is very good and can be used as the basis for data collection and analysis.

Table 2.3 - Validation of job burnout scale

Items of questionnaire	Name of value	Coefficient of factor
Burnout Inventory	KMO value	0.964
	Barthes spherical value	1519.64
	Df	105
	p value	0

Source: own research

Validity of the Occupational Burnout Scale and the influencing factors questionnaire was verified using the Kaiser-Meyer-Olkin (KMO) test and Bartlett's sphericity test.

Table 2.4 - Validation of influencing factors of job burnout

Items of questionnaire	Name of value	Coefficient of factor
Influencing factors of job burnout	KMO value	0.967
	Barthes spherical value	1368.309
	Df	91
	p value	0

Source: own research

From table 2.3, it can be seen that the KMO value is 0.964, which is greater than 0.8, indicating good validity of the Occupational Burnout Scale. From table 2.4, it can be seen that the KMO value is 0.967, which is greater than 0.8, indicating good validity of the questionnaire for the influencing factors of occupational burnout. The reliability and validity indicators of the occupational burnout survey questionnaire have been tested and meet the requirements for social science measurement. Therefore, it can be used as a tool for further investigation and assessment.

The questionnaire of this study was filled out anonymously and a total of 250 formal questionnaires were sent to Nanshan University of Yantai through online links. The number of questionnaires sent accounted for 76.22% of all administrative staff at Nanshan University.

A total of 226 questionnaires were collected, resulting in a response rate of 90.4%. After excluding 5 invalid questionnaires, a total of 221 valid questionnaires remained, accounting for 88.4% of the total number of questionnaires sent. The questionnaire response was deemed effective.

Regarding the distribution of the collected questionnaire samples, they were classified according to the personal basic information section of the questionnaire survey, as shown in table 2.5.

Table 2.5 - Basic information form of survey samples in Nanshan University

	Basic Information	Number of samples recovered	Proportion of total
Gender	Boys	90	63.83
	girls	131	70.05
age	Under 30 years old	98	67.59
	31-40	85	66.93
	41-50	31	68.89
	51-	7	63.64
Level of position	Subject level	48	64.00
	Deputy section level	71	61.21
	Staff member level	102	74.45
Education background	Doctoral candidate	34	60.71
	Master's Degree	179	69.65
	Undergraduate degree	8	53.33
Professional title	Advanced level	29	67.44
	Intermediate level	99	69.72
	Primary and below	93	65.03
Length of service	0-5 years	120	76.92
	6-10 years	59	57.28
	11-15years	33	58.93
	Over 16 years	9	69.23

Source: own research

From table 2.5, it can be observed that based on the classification of basic information from the collected samples, gender, age distribution, job level, education, title, and years of work each accounted for over 50% of the total samples, indicating that the collected samples were representative.

After collecting the survey questionnaires, the author selected 20 administrative staff members for in-depth interviews to analyze the specific influencing factors of their occupational burnout.

2.2 Analysis of job burnout survey results

The survey results for the three dimensions of emotional exhaustion,

dehumanization, and low sense of accomplishment in the second part of the questionnaire are presented in Table 2.6.

Table 2.6 - Three-dimensional analysis of the job burnout of grass-roots administrative staff in Nanshan University

Dimensions of job burnout	Number of problems	Average score
Emotional exhaustion	5	3.45
Dehumanization	4	3.60
Low sense of accomplishment	6	3.51
Final average value		3.52

Source: own research

From Table 2.2.1, it can be seen that the average scores of the administrative management staff at Nanshan University in Yantai fall within the range of $3 \leq \text{average score} < 4$ for all three dimensions of occupational burnout. The scores for the three dimensions of occupational burnout indicate a moderate level of burnout. The most severe burnout is observed in the dimension of dehumanization, with an average score of 3.60. The dehumanization dimension of occupational burnout relates to interpersonal relationships in the workplace. Due to the tedious and repetitive nature of administrative work in universities, coupled with a perception that administrative staff may not receive as much human care and recognition as teaching staff, they may feel undervalued, unappreciated, and lack a sense of belonging. Over time, this can lead to a negative attitude towards the service recipients, as well as towards superiors and colleagues, resulting in interpersonal problems. Additionally, the limited opportunities for promotion and career advancement, due to the constraints of university performance-based salary systems and existing institutional design flaws at Nanshan University, hinder the progression of administrative staff. This can create a competitive environment among the staff, which, if not properly managed, can further affect interpersonal relationships and contribute to occupational burnout.

Looking at the dimension of low sense of accomplishment, the average score is 3.51, indicating that the administrative management staff have a weakened level of

concern for their own job performance and lack a strong sense of achievement. This can be attributed to the repetitive and procedural nature of administrative work. Additionally, the high educational qualifications and high-quality characteristics of the administrative management staff at Nanshan University in Yantai contribute to the difficulty in achieving a strong sense of accomplishment. The more outstanding they are, the harder it is to satisfy their sense of achievement.

Although emotional exhaustion is considered the core dimension of occupational burnout, the research data for this dimension does not show the most significant characteristics compared to the other two dimensions. The average score for emotional exhaustion among the administrative management staff is slightly lower than the average scores for the other two dimensions. This may be related to the overall situation of the administrative management staff at Nanshan University in Yantai. Nearly 50% of the grassroots administrative management staff at Nanshan University in Yantai are below the age of 30 and have a master's degree or above. This group of staff members is relatively young, highly educated, and has a high level of professional knowledge and skills. Most of them are unmarried and do not have family-related pressures. As a result, they have more time and energy to deal with the tedious and procedural work of grassroots administrative management, making it relatively easier for them to cope with various tasks. Consequently, the score for emotional exhaustion is lower.

Considering all three dimensions collectively, the average score is 3.52, indicating that the administrative management staff at Nanshan University in Yantai experience a moderate level of occupational burnout. The average scores for all fifteen measurement items fall within the range of $3 \leq \text{average score} < 4$, as shown in table 2.7.

As shown in Table 2.7, the scores for question 3 in the dimension of emotional exhaustion, questions 6 to 8 in the dimension of dehumanization, and questions 11 and 14 in the dimension of low personal accomplishment are relatively high, reaching scores of 3.54, 3.68, 3.59, 3.72, 3.6, and 3.69 respectively.

Table 2.7 - Analysis of job burnout performance of grass-roots administrative staff in Nanshan University in Yantai

The problem	Average score
1. Administrative work makes me feel tired.	3.49
2. At the end of the day, I feel exhausted from the day's work	3.39
3. When I get up in the morning, I don't want to go to work, thinking that I will face a whole day of administrative work	3.54
4. All day's administrative work is really stressful for me	3.41
5. Various problems in administrative work make me feel like I am about to collapse	3.44
6. I am less and less interested in my job now than at the beginning	3.68
7. I am not as enthusiastic about my current work and service as I used to be	3.59
8. I doubt the meaning of what I am doing now.	3.72
9. I am less and less concerned about whether I am contributing to the work I do	3.42
10. I can't effectively solve the problems encountered in the daily administrative work of the university	3.42
11. I don't think I can make a useful contribution to the school.	3.60
12. I don't think I'm good at the administrative work I'm doing now	3.48
13. When I finish something at work, I don't feel very happy	3.46
14. I don't think I can accomplish much worthwhile work	3.69
15. I am not confident that I can effectively complete the work assigned by the leader.	3.40
Average value	3.52

Source: own research

This may have a significant correlation with the fact that the administrative management staff at Nanshan University in Yantai are highly educated and knowledgeable individuals. When highly educated and knowledgeable individuals are exposed to tedious, procedural, repetitive, and unchallenging administrative work for a long period of time, they gradually lose the sense of novelty in their current job,

lose the initial enthusiasm they had when they first started, and begin to doubt the meaning and value of their work. As a result, their dedication towards serving faculty and students diminishes compared to before, and they gradually become more negative in their attitudes.

Table 2.8 - Differences in job burnout of grass-roots administrative staff of different genders in Nanshan University in Yantai

Gender	Emotional exhaustion	Dehumanization	Low sense of accomplishment	Total average score
Boy	3.19	3.61	3.55	3.45
Girl	3.71	3.59	3.46	3.59

Source: own research

As shown in Table 2.8, the severity of occupational burnout among female administrative management staff is higher compared to male staff. This could be attributed to the differences in personality traits between genders. Generally, women tend to be more sensitive when facing work and life stress, making them more prone to feelings of tension, anxiety, and uneasiness. If female administrative management staff are consistently exposed to high-pressure work environments, they may be more inclined than their male counterparts to adopt a detached approach to reduce their emotional and energy investment in their work.

Additionally, the administrative management work at Nanshan University in Yantai is often characterized by tedious tasks, a heavy workload, and the need to work overtime, which can encroach on personal holidays and rest time. Female grassroots administrative management staff not only face work-related pressures but also experience pressures from their families and children's education. They need to dedicate a significant amount of energy to balancing their career and family responsibilities. Furthermore, it can be observed from Table 2.2.3 that female administrative management staff have significantly higher scores in the dimension of emotional exhaustion compared to males. This is also due to the fact that women have to invest more time and energy than men in dealing with career, family, and

child education matters. This long-term pressure can lead to exhaustion and physical and mental fatigue among female administrative management staff.

Table 2.9 - Differences in job burnout of grass-roots administrative staff of different ages in Nanshan University

Age	Emotional exhaustion	Dehumanization	Low sense of accomplishment	Total average score
Under 30	3.24	3.38	3.47	3.36
31-40	3.64	3.58	3.52	3.58
41-50	3.71	3.92	3.75	3.79
51-	3.21	3.46	3.28	3.32

Source: own research

As shown in Table 2.9, among administrative management personnel in different age groups, the age group of 41-50 years old shows a higher level of occupational burnout. Looking at the scores from different dimensions, the 41-50 age group has the highest scores in each dimension, indicating that this age group of grassroots administrative management personnel faces the greatest level of pressure. The next highest level of burnout is observed in the age group of 31-40 years old. These two age groups are in a phase of life where they have elderly parents to take care of as well as young children, which adds to the various pressures they face in their grassroots administrative management work. Additionally, both age groups have several years of work experience and have a higher desire for promotion and advancement in terms of job title and position, but Nanshan University's promotion system has some limitations. Due to work and family pressures, they may invest less energy in improving their personal professional knowledge and work ability compared to other age groups, but at the same time, they face more pressure from multiple sources, leading to a more severe level of occupational burnout. The age groups of 30 years and below and 51 years and above show lower levels of occupational burnout. The younger group of 30 years and below has just graduated and entered the workforce, with most of them having no family pressures. They have

more energy and time to improve themselves, and they are able to handle their work using efficient and information-based means. The age group of 51 years and above generally has more work experience and can easily handle procedural and repetitive administrative tasks. Furthermore, compared to other age groups, this age group is better at balancing and managing the relationship between work and family, and can regulate their own work emotions. Although these two age groups of grassroots administrative management personnel have a lower level of occupational burnout, there is still a moderate level of burnout present, which deserves attention from the senior leadership at Nanshan University.

Table 2.10 - Differences in job burnout of grass-roots administrative staff of different job level in Nanshan University.

Rank of position	Emotional exhaustion	Dehumanization	Low sense of accomplishment	average score
Subject level	3.36	3.49	3.32	3.39
Deputy section level	3.57	3.74	3.61	3.64
Staff member level	3.43	3.54	3.32	3.39

Source: own research

As shown in 2.10, the severity of occupational burnout is higher among deputy division-level administrative management staff. Looking at the scores in different dimensions, deputy division-level staff has the highest scores in each dimension, indicating they face the highest levels of pressure. This may be related to factors such as their job responsibilities, salary level, title evaluation, and promotion opportunities.

In terms of job responsibilities, deputy division-level staff need to manage the responsibilities of clerical level and lower-level employees while also handling specific administrative tasks. In terms of salary level, the wage standards for deputy division-level staff are not significantly higher compared to clerical-level staff. In terms of title evaluation, most deputy division-level staff hold intermediate titles. However, due to the high requirements for teaching and research achievements in the

promotion system at Nanshan University in Yantai, deputy division-level staff are often busy with daily tasks and unable to balance their teaching and research duties, limiting their promotion opportunities. In terms of promotion opportunities, the availability of senior division-level positions is restricted due to the current staffing capacity being full and no vacant positions being available for promotion. These various factors contribute to the higher severity of occupational burnout among deputy division-level staff compared to staff in other job positions.

Table 2.11 Differences in job burnout of grass-roots administrative staff of different educational backgrounds in Nanshan University

Education background	Emotional exhaustion	Dehumanization	Low sense of accomplishment	Total average score
Doctoral candidate	3.57	3.79	3.68	3.68
Master's Degree	3.43	3.58	3.46	3.49
Undergraduate degree	3.35	3.4	3.38	3.38

Source: own research

As shown in Table 2.11, among the administrative personnel with different educational backgrounds at Nanshan University in Yantai, doctoral graduates show the most severe levels of professional burnout. When looking at the three dimensions of burnout separately, the group of doctoral graduates also scores the highest, indicating that doctoral graduates experience the most severe levels of professional burnout. It is worth noting that the level of professional burnout tends to increase with higher levels of education.

The reasons for this phenomenon may be related to the mentality and expectations of the workers, as well as their positioning and the institutional factors at Nanshan University. When individuals have higher educational qualifications, they may have higher personal positioning, requirements, and expectations. However, the

grassroots administrative management work at universities is procedural, repetitive, and lacks innovation and challenges. In the process of implementing and promoting their work, highly educated individuals may face a significant gap between reality and their ideals, leading to dissatisfaction with their actual working conditions.

Additionally, some highly educated individuals may have unreasonable career plans. For example, some doctoral graduates in administrative management positions at Nanshan University may have ended up in these positions because their majors were not directly related to teaching positions. Administrative management work may only serve as a transitional job for them. The level of professional burnout among administrative personnel with undergraduate degrees at Nanshan University is slightly lower compared to the highly educated group. This is mainly because most of these personnel have been in their positions for a longer time and are engaged in "big logistics" administrative management work in the logistics and security department. Despite slightly lower salary and benefits compared to other administrative personnel at Nanshan University, their compensation is slightly higher than that of similar positions in other universities and companies in the same region. Working at an undergraduate institution also gives these personnel a higher sense of pride and satisfaction, resulting in slightly lower levels of professional burnout compared to the master's and higher degree groups.

Table 2.12 - Differences in job burnout of grass-roots administrative staff of different job titles in Nanshan University

Professional title	Emotional exhaustion	Dehumanization	Low sense of accomplishment	Total average score
Advanced level	3.37	3.52	3.32	3.40
Intermediate level	3.62	3.76	3.64	3.67
Primary and below	3.35	3.48	3.56	3.40

Source: own research

As shown in Table 2.12, among administrative personnel with different professional titles, the level of professional burnout follows an inverted U-shaped pattern. The group with intermediate professional titles shows the most severe levels of professional burnout, while the group with junior and lower professional titles, as well as the group with senior professional titles, shows relatively lower levels of professional burnout. This may be related to the promotion policy for professional titles at Nanshan University in Yantai.

Currently, Nanshan University has not established specific criteria and policies for the declaration and evaluation of professional titles for administrative personnel. Instead, administrative personnel follow the criteria for full-time teachers when seeking professional title promotion. For example, it typically takes two years after graduating with a master's degree to initially obtain an intermediate professional title. However, to be promoted to a senior professional title, higher requirements in teaching and research are expected. Since administrative personnel are primarily busy with administrative management work, it becomes more difficult for them to fulfill the teaching and research requirements necessary for promotion to a senior professional title. To alleviate the severe burnout among the group with intermediate professional titles, it is necessary for the top leadership of Nanshan University to research and develop policies specifically applicable to the promotion of professional titles for administrative personnel.

Table 2.13 - Differences in job burnout of grass-roots administrative staff of different years of service in Nanshan University

Length of service	Emotional exhaustion	Dehumanization	Low sense of accomplishment	Total average score
0-5 years	3.35	3.42	3.36	3.38
6-10 years	3.64	3.79	3.78	3.74
11-15years	3.49	3.83	3.54	3.62
Over 16 years	3.33	3.33	3.37	3.34

Source: own research

As shown in Table 2.13, administrative personnel with work experience in the 6-10 year and 11-15 year intervals exhibit more severe levels of professional burnout. On the other hand, the groups with work experience in the 0-5 year and 16 years and above intervals show relatively lower levels of professional burnout. This phenomenon corresponds to the results of professional burnout based on different age groups.

The majority of the groups with work experience in the 6-10 year and 11-15 year intervals fall into the age groups of 31-40 years and 41-50 years, respectively. Therefore, the reasons for the results presented in Table 2.14 are largely similar to those in Table 2.9. The groups within the 6-10 year and 11-15 year intervals experience higher family and job pressures compared to the other two age intervals. Additionally, they have a stronger desire for personal recognition of their performance and capabilities, as well as higher expectations for promotions in terms of professional titles, positions, and salary. However, the existing promotion and compensation policies at Nanshan University in Yantai are unable to meet the actual needs of these two groups. This is the main reason for the more severe levels of professional burnout among the personnel in these two intervals.

CHAPTER 3

DEVELOPMENT OF PROPOSALS FOR MANAGEMENT OF SOCIO-PSYCHOLOGICAL ASPECTS OF PROFESSIONAL ADAPTATION OF ADMINISTRATIVE WORKERS

3.1 Mitigation measures at the individual level

Based on the analysis of survey data on professional burnout among administrative personnel at Nanshan University in Yantai in the previous chapter, it was found that these influencing factors interact and influence each other. In this chapter, based on the analysis of the causes of professional burnout, utilizing theories from the field of administrative management, targeted strategies are proposed at the individual, university, and societal levels to effectively alleviate professional burnout among administrative personnel at Nanshan University in Yantai.

The continuous progress of society and the sustained and rapid development of universities require administrative personnel at Nanshan University in Yantai to keep up with the times, continually grow and adapt to change. In daily work, they should actively seek opportunities to learn and improve their subjective initiative to learn. Although administrative affairs can be tedious and lack challenge and creativity, and procedures may be fixed, one can seek new ways and methods to work efficiently and effectively to complete various tasks.

"Nothing is perfect." Administrative personnel should take a developmental perspective to understand themselves and be able to timely and accurately identify their strengths and weaknesses. Only by maintaining a clear, comprehensive, and correct understanding of oneself, job contents, the university, and society and correctly positioning oneself, can one properly recognize their role and relationship with the university and society and effectively handle job responsibilities and relationships. This will enable administrative personnel to have enough enthusiasm

and passion in their work, bring out their maximum value, increase work efficiency and performance, and ultimately create opportunities to meet their needs for growth, income, and other various aspects.

Vocational competitiveness refers to the unique competitive knowledge, skills, resources, or attitudes that individuals possess in their careers. The stronger the vocational competitiveness, the greater the opportunities for career advancement and choice, and the stronger the ability to cope with the workplace environment. Administrative personnel need to maintain a learning mindset and enhance their learning in order to improve their vocational competitiveness and avoid professional burnout.

Firstly, self-improvement in knowledge and skills is essential. Administrative staff work in relatively closed environments and have limited external communication. In such cases, it is important to strengthen self-learning and actively participate in various professional training programs to achieve internal improvement in skills and knowledge. Whether it is driven by the need for self-improvement or work pressure, administrative personnel should maintain a lifelong learning attitude. Organizations should also create a conducive learning atmosphere, organize administrative staff to learn and update advanced work concepts and methods, and learn about the latest policies and regulations, while enhancing business knowledge and reserves. By developing reasonable plans and steps, it is important to effectively strengthen the mastery of professional knowledge to improve work efficiency and performance.

Secondly, it is important to strengthen practical experience and self-improvement through practice. Learning is not just about theory; it is important to apply what is learned in order to truly improve work efficiency. Based on an analysis of the current situation at Yantai Nanshan University, there is a relatively high level of education; however, some administrative staff only stay at the theoretical knowledge level. This is especially true for some young cadres who lack grassroots work experience, making it difficult for them to analyze and deal with practical

problems using theoretical knowledge. It is important to provide young cadres with practical opportunities for growth in their work. On the basis of in-depth learning and understanding of theoretical knowledge, it should be applied in practical work. In addition to strengthening theoretical learning, a pragmatic work style should be vigorously promoted within the entire organization. In their work, individuals should think more, dare to think, do more, and dare to do. They should identify and solve problems, and make more theoretical and practical summaries to improve their work ability and break free from the constraints of a "professional glass ceiling".

In the career development path, it is very important to develop reasonable career goals and plans. Administrative personnel at Nanshan University in Yantai should develop a personal career development plan based on their own characteristics, including their career development goals and personal skill enhancement. When formulating a personal career plan, they should combine their interests, hobbies, personality traits, job responsibilities to develop a plan that fits their own characteristics and make appropriate adjustments based on their actual circumstances, as well as the development of the university and society.

Through various efforts based on the developed career development plan, administrative staff can gradually approach their career goals with a sense of purpose and work motivation. When goals are achieved, they can experience a sense of achievement and be motivated towards their work.

In order to increase one's sense of self-efficacy, or the belief in one's ability to achieve a particular goal based on an understanding of their own skills, resources, and qualities, individuals can take several steps. First, they can break down larger goals or tasks into smaller, more manageable ones and develop specific and feasible plans for each small goal. This allows for gradual progress and a sense of achievement, which can boost confidence and motivation.

Second, individuals can set role models to help them find direction for learning. Administrative personnel in party schools can find role models and goals around them by learning from others through work and life. On the one hand, the presence of

such models can be an effective motivator, and on the other hand, becoming a role model for others can help individuals increase their own standards unconsciously. Through the power of role models, reducing the gap can help relieve work fatigue and improve work efficiency.

Third, individuals should regularly reflect on their work. Regardless of whether a task is accomplished successfully or not, individuals can learn from the experience and draw lessons from it. Therefore, administrative personnel should strengthen self-reflection and improve their ability to summarize and analyze their work. During this process, individuals should focus on introspecting and analyzing their own actions rather than emphasizing external factors. By constantly summarizing and improving their behavior and methods, administrative personnel can improve their work efficiency and achieve their goals.

For enabling conditions, we found that people with higher environmental values are more likely to try to make sense of climate change through their environmental concerns (see Figure 3.1).

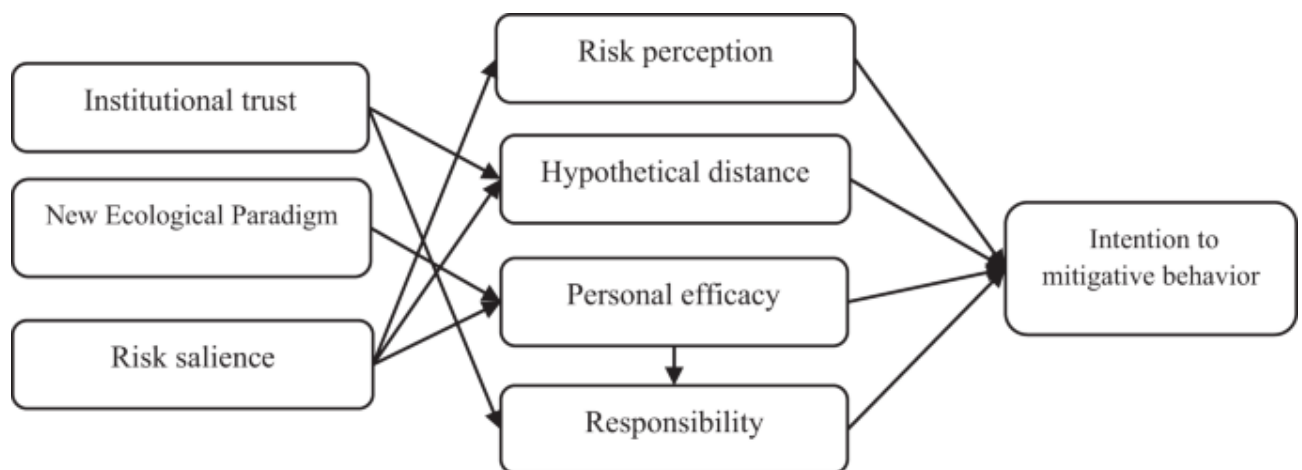


Figure 3.1 - Conceptual framework of personal and professional mitigation intention

Source: [39]

Administrative personnel face tedious and complex administrative tasks every day. Therefore, it is necessary to cultivate wide-ranging interests and activities to

relax their body and mind after work. In addition, they should learn to release negative emotional states during work in a way that they enjoy. For example, they can relieve work stress and emotions by engaging in sports or travel with friends or family after work.

In addition to cultivating broad interests, administrative personnel should also strengthen their adaptability to cope with setbacks and challenges. This includes personal relationships maintenance skills, emotional regulation abilities, stress release skills, psychological resilience, etc. Improving these abilities requires individuals to adjust their thinking and understanding of their position, establish correct values and perceptions towards their work, actively respond to pressure, and seek solutions. At the same time, they should enhance their self-awareness, continuously improve personal professional skills, comprehensive qualities to meet the demands of university reform and social development. Lastly, they should pay attention to maintaining harmonious interpersonal relationships, which can help improve psychological health, enhance resilience, and adaptability to the society. This helps in releasing work pressure, alleviating job burnout.

When faced with challenges and difficulties in work, some people are able to quickly adjust themselves, calmly analyze the situation, and find solutions. However, others may feel lost and confused. This is closely related to the individual's self-regulation ability. Improving self-regulation ability can help us rationally solve work-related problems, adapt to various environments and changes, and accurately and objectively reflect on ourselves through self-analysis and self-evaluation. Improving self-regulation ability can also alleviate job burnout among administrative personnel.

Firstly, self-awareness should be based on a thorough understanding of external environmental demands. Whether in life or work, individuals often switch between different roles, each of which requires different abilities or qualities. Taking work as an example, how to adapt to a position and what skills and roles to demonstrate depend on a deep understanding of the work environment and position. Therefore, when encountering problems at work, we should not indulge in the frustration of a

particular role and be unable to extricate ourselves. Instead, we should adjust our mindset and emotions. Only with a clear self-awareness of our own abilities and qualities can we mitigate the impact of setbacks and regain confidence in our work. When we have a clear understanding of ourselves and the external environment, it can help alleviate job burnout caused by work pressure and other factors.

Secondly, improving self-regulation ability involves learning from others. Administrative personnel in party schools often focus their emotions on factors such as "lack of recognition for self-worth," "lack of a sense of achievement in work," and "low work recognition." After these issues arise, administrative personnel need strong self-regulation abilities to overcome feelings of sadness. The process of improving self-regulation ability is actually a learning process. In addition to self-learning, administrative personnel should also learn from others and draw on their work methods to help solve work-related problems. Through learning and self-regulation, continuously updating and clarifying one's career development goals, improving work efficiency, and enhancing the sense of work value can be achieved.

3.2 Mitigation measures at the school level

Due to the requirement of office hours for administrative personnel at Nanshan University in Yantai, they spend a significant amount of time in the office or on campus. Therefore, the university needs to create a harmonious cultural environment, provide a good working atmosphere, and foster positive interpersonal relationships to enhance their job satisfaction and motivation (figure 3.2).

1. Providing relaxation and stress relief areas to alleviate work-related emotions and pressure.

Due to limited staffing, administrative personnel at Nanshan University often face heavy workloads and high levels of stress. In addition to providing the necessary facilities for daily office operations, the university should also consider establishing relaxation and stress relief areas, if conditions allow. For example, adding tea rooms

in each office building where frontline administrative staff can take breaks and relax during their busy work schedule. Another option would be to create recreational spaces, such as ping pong rooms, in each building. These spaces can be utilized for short periods of exercise to release stress and improve their overall work emotions.

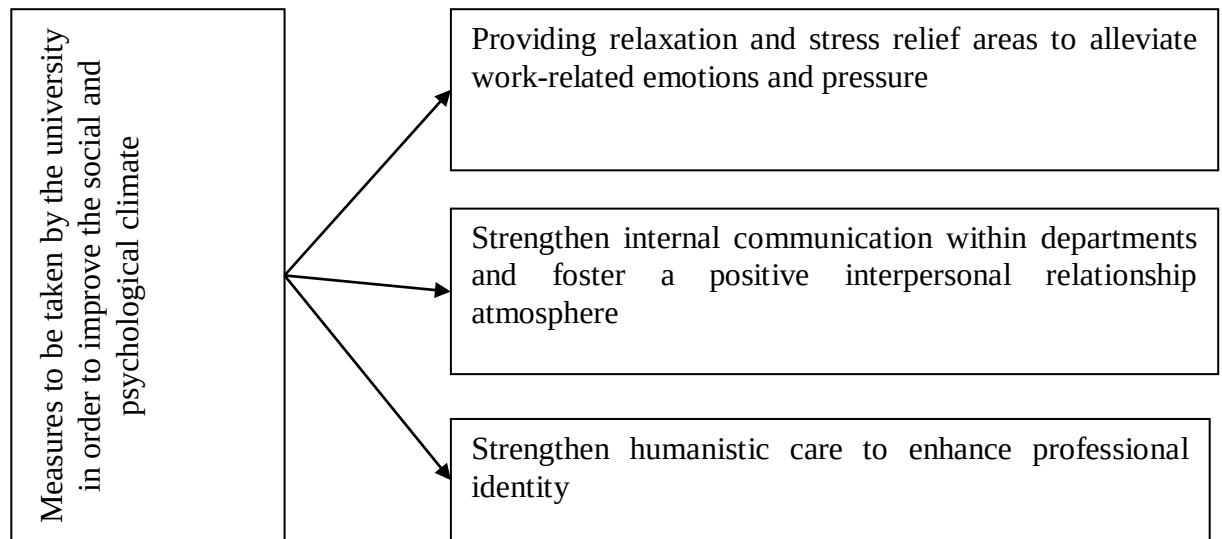


Figure 3.2 - Measures to be taken by the university in order to improve the social and psychological climate

Source: compiled by the author

2.Strengthen internal communication within departments and foster a positive interpersonal relationship atmosphere.

Administrative personnel serve various stakeholders such as teaching, research, and students. As emotional beings, personal emotions can often be brought into the communication process with service recipients. If work-related stress, a pressurized work environment, or personal emotional suppression exists, these negative emotions may inadvertently affect the communication and contribute to disharmony in interpersonal relationships, colleague relationships, and relationships with superiors. This is often due to inadequate or insufficient communication.

Therefore, it is important to enhance communication on a daily basis. In addition

to work-related communication, the trade union department at Nanshan University in Yantai should play an active role in organizing union activities, seminars, and visits to foster better communication and connections within and between departments. These activities can help deepen mutual understanding and create a relaxed and pleasant work environment. Fostering good interpersonal relationships in this way can further improve the quality and efficiency of employees' work, subsequently promoting their motivation and alleviating feelings of job burnout.

3. Strengthen humanistic care to enhance professional identity.

Management is an art, and its objects are people. The majority of administrative personnel at Nanshan University in Yantai are highly educated, highly skilled, and high-level professionals. Therefore, effective management should prioritize the "people-oriented" approach. This involves respecting, understanding, and acknowledging the work and accomplishments of frontline administrative personnel. It also requires implementing corresponding measures for their welfare and motivation, addressing their practical difficulties, and prioritizing their physical and mental health.

It is crucial to fully respect and appreciate the efforts, work content, and achievements of frontline administrative personnel. A culturally inclusive and harmonious environment should be fostered that promotes equality and respect. This will help enhance their professional identity and eliminate the underlying causes of job burnout from a psychological perspective.

1. Improve the salary management system to reflect fairness in compensation.

Shandong Nanshan University in Yantai should promptly improve and optimize the existing salary and welfare system, scientifically, effectively, and fairly develop salary and welfare policies for administrative personnel. When formulating and implementing these policies, qualifications such as education, title, and years of service should not be the sole determinants of salary levels. Instead, factors such as job proficiency, abilities, and work performance should be taken into account and serve as important indicators for determining salary standards.

For administrative personnel who have made significant contributions and demonstrated outstanding work performance, timely and appropriate salary promotions should be provided. For frontline administrative personnel who engage in teaching and research activities in addition to their administrative duties and perform well, corresponding financial allowances for teaching and research should be given. For administrative personnel in core and critical positions, salary levels should be matched accordingly.

Furthermore, during salary distribution, the income gap between administrative personnel and full-time teachers with the same years of service and qualifications should be appropriately narrowed. This will allow administrative personnel to feel a sense of fairness and reciprocity for their involvement in complex administrative work. When their economic needs are met satisfactorily, job satisfaction and a sense of accomplishment will increase.

2. Strengthen business training to promote skills enhancement.

Based on interviews conducted with some department heads and deans of secondary schools at Yantai Nanshan University, it is evident that there is a need to enhance the training and development efforts for administrative personnel. With the development of scientific and information-based management practices in the field of higher education, there are higher expectations for the skills and qualifications of frontline administrative personnel.

Yantai Nanshan University should promptly increase the training efforts for frontline administrative personnel in accordance with the actual work requirements. It is important to provide them with opportunities and platforms for further education and self-value realization. The focus should be on their development, cultivation, and growth. When they genuinely feel valued and supported by the university, there will be a stronger sense of belonging, leading to improved personal work efficiency and quality. This, in turn, enhances their sense of accomplishment.

3. Improve performance evaluation mechanism to drive motivation.

Based on interviews with some department heads and deans of secondary

schools at Yantai Nanshan University, it is understood that the current performance evaluation system for administrative personnel mostly follows unified assessment criteria. Performance assessment for frontline administrative personnel is based on indicators related to morality, capabilities, diligence, achievements, and integrity.

Yantai Nanshan University has a variety of administrative positions, and the nature of work, level of difficulty, professionalism, and workload differ among different departments, positions, and levels of administrative personnel. Therefore, when revising the evaluation system in the future, Yantai Nanshan University should consider the characteristics of each position and establish a set of relatively independent, fair, reasonable, and diversified evaluation mechanisms. This can be achieved by developing appropriate evaluation indicators and criteria and using reasonable performance assessments to obtain relatively fair and comparable evaluation results.

By appropriately using the evaluation results and linking them to work performance, promotion, bonuses, and salaries, a combination of material and spiritual incentives can be implemented. Through performance evaluations, administrative personnel can be motivated to enhance their sense of responsibility, honor, and self-identity.

The pursuit of career advancement by administrative management personnel at Yantai Nanshan University mainly involves two aspects: professional title promotion and job promotion. If one can achieve either of these aspects, it represents recognition and can easily generate a strong sense of satisfaction and accomplishment, thus motivating oneself to invest more effort and passion into work.

1. Establishing a sound system for professional title application and evaluation to motivate work enthusiasm.

Currently, the professional title of administrative management personnel at Yantai Nanshan University is evaluated according to the requirements and procedures of the teaching series, without separate standards and evaluations. As grassroots administrative personnel are busy with administrative management work, their

involvement in specific teaching activities, teaching reform, and scientific research is relatively limited, making it difficult for them to meet the requirements for professional title application. The job responsibilities and focus of administrative management personnel differ from those of full-time teachers, so there should be specific conditions for professional title application and evaluation that are tailored to administrative management personnel. For example, reducing the requirements in terms of teaching and research, emphasizing administrative management performance and contributions to the university, establishing a clear path for professional title evaluation, and solving the difficulty in career advancement. This will allow grassroots administrative management personnel to gain a sense of achievement from their work, stimulate their work enthusiasm, enhance their sense of self-identity, and alleviate feelings of professional weariness.

2. Clearing the path for job promotion to stimulate initiative in work.

Currently, due to the limitations of positions, administrative management personnel at Yantai Nanshan University face restrictions in terms of job promotion. It is not uncommon for one person to hold the same position or perform the same job duties for multiple years within the university. If individuals continue to perform the same job duties for many years, they become highly familiar with the tasks and have a high degree of control over their job skills. However, engaging in repetitive and unchallenging work can easily lead to a loss of passion. Combined with the ease of handling job responsibilities, this can further contribute to professional burnout.

To address this issue, the university can develop diverse channels for job promotion for grassroots administrative management personnel, considering their comprehensive abilities, qualities, and performance. This can include establishing a hierarchical system for the same position based on standards such as overall capabilities, competencies, and performance. Additionally, regular job rotations within departments or between departments can be implemented. Experienced administrative management personnel with practical abilities and rich work experience can also be involved in educational and teaching-related activities. By

promoting individuals to higher positions, implementing job rotations, and involving them in teaching, the university can clear vertical and horizontal paths for career progression for administrative management personnel. This approach ensures that their work abilities are recognized, and they gain a sense of accomplishment, thereby motivating them to be more proactive in their work.

3.3 Mitigation measures at the social level

While administrative management personnel at Yantai Nanshan University may not be frontline educators, they play an essential and indispensable role in the daily operation of the university. It is necessary for society to change traditional perspectives and treat grassroots administrative management work with equal importance to teaching and education. This will help to enhance the recognition of administrative management as a profession in higher education.

Efforts should be made to provide more training and continuing education opportunities and platforms for administrative management personnel. The university should also strengthen its efforts in nurturing and developing administrative management personnel, improving their work efficiency. At the same time, universities should provide more opportunities and platforms for grassroots administrative management personnel to showcase their abilities by encouraging their involvement in competitions or other activities organized by various social channels. This will give them more chances to demonstrate their skills and gain recognition. As a result, society will develop a new understanding of the capabilities, qualities, work content, and achievements of administrative management personnel, leading to a change in traditional perspectives and an increase in support for their work and training.

Working in an environment where administrative management personnel are trusted and recognized by society, their efforts will be acknowledged. This will boost their self-confidence and result in a greater sense of accomplishment and pride in

their work, relieving feelings of professional weariness.

The management of teaching, scientific research, students, and faculty construction in universities is a coordinated, guided, and serviced responsibility of the school's administrative department. Administrative management personnel play a critical part in serving the school's teaching and scientific research activities and are an essential component of Yantai Nanshan University's faculty team. The level of attention and support given by the school's administrative department to its administrative management and staff would affect their work status and performance.

To address this issue, the school's administrative department should take effective measures to develop and refine relevant policies or guidance, safeguard the development of administrative management personnel in various aspects, such as training, and job and professional promotion. This includes providing appropriate guidance on job promotion that classifies management personnel into different categories, uses specific indexes, and evaluates performance as the primary criterion for grading promotions. The administrative department can also give high-performing universities more autonomy in terms of staffing, academic promotions, and other areas related to faculty construction, so they can have greater self-determination. Moreover, the department can consider the school's level of academic development when developing training plans, guiding studies, and promotion policies and include this in salary and benefit allocation plans.

The administrative department also needs to create more development platforms for administrative personnel, organize training and skill competitions, and other activities in which they can participate actively. This approach allows administrative management personnel to feel the department's and school's attention and support, increasing their sense of belonging and promoting personal satisfaction and a sense of accomplishment, thereby relieving professional burnout.

3.4 Government departments should take measures to deal with the job burnout of university administrators

The issue of administrative staff burnout cannot be resolved by the staff and their affiliated school alone. It is a systemic issue that requires the attention and support of the entire society. Government departments need to take corresponding measures to value administrative work, establish a positive image of administrative management personnel in higher education, remove the sense of loneliness and helplessness that administrative personnel feel while operating on the edges of the workplace. Additionally, the government needs to use modern multimedia to guide society and educational institutions to pay attention to the psychological health of administrative staff, innovate work philosophy, find new ways to solve problems, and create a harmonious social atmosphere for the vital development of higher education.

In addition to government departments, society and educational institutions need to eliminate the Chinese tradition that administrative management work and personnel are considered a lower position. Instead, they should recognize the importance of administrative work and the contribution of administrative staff to the entire higher education system. Creating an atmosphere where administrative staff feels validated and appreciated will help address their work pressure, burnout, and retention issues.

In conclusion, solving the issue of administrative staff burnout is a vital and far-reaching matter that requires support from the government, society, and educational institutions. Only by altering the traditional perspective of administrative work and by giving administrative management personnel adequate attention, support, and resources can we ensure that staff's hard work and contributions are recognized and appreciated, preventing job burnout, and promoting positive institutional growth.

Currently, administrative work in higher education institutions is much like that of the government civil service system, with a strong administrative atmosphere, but little activity or room for autonomy for administrative management personnel.

Administrative personnel at all levels spend a lot of time in meetings, likely to increase in the future given the current administrative atmosphere. Administrative staff often operate in situations where they have limited resources, tight schedules, and heavy workloads, which often lead to perfunctory, formalistic execution of work. Many tasks are completed only as a matter of paperwork preparation, creating a surface impression of work completed. Execution is lacking, and regulatory methods are too simplistic. This ultimately leads to excessive administrative work in higher education institutions and makes it difficult to push forward their administrative management tasks.

Higher education institutions also have unique characteristics. The development of higher education should be in line with the development of the country. We need to establish an innovative country; universities should not only focus on following the rules and memorizing textbooks. Administrative management in higher education should possess innovation and autonomy, and government departments should optimize the administrative procedures specifically for higher education institutions, construct a vibrant administrative ecosystem, and create space for the development of these institutions.

The government should prioritize and show concern for administrative personnel in higher education institutions. It should increase investment and continuously enhance the social and economic status of administrative staff. One of the main reasons for the neglect of administrative work in higher education institutions is the disregard from higher-level departments. These departments reward and assess universities based solely on teaching and research achievements. Incentive policies targeted towards administrative staff are rarely seen in official documents, and existing incentive measures are limited to full-time faculty members in specialized technical positions. Administrative staff, who have received a good education from the university, possess high personal qualities and abilities. If relevant departments provide policy support and value administrative work, improve the evaluation system, and introduce corresponding incentives, it will spark enthusiasm among

administrative staff. With proper support and recognition, administrative personnel can achieve excellent results both professionally and in their administrative roles. Additionally, they will be able to contribute more to the university and fulfill their professional value. By strengthening both administrative management and teaching capabilities, universities can steadily advance in all aspects and facilitate their development.

Administrative personnel in higher education institutions have several working characteristics. First, their work is complex and repetitive; second, they work in stable work locations over long periods of time with limited mobility; and third, they have limited opportunities for self-improvement through travel and training. In contrast, full-time faculty members in the same institution have more flexible schedules and thus administrative staff may experience psychological imbalance. Over time, such psychological imbalance, coupled with the characteristics of administrative work itself, may cause serious career fatigue or burnout. In order to promote the healthy development of higher education institutions and better help teaching and research, government departments can refer to the management experience of some overseas universities. For example, administrative personnel can be granted a sabbatical year every seven years. During this year, they have complete freedom of time and only need to complete appropriate handovers beforehand. During the sabbatical year, the state pays their salary at a certain proportion and administrative staff are free to choose whether to take a break and how to use their time. After a year of adjustments, it is believed that administrative personnel will return to their workstations with renewed energy and enthusiasm, and with the safeguarding of their rights and interests, they will be more willing to work efficiently and passionately.

This chapter mainly presents targeted strategies to effectively alleviate occupational burnout based on the survey results of administrative staff at Nanshan University in Yantai. These strategies are proposed from three levels: individual, university, and society. At the individual level, efforts should be made to enhance

comprehensive self-abilities and engage in reasonable personal career planning. At the university level, improvements should be made to optimize the university management system and stimulate the enthusiasm of grassroots administrative staff. At the social level, traditional perceptions of grassroots administrative staff in higher education institutions should be changed, concrete protective measures should be implemented, and recognition and support for administrative work should be enhanced.

CONCLUSION

Based on theoretical research, this paper investigates the current status and causes of job burnout among administrative management staff at Yantai Nanshan University through interviews and questionnaires, and analyzes the research results using scientific research methods. The following basic conclusions are drawn:

The administrative management staff at Yantai Nanshan University experiences a moderate level of job burnout. All three dimensions of job burnout fall within the category of moderate job burnout. Among them, the most serious dimension is depersonalization.

Secondly, the level of job burnout among the administrative management staff varies with individual variables. In terms of gender, females experience a higher severity of job burnout; in terms of age, individuals aged 41-50 experience a higher severity of job burnout; in terms of job position, individuals with sub-professional positions experience a higher severity of job burnout; in terms of education level, individuals with doctoral degrees experience a higher severity of job burnout; in terms of professional titles, individuals with middle-level professional titles experience a higher severity of job burnout; in terms of years of work experience, individuals with 6-10 years of work experience a higher severity of job burnout.

Thirdly, there are factors at the individual, school, and societal levels that contribute to job burnout. At the individual level, the causes are mainly unrealistic self-expectations, unmet needs, problems with career planning, and low self-regulation ability. At the school level, the causes are mainly an unsupportive work environment, unreasonable salary and welfare systems, and a lack of promotion opportunities. At the societal level, the causes are mainly high expectations from society for university workers and a low sense of recognition for administrative management staff at universities. The influencing factors from these three levels are interrelated, interact, and jointly contribute to the occurrence of job burnout among grassroots administrative management staff.

Lastly, in order to effectively alleviate job burnout, individuals should enhance their self-integrative ability and engage in reasonable career planning. Schools should improve and optimize their management systems, and motivate grassroots administrative management staff. Society should change its traditional views of grassroots administrative management staff at universities, provide tangible support measures, and increase recognition and support for administrative management work.

This study has achieved certain results in investigating the current situation and key influencing factors of occupational burnout among administrative managers at Nanshan University in Yantai, and proposing mitigation strategies. However, there are also some limitations.

Firstly, due to objective limitations such as time and manpower, this study only selected administrative personnel from this university as the sample. The questionnaire distribution was during work hours, which might result in less rigorous responses from the administrators due to their busy workload. Therefore, the survey results may not fully reflect the actual situation of the participants. Future research should expand the sampling scope to make the results more representative and universal. Additionally, questionnaire distribution should be conducted during the participants' spare time to ensure that they are better prepared to provide accurate responses, thus providing more reliable data for the research results.

Secondly, the research methods and questionnaire design can be further improved. The structure and content of the questionnaire were not mature enough, leading to less precise data. Therefore, it is necessary to innovate and optimize the survey methods in future research.

Furthermore, this study is subject to limitations and there is still room for improvement in personal capabilities. The implementation and effectiveness of the proposed mitigation strategies still need time for verification.

Currently, research on occupational burnout is becoming more prevalent and receives increasing attention. However, research on administrative managers in private colleges and universities has not received sufficient attention. In future

academic studies, the author will continue to explore and research this topic in order to propose more effective mitigation measures to address the issue of occupational burnout among administrative managers at Nanshan University in Yantai.

REFERENCES

1. Bria, Leiter Mara. The Truth About Burnout: How Organizations Cause Personal Stress and What to Do About It. *Burnout Research*, 2014, 1(3). 208 p.
2. Chen, M., & Wang, X. Occupational Burnout: Connotation, Measurement, and Formation Mechanism. *Foreign Economics and Management*, 2019, 41(8), 86-99.
3. Chen, X., & Xiao, M. New Exploration of Grassroots Civil Servants' Occupational Development Burnout: An Empirical Study Based on the Perspective of Psychological Determination. *Journal of the Party School of the Central Committee of the CPC (National Academy of Governance)*, 2020, 24(3), 84-91.
4. Cheng Cheng, Chen Silu. Study on the Relationship between Imbalance of Input-output of Medical Personnel and Occupational Burnout. *Modern Preventive Medicine*, 2018, 45(08): 1363-1366.
5. Davidescu Adriana AnaMaria, Apostu Simona-Andreea, Paul Andreea, Casuneanu Ionut. Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees-Implications for Sustainable Human Resource Management. *Sustainability*. 2020, 12(15), 6086; URL: <https://doi.org/10.3390/su12156086>
6. Demerouti, Evangelia, Bakker. The Job Demands-Resource Model of Burnout. *Journal of Applied Psychology*, 2001 (3): 109.
7. Farber BA. Crisis in Education: Stress and Burnout in the American Teacher. San Francisco, CA: Jossey-Bass Publishers, 1991, 33-35.
8. Farber BA. Stress and Burnout in the Human Service Professions. New York: Pergamon Press, 1983, 29-39.
9. Freudenberger HJ. Staff burn-out. *Journal of Social Issues*, 1974, 30(1): 159-165.
10. Harden RM. Stress, Pressure and Burnout in Teachers: is the Swan Exhausted.

- Medical Teacher*, 1999, 21(3): 245-247.
- 11.Hobfoll SE. Conservation of Resources: A New Attempt at Conceptualizing Stress]. *American Psychologist*, 1989, 44: 513-524.
 - 12.Hu Gaoqiang. Job support, professional identity and work emotion of social workers. *Survey of Research*, 2021(04): 41-47.
 - 13.Huang, X., & Zhang, P.Research on the Problem of Occupational Burnout among University Teachers. *Heilongjiang Higher Education Research*, 2018,36(7), 130-133.
 - 14.Jeffrey N Waple Dr. An Assessment of Skills and Competencies necessary for Entry-Level Student Affairs Work. 2012 (143): 1-18.
 - 15.Jie Zhihui, Li Fangfan, Liu Guili. Lack of Humanistic Ideas and Its Resolution Strategies in the Practice of Precision Poverty Alleviation. *Leadership Science*, 2020(04): 36-40.
 - 16.Ju Lin, Ling Yun, Qu Sasa, Long Ping, Zhu Weili, Zhang Yunteng. Research on Competence and Enhancement Strategies of University Administrative Staff in the Construction of Modern University Governance System—Taking A University as an Example. *Higher Education in Science and Engineering*, 2021(02): 1-9.
 - 17.Kristensen TS, Borritz M, Villadsen E. The Copenhagen Burnout Inventory: A New Tool for the Assessment of Burnout. *Work & Stress*, 2005, 19: 192-207.
 - 18.Lee RT, Ashforth BE. A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 1996, 81(2): 123-133.
 - 19.Li Furong. Crisis and Intervention Strategies for Psychological Imbalance of University Administrators. *Journal of Shanxi Datong University (Natural Science Edition)*, 2020, 36(05): 113-116.
 - 20.Li Yan, Zhu Chunkui. Research on Influencing Factors and Intervention Strategies of Occupational Burnout among Selected Candidates from the Perspective of Psychological Contract. *Forum on Learning*, 2019(06): 54-62.

- 21.Li Yongxin. Work Burnout and its Measurement. *Psychological Science and Medicine*, 2003 (5): 49-51.
- 22.Li, C.The Relationship between Work-Family Conflict and Job Burnout among Medical Staff. *Journal of Library Science in China*, 2008 (6), 19-24+89.
- 23.Li, Y. The Relationship between Job Insecurity and Job Satisfaction, Life Satisfaction of Nurses: The Mediating Role of Emotional Exhaustion. *Chinese Journal of Clinical Psychology*, 2018,26(3), 595-598.
- 24.Liu Shaohua Analysis of mental health problems of civil servants. *Стратегічні пріоритети розвитку бухгалтерського обліку, аудиту та оподаткування в умовах глобалізації : матеріали II Міжнародної науковопрактичної конференції* (м. Суми, 16 листопада 2023 р.) / за ред. проф. Назаренка О.В. Суми: ШНАУ, 2023: 266-269.
- 25.Liu Shaohua Social-psychological aspects of personnel management. *Молодіжна наука у контексті суспільно-економічного розвитку країни: збірник тез доповідей учасників VII учнівсько-студентської конференції* / за ред. Сукач О.М. Черкаси, 7 грудня 2023 р. Черкаси: Східноєвропейський університет імені Рауфа Аблязова, 2023: 280-281.
- 26.Liu Su. Causes and Countermeasures of Occupational Burnout among University Administrators. *Changjiang Technology and Economy*, 2020, 4(S1): 109-110.
- 27.Liu Yuan, Liu Guoxiang. Study on the Current Situation and Related Factors of Occupational Burnout among Clinical Doctors. *Journal of the Third Military Medical University*, 2020, 42(03): 288-293.
- 28.Liu, S., Zhao, H., Wang, T., Liu, L., Chen, J., & Jin, G.The Influence of Job Stress and Psychological Capital on Job Burnout among University Teachers. *Chinese Journal of Occupational Medicine*, 2020,47(3), 282-285.
- 29.Lv Weixia, Xu Xiaoming, Wang Chaojie. Evaluation Index and Influencing Factors of Occupational Burnout among Grassroots Civil Servants. *Journal of Northeastern University (Social Science Edition)*, 2018, 20(05): 475-482.

- 30.Maslach C, Schaufeli WB, Leiter MP. Job Burnout. *Annual Review of Journal for Quality and Participation*, 2001, 24(2): 48-51.
- 31.Pines A, Aronson E. Career Burnout: Causes and Cures. New York: Free Press, 1988, 26: 104-105.
- 32.Rong Fengjie. "Identity Anxiety" of University Administrators and Its Causes. *Journal of Ningxia University (Social Science Edition)*, 2011, 33(04): 135-138.
- 33.S. Melamed, A Shirom. Burnout and Risk of Cardiovascular Disease. *Psychological Bulletin*, 2006 (5): 45-49.
- 34.Schaufeli. A Meta-analytic Examination of the Correlates of the Dimensions of Job Burnout. *Journal of Applied Psychology*, 2014, 81(2): 123-133.
- 35.Shen Caili. Occupational Burnout and Intervention of University Grassroots Administrative Staff from the Perspective of Self-efficacy. *Secretary's Friend*, 2021(01): 19-21.
- 36.Shen Jing. Development Issues and Improvement Suggestions for Young University Administrative Managers. *Science and Education Guide*, 2021(02): 23-24.
- 37.Shu Quanfeng, Liu Yachan. Public Service Motivation, Leadership, and Occupational Burnout of Grassroots Poverty Alleviation Cadres. *Beijing Social Sciences*, 2019(07): 50-62.
- 38.Sun, X., & Zhou, C. The Impact of Person-Position Fit on Kindergarten Teachers' Occupational Burnout: The Mediating Role of Job Satisfaction and the Moderating Role of Perceived Organizational Support. *Preschool Education Research*, 2020(1), 42-53.
- 39.Tahereh Zobeidi, Masoud Yazdanpanah, Laura A. Warner, Alexa Lamm, Katharina Löhr, Stefan Sieber (2023). Personal and Professional Mitigation Behavioral Intentions of Agricultural Experts to Address Climate Change. *Environmental Management* DOI: <https://doi.org/10.1007/s00267-023-01815-y> (application date 20.08.2024).
- 40.Wang Huan. Analysis of Occupational Burnout and Incentive Mechanism

- Reform of Administrative Staff in Local Universities under the "Double First-Class" Strategy. *Higher Education*, 2020(35): 31-34.
41. Wang, F., & Xu, Y. Analysis of Factors and Predictive Model Validity of Occupational Burnout. *Journal of Nanjing Audit University*, 2016,34(4), 103-109.
 42. Wang, X., Liu, C., & Wu, X. Modification of the Teacher Occupational Burnout Inventory. *Psychological Development and Education*, 2003,19(3), 82-86.
 43. Wen, H., & Chen, L. The Mechanism of Formation and Governance Strategies of Cadre Occupational Burnout under the Perspective of Governing the Party Strictly in an All-Round Way. *Hunan Social Sciences*, 2018(6), 99-106.
 44. Work Regulations of the Party School of the Communist Party of China (Administrative School) [EB/OL]. (2019-10-25) [2021-05-12]. http://www.gov.cn/zhengce/2015-01/20/content_2807126.htm (application date 20.05.2024).
 45. Xie Bingchen. Analysis of Occupational Burnout Psychology and Countermeasures of Higher Education Administrative Staff under the Background of "Double First-Class" Construction. *Campus Psychology*, 2019, 17(06): 476-478.
 46. Xie Jing. Analysis of Influencing Factors of Occupational Burnout among Grassroots Civil Servants. *Human Resources Development*, 2020(19): 22-23.
 47. Xie, Z., & Zhu, S. Measurement, Causes, and Interventions of Occupational Burnout among Grassroots Civil Servants: An Empirical Investigation Based on Province G. *Ningxia Social Sciences*, 2020(3), 46-55.
 48. Yan, G., & Min, W. Job Stress, Burnout, and Academic Enthusiasm among University Teachers. *Research in Higher Education*, 2020, 41(9), 65-76.
 49. Yang, M., Wen, Z., & Chen, Y. The Moderating and Mediating Role of Occupational Competence in the Job Demands-Resources Model. *Psychological Science*, 2017,40(4), 822-829.

50. Yu Fang, Zheng Yanling, Yang Tingting. Analysis of Job Satisfaction and Influencing Factors of General Practitioners in East, Central, and West China. *Modern Preventive Medicine*, 2019, 46(16): 2986-2990.
51. Yu, G., Yu, Z., & Ye, Y. Empirical Study on Occupational Burnout of Grassroots Civil Servants under the New Normal of Politics: A Questionnaire Survey of Three Cities in the Pearl River Delta. *Academic Research*, 2017(5), 49-55.
52. Yue, L. Leisure Education: A New Theory on the Causes of Civil Servants' Occupational Burnout and Its Intervention. *Leadership Science*, 2019(6), 55-57.
53. Zhang, H., Ke, B., & Dai, X. Analysis of Factors Influencing University Counselors' Occupational Burnout and Countermeasures Based on Chi-Square Test. *Research on Ideological and Political Education*, 2020, 36(3), 147-151.
54. Zhao, J., Yu, S., & Wang, Y. Research on the Influence Mechanism of Colleague Promotion on Knowledge Workers' Occupational Burnout from the Perspective of Social Comparison: The Mediating Role of Envy and the Need for Face. *Soft Science*, 2017, 31(4), 75-79.

APPENDIX

Appendix A

A Job Burnout Questionnaire

Dear Teacher,

Hello! This questionnaire consists of three parts: basic information, a scale to measure burnout, and influencing factors. This questionnaire is anonymous

There is no right or wrong answer, and the information obtained from the questionnaire will be kept strictly confidential.

The first part is basic information

This section is about your personal information, please choose according to the actual situation.

1. **Gender:** ☐ male ☐ female
2. **Age:** ☐ Under 30 ☐ 31-40 ☐ 41-50 ☐ 51-
3. **Position level:** ☐ Advanced level ☐ Intermediate level
☐ Primary and below
4. **Level of education:** ☐ Doctor ☐ Master ☐ Bachelor
5. **Professional title level:** ☐ Senior ☐ Intermediate
☐ Junior or no professional title
6. **Years of Service:** ☐ 16 years or above ☐ 11-15 years
☐ 6-10 years ☐ 0-5 years

The second part is the burnout scale

Based on how you feel at work, judge how often the following things happen to you and choose what you think the most appropriate option.

Option description:

Rarely: it occurs several times a year or less frequently;

Occasionally: refers to the frequency of occurrence in a month once or not;

Frequent: indicates how often it occurs within a month.

Frequency/score The Project	Never (1)	Very few (2)	Sometimes (3)	Often (4)	Every day (5)
Thread depletion dimension					
1. Administrative work makes me feel tired					
2. At the end of the day, I feel exhausted from the day's work					
3. When you wake up in the morning thinking about the day of administration, you don't want to go to work					
4. All the administrative work is really stressful for me					
5. Various problems in administrative work make me feel like I am about to collapse					
Dimension of dehumanization					
6. I'm less and less interested in my job now than when I started					
7. I'm not as enthusiastic about my work and services as I used to be					
8. I doubt the meaning of what I am doing					
9. I'm less and less concerned about whether I'm contributing to the work I'm doing					
Dimensions of low sense of accomplishment					
10. I cannot effectively solve the problems encountered in the daily administrative work of the university					
11. I don't think I can make a useful contribution to the school					
12. I don't think I'm good at the administrative job I'm doing now					
13. When I finish something at work, I don't feel very happy					
14. I don't think I can get much worthwhile work done					
15. I am not confident that I can effectively complete the work assigned by the leader					

The third part is the influencing factors of job burnout

This part of the questionnaire is part of the factors that produce job burnout. Please select the influence degree of these factors on job burnout according to your actual situation.

Impact degree/score	No effect (1)	Less impact (2)	Impact is general(3)	Have a great influence(4)	Great influence (5)
Influencing factors					
1. There is a big gap between my expectation and reality in the content and working mode of the university administration work I am engaged in now					
2. I feel that there is a mismatch between what I earn and what I give					
3. My performance is not as good as that of other colleagues					
4. I don't have great expectations for the future. I don't know what the future will be like					
5. The administrative work I am currently engaged in does not match my interests and abilities					
6. The content of administrative work in colleges and universities is procedural, tedious, repetitive and lack of challenge					
7. Poor working conditions or environment for administrative personnel					
8. Interpersonal relationships in colleges and universities are complex, and it is difficult for individuals to deal with them					
9. Administrative positions in colleges and universities have low status compared with full-time teachers, and humanistic care given by schools is not enough					
10. In the implementation of school performance appraisal, salary and welfare systems, full-time teachers are preferred					
11. It is difficult to evaluate the professional titles of administrative personnel in colleges and universities					
12. The career development space of administrative personnel in colleges and universities is limited					
13. Society expects too much from college workers					
4. The society's understanding of the administrative work of colleges and universities is not accurate, and it lacks social recognition and sympathy					

