

A STUDY ON THE RELATIONSHIP BETWEEN PROFESSIONAL ABILITY AND JOB BURNOUT OF ADMINISTRATIVE TEACHERS IN HUNAN INTERNATIONAL ECONOMICS UNIVERSITY

Yinyan Fang^{1*}

Xu Zheng²

¹ Master Candidate in Educational Administration, Stamford International University of Thailand

² Lecturer, Stamford International University of Thailand, xu.zheng@stamford.edu

* **Corresponding Author, E-mail:** 317147928@qq.com

Abstract: This study mainly explored the current professional ability and job burnout among administrative teachers, differences in professional ability and job burnout by gender, teaching age, job title, and degree. To explore the relationship between administrative teachers' professional ability and job burnout. The administrative teachers at Hunan International Economics University had a high level of professional ability, and job burnout was moderate. There were significant differences in professional ability by gender, teaching age, job title, and degree. There was no significant difference in overall job burnout among administrative teachers of different genders and degrees. There were significant differences in job burnout among administrative teachers of different ages and job titles. Professional ability was significantly negatively correlated with the job burnout of administrative teachers at Hunan International Economics University in China. To improve the professional ability of administrative teachers and reduce job burnout, schools could take corresponding measures to optimize the working environment, provide more career development opportunities and support, and reduce the workload. At the same time, personal factors such as coping positively with stress, improving self-awareness, and adjusting work attitudes also helped administrative teachers enhance their professional ability and reduce job burnout.

Keywords: Professional Ability, Job Burnout, Administrative Teacher

Introduction

With the advancement of educational globalization, international academic exchanges and cooperation became more and more frequent, which posted higher requirements for the professional ability of administrative teachers. Administrative teachers must have a solid education, psychology, management knowledge, cross-cultural communication skills, international perspectives, and global awareness. In this context, the research on the professional competence of administrative teachers was

fundamental (Uluyol & Kaan, 2023).

The reform of international education policy profoundly impacted administrative teachers' career development and working environment. For example, the educational reforms implemented in some countries required teachers to undertake more teaching and management tasks, which made administrative teachers face more significant work pressure. At the same time, the continuous adjustment of educational policies also required administrative teachers to constantly update their knowledge and skills to meet the new educational needs (Cho & Park, 2023).

China's administrative system has a history of more than 60 years. With the continuous transformation of China's organizational system, the administration's content and work forms were also constantly changing. At a time when the construction of ideological and political education for college students was highly valued, the responsibilities and missions of university administration were essential (Hu & Jiang, 2015). As early as 2006, the Central Committee and the State Council issued "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students," which clearly stated that the administration was the guide and organizer of college students' lives and studies and was also the leading group that carried out ideological and political education for college students (Yang, 2015). The profession of administration played an important role in Chinese universities. In foreign countries, the administration was usually carried out by university students and school workers, who were responsible for managing the affairs of university students. At the same time, college graduates with majors in management or pedagogy-related undergraduate, graduate, and doctoral studies from foreign universities also preferred the direction of university education management when choosing employment (Jiang & Xu, 2014). It could be seen that teachers at home and abroad attached great importance to the attributes of administrative positions in universities.

As a result, the learning foundation, habit development, and even overall quality of students in private institutions were lower than those in public universities, making the administration of private institutions difficult (Yang, 2015). The researcher learned from this that the professional ability of personal college administration needed urgent attention and improvement, and it had also become an important topic of current research. The administrative profession was characterized by high work pressure and intensity. Therefore, the problem of job burnout in administration was also particularly prominent (Huang & Yan, 2021). The inability of individual administrators to relieve work pressure promptly was the most important factor causing them to work burnout. Based on this, what was the current level of administrative professional ability and job burnout in independent universities, whether there were differences between executive professional ability and job burnout under different demographic backgrounds, and what kind of relationship there was between the two variables were the focus of this research.

Research Objectives

1) To investigate the current professional ability of administrative teachers at Hunan International Economics University in China.

2) To investigate job burnout among administrative teachers at Hunan International Economics University in China.

3) To understand the differences in the professional ability of administrative teachers at the Hunan International Economics University in China with different demographic backgrounds (gender, teaching age, job title, degree).

4) To understand the differences in job burnout among administrative teachers at China's Hunan International Economics University with different demographic backgrounds (gender, teaching age, job title, degree).

5) To analyze the correlation between professional ability and job burnout of administrative teachers at Hunan International Economics University in China.

Literature Review

Research on Teachers' Professional Ability

The definition of professional ability could be developed from two aspects. On the one hand, the content of the work task could be used as a starting point. When an employee completed the content of a specific job, they determined the different links between the various elements of the work through their work experience and analysis of the actual situation of the work, combined with the primary and secondary contradictions and aspects of the work, and their expertise, to complete a specific job. When completing worked content, workers continuously improved their working standards and ability to work through the application of their vocational knowledge, vocational skills, and mindset. From the content of the job task, it was assumed that professional ability referred to the practitioner's vocational knowledge and skill level.

Research by Janosik et al. (2006) showed that the personnel and systems of foreign universities engaged in business management occupations were invocational and systematic, causing the current situation of university affairs management to be chaotic, and the results of college affairs management were unsatisfactory. A periodic college affairs management system should be instituted with goals and guidance to ensure the quality of education for college students and the job training of university faculty and staff. Forbes et al. (2013) suggested that learning, curriculum, and administration could be the three elements that make up the management of student affairs in American universities. The administration's role was no single and fixed in managing student affairs in American universities, but the role was constantly changing with different management directions. Research on the measurement of professional ability of teachers. Yang (2011) suggested that administration required both theoretical

study and practical work to improve the administration's professional ability in terms of professional ability, vocational skills, and work experience. Zhang (2020) believed that administrative professional ability included core, general, and occupation-specific skills. He thought that the professional ability of senior administration was composed of specific abilities, basic abilities for development abilities, and core competencies. Also, Wang (2019) believed that the composition of administrative professional ability extended from endogenous professional ability to external professional ability (social ability, general ability). Research by Li et al. (2020) indicated that the specific content of professional ability was divided into essential professional ability, vocational application ability, and self-restraint ability of practitioners. Researchers who held the hierarchical theory believed that although there were differences in the hierarchical structure of administrative professional ability, they were closely linked and integrated.

Xu (2022) conducted a study on the factors affecting the professional ability of student affairs workers. The findings showed that factors such as gender, level of education, and degree type had different effects on the professional ability of student affairs workers. The study took a new perspective as a starting point, and there was some controversy in academia. When discussing administrative professional ability, Liang (2021) pointed out that it was not limited to basic jobs and qualities. It also covered multi-dimensional core professional ability.

Research on factors influencing teachers' professional ability. Relevant research on influencing administrative professional ability. Xiao (2014) pointed out in a study on administrative professional ability that different administrative positions had additional job content and job status and that the vocational level and overall quality of administration also had a particular impact on one's career development. Based on exploring the shortcomings and problems of the administrative team.

Wang (2019) discovered that although the current executive team had achieved specific results, there were still many problems, such as vague vocational development ideas, chaotic career development plans, and narrow promotion channels, which had a particular impact on the administrative team's professional ability. Zhou (2019) was based on a comprehensive analysis and discussion of administrative expertise, job content, role positioning, and career development. Research by Mao & Zhang (2019) suggested that administrative professional ability should be improved from the perspective of universities. Colleges and universities could improve administrative professional ability by referring to typical excellent cases to optimize administrative management models, clarify administrative work content and job positions, and guide administration regarding ideological construction and vocational skills.

Research by Li (2019) suggested that in addition to guiding the administration in terms of ideological construction and vocational skills, administrative work practice experience was also an indispensable channel for improving their professional ability, and it was also the fastest channel for

improving administrative professional ability. The study by Li et al. (2022) divided the administrative career into four stages: entry, career assessment, career training, and administrative withdrawal, and compared and discussed these four stages.

Research on Teachers' Job Burnout

Furthermore, variables such as education and gender also showed characteristics of individual job burnout. Li et al. (2018) investigated job title levels and found they significantly impacted them. Caleb et al. (2007) concluded that the higher an employee's expectations, the less obvious the burnout, and the higher the job requirements, which exceed what they could endure, could lead to burnout. Also, working too long hours was an important factor.

Based on the results of interviews with middle school teachers and large-scale sample surveys, through the analysis of 596 effective questionnaires, it was concluded that mainly teachers' social environment and school organization had a significant impact on their job burnout. On the other hand, in terms of background variables, research results found that "class hours," "job title," and "teaching age" had a significant impact on the dimensions of teachers' emotional exhaustion. Specifically, teachers who have taught in ordinary high schools, have been teaching for 10-20 years, have a job title of middle school teacher level 1, and have taken classes for 20 sessions or more have a relatively high degree of job burnout. Furthermore, Guo et al. (2020) studied administrative burnout in universities. Using the Chinese version of the "Teacher Job Burnout Scale" and the "Health Promotion Lifestyle Scale," it was found that administrative burnout in universities was at a moderately high level, and there was a correlation between administrative health-promoting lifestyle and job burnout. It meant that cultivating a health-promoting lifestyle might help reduce administrative burnout. The findings also drew attention to the problem of burnout in college administrators and sought to mitigate this problem by cultivating a healthy lifestyle.

Research on the influencing factors of teachers' job burnout. Regarding individual influencing factors, Bakker & Sanz (2023) combined five basic personality factors with individual burnout, suggesting that different personality factors affected job burnout differently. Emotionally stable and extroverted personalities could predict personal achievement; autonomous and extroverted personalities could predict depersonalization. At the same time, negative personality traits had a certain negative effect on individual burnout. By exploring the relationship between individual personality factors and job burnout, Komives & Woodard (2018) found a positive correlation between individuals' extroverted, open, responsible, and easy-going personality factors and individual job burnout; individual nervous personality factors were negatively correlated with individuals' sense of personal accomplishment; personality factors of individuals' openness, extroversion, and responsibility were negatively correlated with individual burnout. From this, it was learned that there was a significant correlation between various dimensions of individual personality factors and job burnout.

Research by Tang & Cheng (2018) indicated that the current causes of job burnout in the administration were mainly external and internal factors. Among them, external factors referred to low social recognition, inadequate reward and punishment mechanisms, etc.; internal factors indicate that the administration has insufficient vocational standards and poor adaptability. Wang et al. (2020) suggested that factors such as administrative work length and social pressure affected one's job burnout. Various factors affect job burnout, including insufficient social support, imperfect organizational systems, differences in individual career values, and insufficient individual awareness.

Research on the Relationship between Teachers' Professional Ability and Job Burnout

By searching existing relevant studies, it was discovered that relatively few studies had carried out the relationship between the two variables of professional ability and job burnout. In existing relevant literature, most of them investigated individual variables or introduced other variables to compare the relationship with one of them to explore in depth. Wang & Chen (2019) believed that to solve the problem of administrative burnout. They should start by improving the administration's work ability and vocational skills. Lin & Zhou (2019) combined employees' burnout and professional ability, arguing that the personal effectiveness dimension of professional ability affected burnout most significantly. At the same time, the stronger the professional ability of employees, the weaker their job burnout. Xie (2022) suggested that administration should be interfered with to a certain extent through education on work values and vocational skills training for the administration so that it matches the school's philosophy and teaching goals. When the administration's professional ability improved, job burnout would significantly reduce.

According to the study by Jian et al. (2022), personal effectiveness had a certain impact on job burnout. Personal effectiveness refers to positive emotions such as the sense of accomplishment experienced by individuals in completing work and interpersonal relationships and being more confident and motivated when completing work. Based on this, when the administration has a high sense of accomplishment, its professional ability could be greatly improved. Research by Tang & Cheng (2018) indicated that the administration should continuously improve its professional ability and adjust its work mentality through mentors' work experience to alleviate job burnout. Chen (2019) suggested that the administration should be provided with healthy career development channels to solve administrative burnout.

Therefore, this study used the administration of private universities as a research subject to investigate and analyze the relationship between professional ability and job burnout in private college administration and put forward corresponding suggestions based on the research results to improve administrative professional ability and alleviate their sense of job burnout, so that college administration could better complete student management work, and college education could be better developed.

Methodology

The study conducted a convenient sample survey of Hunan International Economics University administrative teachers. It used the number of teachers at Hunan International Economics University as the sample ratio. According to Krejcie & Morgan's (1970) measurement formula for determining the sample size in the total number, the formal test used a convenient sampling method. Of the 1023 teachers, about 270 people held administrative and related positions. Therefore, 159 administrative teachers should be selected to conduct relevant questionnaire surveys, and finally, collected and sorted out 159 valid questionnaires, the effective return rate reached 100%.

This study used the administrative teacher's professional ability questionnaire as a professional ability research tool. It used a questionnaire on college administrative professional ability prepared by Shao et al. (2013), with 40 topics, to survey the four aspects of education, management, service, and professional attitudes. Using the five-point scoring method, a higher score indicated that the test subject's level of professional ability was higher; conversely, a lower score indicated that the test subject's level of professional ability was lower. The college administrative professional ability questionnaire that Shao et al. (2013) prepared was 0.882 for education, 0.923 for management, 0.737 for service, 0.798 for professional attitudes, and 0.932 overall. The questionnaire had good overall reliability indicators in all dimensions. The KMO and Bartlett test results of the questionnaire showed that the KMO was 0.955, and the significance of the Bartlett test was 0.000, which indicated that it was suitable for factor analysis. Furthermore, the factorial analysis used the principal component analysis method, and the cumulative variance explanation rate for extracting the three common factors reached 79.365%.

The Job Burnout Questionnaire Scale, which was developed specifically for educators, was used by Maslach et al. (2001). There were 22 topics: emotional exhaustion, depersonalization, and low personal accomplishment. Among them were 9 questions about emotional exhaustion, 5 about depersonalization, and 8 about low personal accomplishment. Using a 5-point scoring method. Higher scores indicated that the test subject's job burnout was more serious. Cronbach's α of the job burnout questionnaire scale specially prepared for educators was 0.956, indicating that the questionnaire had good credibility. The KMO value of the questionnaire was 0.949, higher than 0.8, while the significant probability of Bartlett's sphericity test was less than 0.05. The explanation questionnaire had good credibility and validity and could be used by this research institute to investigate administrative burnout in private universities.

Results

Demographic Analysis of Questionnaire Participants

In this questionnaire survey, subjects were administrative teachers at the Hunan International Economics University in China. A total of 159 questionnaires were collected. The primary conditions of the survey subjects were gender, teaching age, job title, and degree. The gender: 67 administrative teachers were males, accounting for 42.1%, and 92 were females, accounting for 57.9%. More female administrative teachers participated in the survey than males, which aligned with the previous basic allocation of administrative staff in private universities. Teaching age: 36 students aged 3 years and under, accounting for 22.6%; 52 teachers in 4-8 years, accounting for 32.7%; 41 teachers aged 9-15, accounting for 25.8%; 30 teachers over 16 years and above, accounting for 18.9%. Titles: there were 96 staff members and teachers, accounting for 60.4%, 42 teachers at the department level, 26.4%, and 21 at the department level, accounting for 13.2%. The proportion of administrative teachers with job titles was high. The distribution of this result ratio was basically in line with reality. Degrees: 111 administrative teachers with bachelor's degrees and below, accounting for 69.8%, and 48 administrative teachers with master's degrees or above, accounting for 30.2%.

Descriptive Statistics on the Levels of Teachers' Professional Ability and Job Burnout

1) The overall professional ability of administrative teachers at Hunan International Economics University in China. The overall professional ability of administrative teachers was $M = 3.524$, indicating that the general level of professional ability was high. Education had a mean score of $M = 3.314$, management had a mean of $M = 3.735$, service had a mean of $M = 3.532$, and professional attitude had a mean of $M = 3.514$, indicating that the level of education was medium. In contrast, the management, service, and professional attitude levels were high. In short, administrative teachers had a high level of professional ability, as Table 1 shows.

Table 1: Descriptive Statistical Analysis of the Professional Ability of Administrative Teachers

| Dimensions | N | M | SD | Interpretation |
|-------------------------------------------------|-----|-------|-------|----------------|
| Education | 159 | 3.314 | 0.600 | Moderate |
| Management | 159 | 3.735 | 0.585 | High |
| Service | 159 | 3.532 | 0.748 | High |
| Professional attitude | 159 | 3.514 | 0.498 | High |
| Professional ability of administrative teachers | 159 | 3.524 | 0.504 | High |

2) The overall level of professional ability of administrative teachers at Hunan International Economics University in China. The overall professional ability of administrative teachers was $M = 3.524$, indicating that the general level of professional ability was high. Education had a mean of $M = 3.314$, management had a mean of $M = 3.735$, service had a mean of $M = 3.532$, and professional attitude had a mean of $M = 3.514$, indicating that the level of education was medium. In contrast, the

management, service, and professional attitude levels were high. In short, administrative teachers had a high level of professional ability, as shown in Table 2.

Table 2: Descriptive Statistical Analysis of Job Burnout among Administrative Teachers

| Dimensions | N | M | SD | Interpretation |
|----------------------------------------|-----|-------|-------|----------------|
| Emotional exhaustion | 159 | 3.314 | 0.604 | Moderate |
| Depersonalization | 159 | 3.097 | 0.654 | Moderate |
| Low personal accomplishment | 159 | 3.664 | 0.605 | High |
| Job burnout of administrative teachers | 159 | 3.358 | 0.493 | Moderate |

Differences Analysis on the Levels of Teachers' Professional Ability and Job Burnout Compared with Demographic Backgrounds

The differences between professional ability and job burnout among administrative teachers in different demographic backgrounds were analyzed using independent sample T-test and one-way ANOVA variance. Pearson's related analysis explored the relationship between professional ability and job burnout among administrative teachers and derived research results to verify research hypotheses. There were significant differences in professional ability by gender, teaching age, job title, and degree. There was no significant difference in overall job burnout among administrative teachers of different genders and degrees. There were significant differences in job burnout among administrative teachers of different ages and job titles.

Correlation Analysis among Teachers' Professional Ability and Job Burnout

Table 3: Correlation Analysis Between Professional Ability and Job Burnout of Administrative Teachers

| Dimensions | Emotional exhaustion | Depersonalization | Low personal accomplishment | Overall job burnout |
|------------------------------|----------------------|-------------------|-----------------------------|---------------------|
| Education | -.327*** | -.371*** | -.274*** | -.410*** |
| Management | -.205** | -.228** | -.253** | -.288*** |
| Service | -.236** | -.308*** | -.233** | -.328*** |
| Professional attitude | -.371*** | -.418*** | -.367*** | -.486*** |
| Overall professional ability | -.336*** | -.394*** | -.332*** | -.447*** |

Note: **p<.01, ***p<.001

In this study, the Pearson correlation was used to analyze the relationship between administrative teachers' professional ability and job burnout. The correlations between the overall professional ability of administrative teachers and emotional exhaustion, dehumanization, and low personal accomplishment r were -0.336, -0.394, and -0.332, respectively, and all reached significant levels. The correlation coefficient r between the overall professional ability of administrative teachers and job burnout was -0.447, which got a considerable level. The general professional ability of administrative teachers and all dimensions of job burnout have reached significant levels, valid and that

administrative teachers' professional ability was significantly negatively correlated with job burnout ($r=-0.447$, $p<0.001$). The overall relevant situation was shown in Table 3.

Discussion

Current Professional Ability and Job Burnout among Administrative Teachers

Administrative teachers at the Hunan International Economics University showed a high level of management, service, and professional attitude. At the same time, there was still room for improvement in education. This study also explained that administrative teachers had high professional ability and degrees. Administrative teachers might have had rich vocational knowledge, teaching management experience, and an in-depth understanding and research in their respective fields. This specialized teaching staff could provide students with higher-quality education services and help improve the overall teaching quality of the school. Administrative teachers' educational management level and vocational development significantly impacted improving the education level.

The relatively high level of job burnout among administrative teachers indicated that administrative teachers might have faced more significant work pressure, including teaching tasks, administration, student affairs, etc. Being under intense work pressure for a long time could easily have led to physical and mental exhaustion and job burnout. Also, administrative teachers might have had relatively few career development opportunities and limited room for promotion. It might have caused teachers to feel lost about their career prospects and lack motivation and a sense of accomplishment, leading to burnout.

In addition, administrative teachers' personalities, abilities, values, etc., might also have impacted job burnout. For example, some teachers might have been demanding of themselves and strived for excellence in the quality of their work. This mindset of striving for perfection might have made them more likely to experience stress and job burnout.

Analysis of Administrative Teachers' Professional Ability and Job Burnout in Different Demographic Backgrounds

(1) Analysis of the significant differences in the professional ability of administrative teachers of different genders, males were usually given more social responsibilities and expectations, which might have caused males to bear more pressure on career development, thereby affecting the performance of their professional ability. Society positions males and females differently. At the same time, as their teaching age increased, administrative teachers might have received more career development opportunities, such as attending training, seminars, academic conferences, etc. These opportunities helped teachers update their knowledge, expand their horizons, and enhance their abilities. Continuous learning enabled teachers to keep up with the pace of industry development and maintain competitiveness, enhancing their professional ability. The responsibilities and requirements of

administrative teachers with varying titles of jobs differed. Administrative teachers with departmental and subject-level job titles needed team management and organizational coordination skills to improve their professional ability. Administrative teachers with a master's degree or above usually have solid academic research abilities. Highly educated teachers usually have a more positive learning attitude and higher learning ability, which enables them to adapt more quickly to new teaching and management methods and enhance their professional ability.

(2) There was no significant difference in job burnout among administrative teachers between genders; the reason might be related to the spread of gender equality concepts, which indicated that although male and female administrative teachers might differ in some respects, the overall job burnout of administrative teachers of different genders might not have been significantly different due to the interaction and influence of various factors. A long teaching career might bring higher expectations and requirements while also dealing with challenges such as education reform and changes in student needs. These pressures might have caused some administrative teachers to feel burnt out. Administrative teachers with lower job titles might be more concerned with career development and promotion opportunities. They might feel that their career prospects are uncertain, leading to burnout. Administrative teachers might take on more tasks and responsibilities. The impact of work experience and career development on burnout was likely more significant than education. Administrative teachers might have accumulated work experience, skills, and abilities during career development. These factors could have improved their adaptability and ability to cope with work pressure. Suffice it to say that education should not have been the only criterion for evaluating job burnout; teachers' job burnout was also affected by other factors, such as personal quality, vocationalism, work attitude, etc.

Analysis of the Relationship between Professional Ability and Job Burnout of Administrative Teachers

Analyzing why the professional ability of administrative teachers at Hunan International Economics University in China was significantly negatively related to job burnout, it could be shown that job burnout was often associated with work stress and challenges. If administrative teachers felt that their career prospects were good and there were more opportunities for promotion, their professional ability might have improved. Job burnout could also have been affected by workload and role conflicts. Suppose administrative teachers took on too many tasks and responsibilities or faced challenges such as role conflicts. In that case, they might have felt exhausted and helpless, which affected their professional ability performance. Conversely, if administrative teachers could have rationally allocated time and energy to deal with challenges such as conflicting roles, their professional ability might have improved.

Conclusions

1) The professional ability level of administrative teachers at Hunan International Economics University in China was high. Job burnout among administrative teachers was moderate. However, the low personal accomplishment showed more serious signs of job burnout.

2) There were significant differences in the professional ability of administrative teachers between genders; male teachers had lower professional ability than female teachers. There were substantial differences in the professional ability of administrative teachers of different teaching ages. Administrative teachers of 16 years and above were more excellent than administrative teachers of 3 years or less, administrative teachers of 9-15 years were more significant than administrative teachers of 3 years or less, and administrative teachers of 4-8 years were more outstanding than administrative teachers of 3 years or less. There were significant differences in the professional ability of administrative teachers with different job titles. Administrative teachers with departmental job titles were higher than staff member teachers, and administrative teachers with department job titles were larger than staff member teachers. There were significant differences in the overall professional ability of administrative teachers with different degrees. The professional ability of teachers with a master's degree or above was higher than that of administrative teachers with a bachelor's degree or below.

3) There was no significant difference in overall job burnout among administrative teachers of different genders. There were significant differences in job burnout among administrative teachers of different ages. The burnout of administrative teachers of 16 years and above was higher than that of administrative teachers of 3 years and under, administrative teachers of 4-8 years, administrative teachers of 9-15 years, and job burnout of administrative teachers of 9-15 years was higher than that of administrative teachers of 3 years and under. There was a significant difference in job burnout among administrative teachers with different job titles. The job burnout of administrative teachers with staff member job titles was higher than that of teachers with department job titles. There was no significant difference in job burnout among administrative teachers of different degrees.

3) Professional ability was significantly negatively correlated with job burnout of administrative teachers at Hunan International Economics University in China.

References

- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A.(2023). Job demands–resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25-53.
- Caleb, T.,& Hayes, B. L.(2007). Weathington, Optimism, Stress, Life Satisfaction and Job Burnout. *The Journal of Psychology*,10(6),565-579
- Chen, W.R. (2019). An Analysis of the Causes and Countermeasures of Administrative Burnout in Higher Vocational Colleges and Universities. *Modern Vocational Education*, 10 (33), 85-87.

- Cho, S. J., & Park, H. . (2023). A study on the scale of multicultural competence of nursery teachers. *The Journal of Next-generation Convergence Technology Association*,11(4),74-76.
- Forbes, D., Lockwood, E., Phelps, A., Wade, D., Creamer, M., Bryant, R. A.,& Meaghan, O.(2013).Trauma at the hands of another: distinguishing PTSD patterns following intimate and nonintimate interpersonal and no interpersonal trauma in a nationally representative sample. *The Journal of Clinical Psychiatry*, 74(2), 21205.
- Guo, P.P., Gao, K., Jiang, M.M., Yu, H.Y., & Ye, J.(2020). Effects of health-promoting lifestyle on administrative burnout in Shanghai universities. *Chinese Occupational Medicine*, 47 (1), 5-6.
- Hu, C.M., & Jiang, Y.H.(2015). A review of the research on teacher burnout at home and abroad in the past three decades. *Journal of Hunan International Economics College*, 6(3),51-54.
- Huang, G.L., & Yan, J.X.(2021). Causes and countermeasures of administrative burnout in higher vocational colleges from the psychological contract perspective. *Ideological and Political Education and Positive Education*, 17(2), 72-74.
- Janosik, S. M., Carpenter, S., & Creamer, D. G.(2006).Beyond professional preparation programs: The role of professional associations in ensuring a high-quality workforce. *College Student Affairs Journal*, 25(2), 228-237.
- Jian, D., Wei, B.P., & Lu, Y. (2022). Research on ways to improve administrative vocationalism in universities in ethnic minority regions under the trend of specialization and vocationalist. *Development of Educational Science*, 4 (4), 241-244.
- Jiang, Z., & Xu, Y. (2014). Advances in research on job burnout. *International Chinese Journal of Applied Psychology*, 31 (2), 19-30.
- Komives, S. R., & Woodard, D. B.(2018).*Jr. & Associates: Student Services: A Handbook for the Profession. Fourth Edition*. Jossey-Bass, A Wilev Im Print.
- Krejcie, R., & Morgan, D. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- Li, D.W. (2019). An Analysis of Problems and Paths to Improve Professional Ability in College Administration Teams. *Farmhouse Counselor*, 22 (14), 256.
- Li, P.P., Zhao, X.J., Zhu, S.C., & Zhang, K. (2022). Research on institutional innovation and path selection for improving the quality of administrative team building in local universities. *Vocational Education*, 16 (11), 130.
- Li, Y.Y., Xu, X.L., Li, L.Y., Zhang, Y., & Tan, C.B. (2020). Innovation in student management models in applied private universities under the credit system. *Research and Practice of Innovation and Entrepreneurship Theory*, 3 (9), 4-10.
- Liang, S.J. (2021). Exploring the practical path of building vocationalism in university administrative teams from the “vocational administration” perspective. *Theoretical Research and Practice of*

- Innovation and Entrepreneurship*, 4 (9), 4-6.
- Lin, L., & Zhou, X. (2019). Sociological analysis of administrative burnout in private universities. *Journal of Guizhou Normal University (Social Science Edition)*, 12 (3),5-9.
- Mao, W., & Zhang, Z.J. (2019). Thoughts and Countermeasures on the Administrative Responsibilities of Private Colleges and Universities in the New Era. *Yangtze River Series*,18 (27), 98-99.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P.(2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422.
- Shao, G.P., Miao, D.L., & Yang, L. (2013). Professional ability, Structure, and Measurement of University Administration. *Psychological Research*, 6 (2), 85-89.
- Tang, J., & Cheng, X.Y.(2018). Analysis of the causes and countermeasures of administrative job burnout in universities. *Science and Education (Xunkan)*, (34), 15-16.
- Uluyol, A., & Kaan Büyükkarc. (2023). Were we prepared enough? A study on the burnout levels and professional self-efficacy of English language teachers in distance education during the COVID-19 pandemic. *Mehmet Akif Ersoy Universities Eğitim Faculties Derigs*, (6),122-134.
- Wang, H.C., & Chen, Y.H. (2019). On the vocationalist, specialization, and modernization of university administration. *Journal of Hebei Normal University (Educational Science Edition)*, (5), 73-78.
- Wang, H.T. (2019). Research on administrative vocationalist in private universities. *Master's thesis at Wuhan University*.
- Wang, J.J., Xu, F.X., & Su, K.W. (2020). Research on administrative coping methods, self-judgment, and social support in universities. *Chinese Journal of Multimedia and Internet Teaching (First Edition)*,7 (8),168-170.
- Wang, Z.N.(2019). Research the influencing factors and strategies of university administrative stability in the new era. *Think Tank Era*, 44(52),52-53.
- Xiao, Y.Q. (2014). Effective ways to improve administrative professional ability in universities. *Era Education*,4 (23),136-137.
- Xie, Q. (2022). Approaches and Methods for Improving Core Administrative Competencies during the Transition Period of Private Colleges and Universities. *Proceedings of the 3rd "Education, Teaching and Innovation Research" Forum for Primary and Secondary School Teachers in the New Era*, 362-365.
- Xu, Z.(2020). Research on the ability and improvement of administrative academic guidance in universities. *Master's thesis, Central China Normal University*.
- Yang, J.Y. (2011). Positioning and Construction of University Administrative Status. *Research on Ideological Education*, 19 (1), 83-87.
- Yang, X.Q. (2015). A brief discussion on administrative working methods from the characteristics of private college students. *Shandong Youth*, 8 (3), 65-66.

Zhang, H.B.(2020). Construction of the evaluation system of administrative professional ability in higher vocational colleges. *Journal of Hubei Open Vocational College*, 33(16), 5-7.

Zhou, T.Y. (2019). Research the practical value and problems of part-time administration for college graduate students. *Creative Education Research*, 7, 741.