The Great Wall of Workload: Job Demands and Resources Influencing Burnout among Student Affairs Educators at Chinese University

Long Xunheng[1], Li Xingxian[2] and Wallaya Chupradist[3]

[1,3]Southeast Bangkok University, Bangkok, Thailand.

[2]Guangdong University of Finance and Economics, Guangzhou, China

Corresponding Author, E-mail: [3]wc0202@yahoo.com

Abstract

Student Affairs Educators (SAEs) at Chinese universities play a critical role in university administration. They are subject to high job demands, encompassing various responsibilities from ideological education to daily management. SAEs' work affects hundreds of college students, and they often fall into burnout because of the heavy workload, but the importance of their work is not proportional to the degree of research attention.

This study investigates the unique job demands and resources experienced by SAEs and their impact on burnout, employing the Job Demands-Resources (JD-R) model. Two specialized measurement scales were developed and tested across three phases with a combined sample of 1,063 SAEs from 17 universities in Guangdong Province, encompassing semi-structured interviews, a pilot study, and a formal experiment. This research highlights that job demands significantly heighten burnout among SAEs, while job self-efficacy diminishes this negative impact. Conversely, job resources significantly reduce burnout levels and mitigate the adverse effects of job demands, underscoring the importance of strategic resource management to alleviate burnout among SAEs. These findings offer practical insights for human resource management and policymaking in Chinese higher education institutions, aiming to reduce burnout and improve the well-being of Student Affairs Educators.

Introduction

In public universities, Student Affairs Educators (SAEs) play a vital role in the higher education workforce. (Ministry of Education of the People's Republic of China, 2017; Winston et al., 2013). In Chinese colleges and universities, SAEs undertake a multifaceted role encapsulating nine critical responsibilities: ideological and theoretical education and value guidance, party and youth league and class construction, academic atmosphere construction, daily affairs management for students, psychological health education and counseling work, online ideological and political education, campus crisis response, career planning and employment guidance, theoretical and practical research.

SAEs in China are distinct in three respects. First, the scale of SAEs teams is expanding in line with university enrollment. China's Ministry of Education (2023) recommends an optimal ratio of one SAE for every 200 students. Given the increase in enrollment numbers, with undergraduate students in Chinese universities projected to rise by 233,400 in 2023 to 4,679,400, the corresponding growth in SAEs is unstoppable. Second, Chinese SAEs primarily engage in ideological and political guidance for students. This role entails many student management tasks, making them a unique professional group within global higher education. Lastly, the workload for SAEs is considerable. Responsible for between 200 and 600 students, they must be on call 24 hours a day to address any emergent issues (Fan, 2016; Yang, 2017).

With the growing SAE team in Chinese universities, managing the team well and reducing SAE burnout is a complex problem that needs to be solved in the practice of human resource management in Chinese universities. Therefore, this study plans to utilize the Job Demands–Resources (JD–R) model, which provides a robust framework for analyzing the interplay between job demands, job resources, and burnout. This model is particularly relevant for SAEs whose roles involve high job demands and varying levels of resources and whose responsibilities range from ideological education to crisis management. We hypothesize that these job demands—including job stress, critical incident demands, disruptive student behavior, role conflict, and red tape—influence the prevalence of burnout among SAEs. At the same time, higher levels of self-efficacy could potentially buffer the adverse effects of job demands by enhancing the individual's coping mechanisms. Conversely, job resources—including organizational, superior, colleague, student, and family resources—are expected to mitigate burnout.

This study contributes significantly to the field in three key ways: First, through interviews and empirical research, we explore the current status of SAEs in China, thus filling a gap in research on reducing SAEs' burnout. Second, we innovatively utilize a "bottom-up" approach to explore individual and systemic factors influencing SAEs' burnout while traditionally focusing on a "top-down" perspective for empirical induction or theoretical discourse. Third, this study advances methodological rigor by developing and validating specialized scales tailored to assess the job demands and resources specific to SAEs. This study addresses longstanding measurement and construct validity issues in researching job factors among specialized groups like SAEs, thereby enhancing the JD-R theoretical framework.

Research objectives

1. To explore the current situation of SAEs' job demand and job resources.

2. To reveal the causal relationships between job demand, job resources, job self-efficacy, and burnout among SAEs in public universities.

Literature Review

1. Student Affairs Educator and The Status Quo of Burnout

In Chinese universities, teachers engaged in student affairs work has a unique title – student affairs educator. The university's student affairs department manages them and is responsible for various colleges and departments' student guidance and extracurricular affairs. In scholarly research, student affairs professionals are educators, and student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind (Bloland, 1996).

Maslach and Leiter (2008) characterized burnout as a syndrome marked by emotional exhaustion, depersonalization (i.e., a negative, excessively detached response toward the recipients of one's service or care), and a lack of personal accomplishment (i.e., feelings of incompetence and unsuccessful achievement at work). SAEs' work directly impacts the most active participants in social productivity. It is prone to large workloads, complex tasks, excessive emotional investment, and role conflicts, which can lead to burnout. A 2022 Gallup survey highlighted that 35% of college student affairs staff frequently experience burnout, underscoring the challenging nature of their roles (Marken & Agrawal, 2022). Similarly, SAEs in China face intense pressures, as outlined by the Ministry of

Education (2017), with responsibilities ranging from ideological education to crisis response. The workload is often exacerbated by high student-to-counselor ratios and the expectation of availability around the clock, leading to severe job stress and burnout (Yang, 2017). Studies from various Chinese universities indicate that burnout among SAEs ranges from moderate to severe, with causes linked to low salaries, high job stress, and a lack of professional identity (Cao, 2007; Ni, 2012). Additionally, frequent role-switching and high social expectations further contribute to their burnout (Chen, 2020).

2. Job Demands and Job Resources in The Context of JD-R Theory

This study focuses on hindering job demands as defined in the JD-R theory, characterizing them as negative influences that require significant physical and psychological effort, potentially leading to decreased job engagement (Bakker et al., 2023). Such demands often result in significant stress and burnout among employees, particularly for SAEs, who face unique challenges due to the demanding nature of their roles in ideological and political education and management.

Studies have linked job demands directly to burnout symptoms (Dettmers et al., 2016; Yuseva et al., 2024). Critical incidents further complicate this relationship, as studies indicate that emergencies predict higher levels of exhaustion due to intense pressure and physical demands (Bryant & Harvey, 1996). Disruptive student behavior is a critical predictor of stress, which leads to burnout among teachers, highlighting the direct impact on educational professionals (Evers et al., 2005). Role conflicts significantly contribute to burnout when conflicting demands from stakeholders, including administrators and parents, and unclear job responsibilities amplify stress levels (Ting, 2017; Wu et al., 2021). Red Tape, as the bureaucratic challenges, also impose considerable burdens, hindering job performance and leading to significant burnout (Tadić et al., 2015; Yao et al., 2015). Thus, the research hypotheses are proposed:

H1: Job demand has a significant positive impact on SAEs' burnout;

H1a: Job stress has a significant positive impact on SAEs' burnout;

H1b: Critical incidents have a significant positive impact on SAEs' burnout;

H1c: Disruptive student behaviors have a significant positive impact on SAEs' burnout;

H1d: Role conflicts have a significant positive impact on SAEs' burnout;

H1e: Red Tape has a significant positive impact on SAEs' burnout.

Job resources are beneficial factors within the workplace that alleviate the strain of job demands and support employees' professional and personal development. They play a crucial role in enhancing

employee well-being and productivity by fostering growth, learning, and development within their roles (Lesener et al., 2020; Mazzetti et al., 2023).

Organizational resources shape employees' work behaviors, attitudes, and mental health as pivotal factors can diminish burnout risks (Eisenberger et al., 2020). A positive organizational engagement climate significantly reduces burnout risks (Jagodics & Szabó, 2023). Colleague resources, including teamwork and peer assistance, provide emotional and practical benefits that buffer workplace stressors. Teams that actively redefine job demands and harness job resources experience improved performance (Oprea et al., 2019). Student resources in educational settings, like academic support and peer networks, have also been shown to reduce burnout levels, underscoring the protective effect of these resources. Family resources play a critical role by providing emotional backing that helps individuals manage stress more effectively (Jagodics & Szabó, 2023). Consequently, the research hypotheses are as follows:

H2: Job resources have a significant negative impact on SAE's burnout level;

H2a: Organizational resources have a significant negative impact on SAEs' burnout;

H2b: Superior resources have a significant negative impact on SAEs' burnout;

H2c: Colleague resources have a significant negative impact on SAEs' burnout;

H2d: Student resources have a significant negative impact on SAEs' burnout;

H2e: Family resources have a significant negative impact on SAEs' burnout.

As the JD-R theory outlines, the interplay between job demands and job resources is crucial for understanding workplace dynamics. This model suggests that effective resource management can significantly reduce the adverse effects of high demands, thereby highlighting the importance of optimizing resources in stressful work environments (Mihalca et al., 2024). Job resources can alleviate the adverse effects of stressors like pupil misbehavior on work engagement (Bakker et al., 2007). Salanova et al. (2006) point out that personal and organizational resources enhance work-related flow and positively impact these resources. Additionally, increasing structural job resources through job crafting can enhance performance and well-being, underscoring the importance of resource optimization in stressful environments (Mihalca et al., 2024). The dynamic interplay between job demands and resources highlights how effective resource management can counteract the adverse effects of high demands (Chen & Hsieh, 2023; Ueno et al., 2024). Therefore, the research hypothesis is put forward:

H3: Job resources have a significant negative impact on job demands.

3. The Mediating Role of Job Self-Efficacy

Self-efficacy is the belief in one's ability to execute behaviors necessary to achieve specific performance goals (Bandura, 1977). It reflects confidence in one's ability to control their motivation, behavior, and social environment. Research consistently shows that self-efficacy is a critical mediator that can mitigate or exacerbate the effects of job demands on burnout among SAEs. Fernet (2015) highlighted that increased job stress from students' perception of uncooperative behavior and the burden of teaching tasks significantly diminishes teachers' intrinsic motivation by undermining their self-efficacy. This reduction in self-efficacy, in turn, stimulates their burnout. Similarly, Bas's (2020) research identified that self-efficacy significantly moderates the impact of job stress on burnout. Higher self-efficacy is associated with lower burnout levels, suggesting that individuals with solid self-belief can better cope with stress. In educational settings, self-efficacy mediates the relationship between emotional intelligence and burnout, supporting its protective role against stress-induced burnout (Reza et al., 2016). Therefore, the research hypothesis is put forward:

H4: Self-efficacy of SAEs mediates the relationship between job demand and burnout.

Efficacy variables are introduced to examine how job self-efficacy, job resources, and job demands influence SAE burnout and to construct a theoretical model of the factors affecting SAEs' burnout (as shown in **ผิดพลาด! ไม่พบแหล่งการอ้างอิง**).
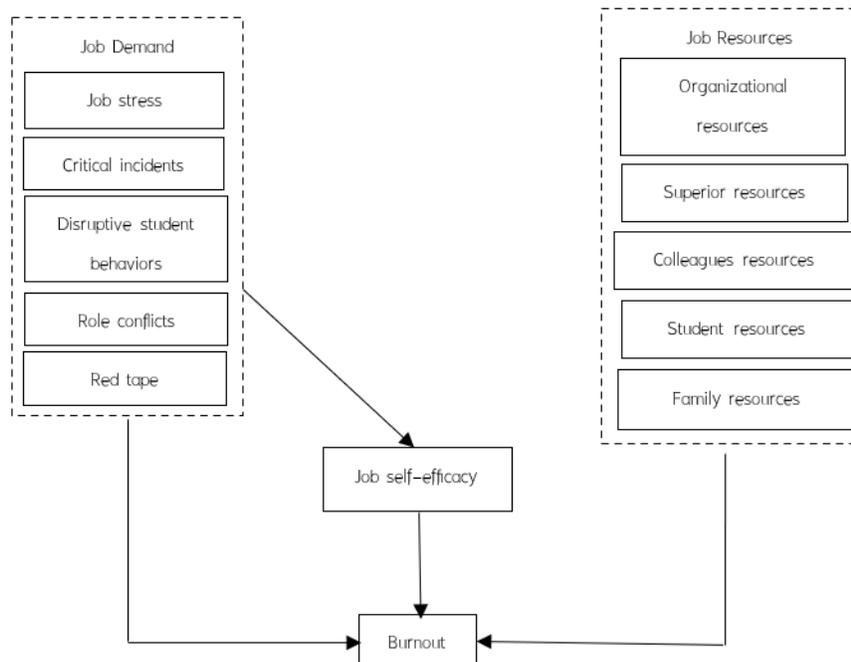

Figure 1 Theoretical model of influencing factors in SAEs (Source: Constructed by researcher, 2021)

Research Methodology

The research process is divided into three stages: creating dimensions and verifying content; conducting a pilot study to assess the reliability and validity of the customized scales and testing the hypothesis model; and gathering empirical evidence from SAEs in Guangdong Province.

Phase 1: Dimension Generation and Content Validation

The primary objective of the interview design is to gather qualitative data on the job resources and job demands of Chinese university SAEs and to validate the relevance of these factors. This study employed a semi-structured interview approach with ten SAEs from public universities in Guangdong Province selected for in-depth interviews. These staff members, representing diverse demographic backgrounds and academic disciplines, included 50% women, 90% with Master's degrees, and 90% at the lecturer level.

This part of the research utilized two-level coding in grounded theory to summarize and integrate data, with the first level of coding identifying job resources and job demands of SAEs and the second level of coding identifying different dimensions. This study adopted manual secondary coding to analyze and organize survey data to capture practical information to the greatest extent.

Phase 2: A Pilot Study of the Two Customized Scales

Before formal study, the preliminary survey covered four comprehensive universities, one finance and economics university, and one agricultural university. Questionnaires were distributed via a random online survey, with 147 responses collected (51.02% women, 55.78% holding a Master's degree, average age = 30.8).

The reliability of the scales was evaluated using Cronbach's alpha to assess internal consistency, with SPSS 23.0 employed for the analysis. Subsequently, AMOS 24.0 was used to determine the suitability of the data for factor analysis, as indicated by the KMO measure and Bartlett's test of sphericity. The factor structure was tested through Exploratory Factor Analysis (EFA), followed by Confirmatory Factor Analysis (CFA) to ensure rigorous construct validation.

Phase 3: Empirical Evidence Leading to Occupational Fatigue in SAEs

The formal data collection was conducted between March and May 2024 through an online questionnaire distributed via university contacts in Guangdong Province. This study focuses on SAEs employed at public universities in Guangdong Province. The region is home to 38 public universities

with nearly 5,000 SAEs. The formal survey, conducted across 17 undergraduate universities representing a diverse array of institutional types, maintained a balanced gender ratio to reflect the regional heterogeneity of Guangdong Province. Administered through online questionnaires distributed via university contacts, the survey yielded 906 valid responses, ensuring comprehensive representation (50.88% women, 93.93% holding a Master's degree, average age = 32.75). All responses passed rigorous attention checks, and the average completion time of the questionnaire was 451 seconds.

Participants rated their level of burnout using the 10-item Oldenburg Burnout Inventory (OLBI) developed by Evangelia Demerouti in 2010, which measures burnout on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) (α = 0.866). Additionally, the 6-item Occupational Self-Efficacy scale developed by Thomas Rigotti in 2008 was used to assess job self-efficacy (α = 0.9). As mentioned above, the independently developed Job Demands scale consists of 15 items (α = 0.803), and the Job Resources scale includes 16 items (α = 0.827).

Several factors were controlled to account for their potential influence on SAEs' burnout, including years of SAEs' tenure, administrative level, staffing presence, number of students managed, average daily working hours, etc. Demographic factors such as gender, age, educational level, marital status, income, and political ideology were also considered.

To test the hypotheses, the instrument's reliability and validity, as well as the model fit, were rigorously evaluated. Hierarchical regression analysis was employed to control for various covariates, including gender, age, education level, professional title, position, and working hours (Qiu, 2013). Structural equation modeling was conducted using AMOS version 24.0.

Research Results

1. Summarizing the Current Situation of SAEs

Of the 906 valid responses collected in Phase 3, 50.88% were female and 49.12% male. The majority (93.93%) held a Master's degree, while the rest held Bachelor's or Doctoral degrees. The average age of respondents was 32.75 years (SD = 5.21), and their average working experience as SAEs was 6.3 years. Approximately 72% were married, and 61% held middle-level or higher administrative positions. The average number of students each SAE was responsible for was 325, and

their average daily working hours were 9.6. Politically, 57% were members of the Communist Party of China. These demographics reflect the typical profile of SAEs working in Chinese public universities.

In phase 1, combined with the interview results, the Job demands were initially identified as five dimensions: job stress, critical incident demands, disruptive student behavior, role conflict, and red tape. Similarly, the job resources were initially identified in five dimensions: organizational resource, superior resource, colleague resource, student resource, and family resource.

2. Examining the Two Customized Scale

In phase 2, the Job Demands scale showed an overall alpha stood at 0.803, and the job resources scale showed an overall alpha of 0.827. The KMO measure and Bartlett's Test of Sphericity confirmed the appropriateness of factor analysis for both scales, with KMO values of 0.779 for Job Demands and 0.819 for Job Resources.

In the EFA, the dimensionality of the 15 items in the job demand scale was established, with all factor loadings exceeding 0.70 and no cross-loadings above 0.23. Similarly, the 16 items in the job resource scale also ensured robust factor loadings exceeding 0.70 with no cross-loadings above 0.24. CFA provided strong support for the scales' validity, with the Job Demands scale showing excellent fit statistics (χ^2/df = 1.472, CFI = 0.993, RMSEA = 0.023), so as Job Resources scale (χ^2/df = 1.879, CFI = 0.988, RMSEA = 0.031).

3. Revealing the Causal Relationships

In phase 3, four measurement scales demonstrated strong reliability (α>0.8). We performed CFA to assess the construct validity of our measurement model, which included job demands, job resources, self-efficacy, and burnout. The model demonstrated satisfactory fit (χ^2/df = 1.263, RMSEA = 0.017, GFI = 0.987, AGFI = 0.937, CFI = 0.987, NFI = 0.943, IFI = 0.988), thus supporting their reliability and validity.

As **ผิดพลาด! ไม่พบแหล่งการอ้างอิง** shows, the results of hierarchical regression analysis show that under the control of demographic variables such as gender and age, there is a significant positive correlation between job demand and burnout. Job demands exerted a robust and statistically significant positive effect on burnout (b = 0.48, p < .001), corroborating hypothesis H1. Specifically, role conflict had the most substantial effect (b = 0.158, p < .001), followed by red tape (b = 0.141, p < .001), job stress (b = 0.120,

p < .001), disruptive student behaviors (b = 0.088, p < .01), and critical incidents (b = 0.082, p < .01). These findings suggest that both 1a–1e are true. Conversely, job resources effectively mitigated burnout (b= –0.199, p = .010), substantiating hypothesis H2. Specifically, leadership resources showed the strongest negative association with burnout (b = –0.144, p < .001). Other resources such as family (b = –0.116, p < .001), organizational (b = –0.133, p < .001), and student resources (b = –0.089, p < .01) also contributed to lower levels of burnout. Assume that 2a, 2b, 2d, and 2e are true. Moreover, a substantial negative linkage was confirmed between job resources and job demands (b = –0.789, p < .001), validating hypothesis H4. However, the influence of colleague resources on burnout is not significant (b = –0.038, p > .01).

To test the mediating role of work self–efficacy, the results of the second–order SEM analysis showed that the total effect of job demands on burnout remained significant both before (T.E. = 0.799) and after (D.E. = 0.584), accounting for self–efficacy, with a significant indirect effect (I.E. = 0.216), endorsing hypothesis H3. This finding underscores the substantial mediating role of self–efficacy in diminishing the effects of job demands on burnout.

Table 1 Results of Hierarchical Regression Analysis

Variable	Estimate	Standard Error (S.E.)	p–Value	Conclusion
Job Demand	0.48	0.093	<0.001	Supports H1
Work Pressure	0.12	4.194	<0.001	Supports H1a
Emergent Events	0.082	2.739	<0.01	Supports H1b
Negative Behavior	0.088	3.035	<0.01	Supports H1c
Role Conflict	0.158	5.502	<0.001	Supports H1d
Red Tape	0.141	4.998	<0.001	Supports H1e
Job Resources	–0.199	0.077	<0.001	Supports H2
Organizational Resources	–0.133	–4.305	<0.001	Supports H2a
Superior Resources	–0.144	–4.683	<0.001	Supports H2b
Colleague Resources	–0.038	–1.246	>0.01	Not significant
Student Resources	–0.089	–3.012	<0.01	Supports H2d
Family Resources	–0.116	–3.810	<0.001	Supports H2e
Job Resources → Job Demands	–0.789	0.061	<0.001	Supports H4

Discussion

This research applies the JD-R model to Student Affairs Educators (SAEs) in Chinese universities, revealing the dual impact of specific job demands and resources on occupational burnout. In doing so, we make three significant contributions:

First, this research significantly advances our understanding of burnout within the unique context of SAEs at Chinese universities. This study pioneers a tailored application of the JD-R model to the context of SAEs. It recognizes their distinct needs and challenges and provides a robust framework for understanding and mitigating burnout among SAEs in Chinese universities.

Second, this research shifts from a 'top-down' approach to a 'bottom-up' and 'inside-out' methodology. By recognizing SAEs as rational agents with unique motivations and subjective interpretations, this study views them as active evaluators of their external and internal environments, strategically optimizing their responses to meet their needs.

Third, the study enhances methodological rigor by developing and validating context-specific scales to measure job demands and resources among SAEs. These tools offer improved construct validity and help deepen JD-R model applications in educational settings (Bakker et al., 2023).

Despite these contributions, the study is not without limitations. It is based on cross-sectional data from a single province, which may affect generalizability. Future research could adopt longitudinal or mixed-methods approaches to better capture causal mechanisms and personal coping strategies (Mihalca et al., 2024). Practically, the findings offer insight for institutional policy: reducing workload intensity, strengthening self-efficacy, and enhancing resource allocation can help mitigate burnout and improve SAE performance.

Conclusion

While the importance of SAEs in managing and guiding the ideological health development of university students is increasingly recognized, there has been limited targeted investigation into SAEs' burnout within the JD-R model research. This oversight is concerning given the unique job characteristics of SAEs, which play a crucial role in expanding the theoretical applications of the JD-R model. By focusing on such a specific profession, we conceptualized two pathways leading to burnout—job

demands and job resources. Following best practices for scale development, we validated the measurement methods for these pathways and examined a series of hypotheses about their causal relationships. Our findings indicate that, while controlling for demographic and job-related variables, job demands significantly contribute to occupational burnout among SAEs; however, job self-efficacy can mitigate this effect. Conversely, job resources inhibit occupational burnout among SAEs and effectively buffer the negative impact of job demands.

Suggestions

1. At the government level:

Understanding the job demands on SAEs, who significantly influence university students' lives and development, is crucial for reducing occupational burnout and preventing greater losses. Our research reveals that job demands stimulate burnout among SAEs, while job self-efficacy can mitigate such stimulatory effects. Therefore, training and development SAEs' confidence may alleviate job demands' stimulating effects on SAEs' burnout. Managers and organizations must conduct professional training, including coaching SAEs on alleviating job stress and resolving student issues and emergencies with more professional knowledge and skills.

Additionally, job resources inhibit SAEs' occupational burnout, including organizational, superior, colleague, student, and family resources. Likewise, our results emphasize that proper resource management can suppress the negative impacts of job demands. Hence, organizations might consider appropriately increasing SAE personnel and providing job resources matching SAEs' work responsibilities. Furthermore, efforts should also be made to promote the honor and challenge of SAEs' work, enabling those around SAEs to offer more support.

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.

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284.

Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215.

Bandura, A. (1977b). *Social learning theory*. Prentice Hall.

Bas, K. (2020). *The impact of self-efficacy*. https://doi.org/10.1007/978-3-030-46463-9_5

Bloland, P. A. (1996). Understanding ACPA's student learning imperative. *Journal of College Student Development, 37*(4), 3–8.

Bryant, R. A., & Harvey, A. G. (1996). Posttraumatic stress reactions in volunteer firefighters. *Journal of Traumatic Stress, 9*(1), 51–62.

Cao, J. (2007). Survey and analysis of burnout status of college counselors. *Journal of Education Science of Hunan Normal University, 6*(4), 96–98.

Chen, Y. (2020). *The effectiveness of the construction of the team of college counselors in the new era: Dilemma and countermeasures research* [Master's thesis]. Guizhou Normal University.

Chen, Y. L., & Hsieh, H. L. (2023). Do resources help or hurt? The critical roles of me, others, and the organization in mitigating workplace demands. *Psychological Reports.* https://doi.org/10.1177/00332941231194729

Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology, 15*(3), 209–222.

Dettmers, J., Vahle-Hinz, T., Bamberg, E., Friedrich, N., & Keller, M. (2016). Extended work availability and its relation with start-of-day mood and cortisol. *Journal of Occupational Health Psychology, 21*(1), 105–118.

Eisenberger, R., Rhoades Shanock, L., & Wen, X. (2020). Perceived organizational support: Why caring about employees counts. *Annual Review of Organizational Psychology and Organizational Behavior, 7*(1), 101–124.

Evers, W. J., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International, 25*(2), 131–148.

Fan, H. (2016). *A study of college counselors' occupational stress and its adjustment* (Doctoral dissertation). Wuhan University of Technology.

Fernet, C., Trépanier, S. G., Austin, S., Gagné, M., & Forest, J. (2015). Transformational leadership and optimal functioning at work: On the mediating role of employees' perceived job characteristics and motivation. *Work & Stress, 29*(1), 11–31.

Fried, R. (2001). *The passionate teacher: A practical guide*. Beacon Press.

Ilies, R., Bono, J. E., & Bakker, A. B. (2024). Crafting well-being: Employees can enhance their well-being by savoring, reflecting upon, and capitalizing on positive work experiences. *Annual Review of Organizational Psychology and Organizational Behavior, 11*.

Jagodics, B., & Szabó, É. (2023). Student burnout in higher education: A demand-resource model approach. *Trends in Psychology, 31*(4), 757–776.

Lesener, T., Gusy, B., Jochmann, A., & Wolter, C. (2020). The drivers of work engagement: A meta-analytic review of longitudinal evidence. *Work & Stress, 34*(3), 259–278.

Marken, S., & Agrawal, S. (2022). K-12 workers have the highest burnout rate in U.S. *Gallup*. https://news.gallup.com/poll/393500/workers-highest-burnout-rate.aspx

Maslach, C., & Leiter, M. P. (2008). Early predictors of burnout and work engagement. *Journal of Applied Psychology, 93*(3), 498–512.

Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2023). Work engagement: A meta-analysis using the job demands-resources model. *Psychological Reports, 126*(3), 1069–1107.

Mihalca, L., Ratiu, L., Helm, C., Brendea, G., & Metz, D. (2024). The relationship of job characteristics with in-role and extra-role performance: The mediating effect of job crafting. *Baltic Journal of Management, 19*(2), 163–182.

Ministry of Education of the People's Republic of China. (2017). *Regulations on the construction of the counselor corps of ordinary colleges and universities (Decree No. 43)*. http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201709/t20170929_315781.html

Ministry of Education of the People's Republic of China. (2023). *2022 statistical bulletin of national education development*. http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202307/t20230705_1067278.html

Ni, Y. (2012). Manifestations of burnout in college counselors: Causes and countermeasures. *Educational Exploration*, (7), 147–148.

Oprea, B. T., Barzin, L., Vîrgă, D., Iliescu, D., & Rusu, A. (2019). Effectiveness of job crafting interventions: A meta-analysis and utility analysis. *European Journal of Work and Organizational Psychology, 28*(6), 723–741.

Qiu, H. (2013). *Quantitative research and statistical analysis: SPSS (PASW) data analysis and book publishing* (in Chinese). Taipei: Book Publishing Co., Ltd.

Reza, B., & Elaheh. (2016). Mediating role of teachers' self-efficacy in the relationship between primary teachers' emotional intelligence and job burnout in Babol City. *The International Journal of Management, 2*(1). https://doi.org/10.22552/JIJMR/2016/V2/I1/121436

Rigotti, T., Schyns, B., & Mohr, G. (2008). A short version of the occupational self-efficacy scale: Structural and construct validity across five countries. *Journal of Career Assessment, 16*(2), 238–255.

Salanova, M., Bakker, A. B., & Llorens, S. (2006). Flow at work: Evidence for an upward spiral of personal and organizational resources. *Journal of Happiness Studies, 7*(1), 1–22.

Tadić, M., Bakker, A. B., & Oerlemans, W. G. (2015). Challenge versus hindrance job demands and well-being: A diary study on the moderating role of job resource. *Journal of Occupational and Organizational Psychology, 88*(4), 702–725.

Ting, S. C., & Tung, C. Y. (2017). The job stress-job burnout relationship among junior high school teachers: Ambition as a moderator. *International Journal of Education, 9*(118), 10–5296.

Ueno, A., Yu, C., Curtis, L., & Dennis, C. (2024). Job demands-resources theory extended: Stress, loneliness, and care responsibilities impacting U.K. doctoral students' and academics' mental health. *Studies in Higher Education, 50*(4), 808–823.

Winston, R. B., Creamer, D. G., & Miller, T. K. (2013). *The professional student affairs administrator: Educator, leader, and manager.* Routledge.

Wu, F., Ren, Z., Wang, Q., He, M., Xiong, W., Ma, G., ... & Zhang, X. (2021). The relationship between job stress and job burnout: The mediating effects of perceived social support and job satisfaction. *Psychology, Health & Medicine, 26*(2), 204–211.

Yang, Q. (2017). *Research on burnout and incentive mechanism of college counselors from the perspective of public management* (Master's thesis). Hunan Agricultural University.

Yao, A. Y., Jamal, M., & Demerouti, E. (2015). Relationship of challenge and hindrance stressors with burnout and its three dimensions. *Journal of Personnel Psychology, 14*(4), 203–212.

Yuseva, S. N., Lukito, H., & Rivai, H. A. (2024). Analisis pengaruh job demand dan work family conflict terhadap organizational commitment dengan burnout sebagai variabel mediasi. *Journal Publicuho, 7*(1), 265–276.

Zhang, Z. (2010). *Theory and practice of college counselor team construction.* Renmin Chubanshe.