How to Improve the Work Engagement of Student Affairs Educator—— Analysis Based on Management Theory

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Abstract: SAE are an important part of college teachers and education management team. Due to there are not enough formal jobs of SAE, many colleges and universities employ non-institutional SAE, the working enthusiasm of non-institution SAE groups is generally low. It is necessary to adhere to the principles of combining openness and justice, combining material incentive with spiritual incentive, and combining incentive with punishment, so as to motivate people with treatment, motivate people with emotion, motivate people with achievement, motivate people with rewards and punishments, and improve the overall work efficiency of counselors.

Keywords: Non-institution establishment; A counselor; Motivate; Equity theory

Employee burnout and engagement issues are a key focus in the field of human resource management. In most national universities, professional student affairs administrators are often seen as an important part of higher education personnel (Winston, R. B. et al, 2013). [1] Student affairs educator in Chinese colleges and universities with the function of student affairs are "an important part of the university teaching team and education management team" in China. Studying burnout and work engagement in this group can inform research on work engagement in similar groups.

1. The concept of Chinese and Western staff engaged in student affairs

The Western terms for student affairs administrators include Student Affairs Administrator, Student Affairs Professional, Student Affairs Staff, and Student Service Professional, These terms are interchangeable for student affairs practitioners, who provide services and support to students at colleges and universities. [2] In past research literature, student personnel workers, student service experts, and student affairs educators have also been used in the West are the terms for Student Affairs Workers. However, the vast majority of academic papers use the concept of Student Affairs Administrator as the keyword. [3]

The main body engaged in student affairs work in China is "full-time Student Affairs Administrator", combined with the requirements of the Ministry of Education of China: handling student affairs requires "whole-process" and "all-round" educating students, [4] that is, student affairs staff are required to pay attention to the ideological and moral guidance of students in the process of handling each student affairs. Moreover, the actual nature of the work of China's "full-time Student Affairs Administrator" is to carry out ideological education as the primary task. This is in line with Western student affairs educators' focus on "out-of-classroom student education, hands-on student education" [5][6] (Clevenger A.D., 2015; Reece, B.J., 2020) is relatively close, so it is appropriate to use "Student Affairs Educator" (SAE) as a "bridge" to connect such groups with similar work in China and the West. The following SAE is also generalized to include the concepts of Student Affairs Administrator, Student Affairs Professional, and so on.

Work of SAE is different from general transactional labor work, it does not directly act on labor products but acts on the most active and active "people" in social productivity, and it is easy to produce problems such as large workload, complicated work,

excessive emotional investment and role conflicts in the work, and eventually lead to burnout.

2. The work engagement of non-institution SAE groups is generally low

The demand for SAE in colleges and universities is increasing, but due to the limitation of Number of establishment of public institutions, some public colleges and universities in China have adopted the practice of hiring non-institution SAE.

While the workload is very large, the different nature of SAE employment in some provinces in China has led to differences in treatment and development of SAE, especially at the psychological level, resulting in differences in work performance or work effectiveness. Based on this phenomenon, it can be further discussed with the help of equity theory, especially the academic research on equity sensitivity, and strive to reduce various problems caused by the difference of SAE identities of different employment properties during the transition period, and improve the overall work efficiency of SAE.

3. Key points of equity theory

Equity theory was first proposed by Homans in 1961 and formalized by J.S. Adams in 1965. Equity theory studies the influence of the rationality and fairness of benefit distribution, especially the distribution of wages and salaries, on employees' enthusiasm and work attitude, pointing out that employees are not only concerned about their absolute income. According to the equity theory, there are two levels of organizational equity. "The first level is the objective state of organizational equity, which means that organizations can achieve organizational equity by continuously improving and developing various organizational systems and establishing corresponding procedures and measures. But absolute and ultimate organizational justice is difficult to achieve; The second level is organizational justice , that is, the subjective perception of organizational justice among members of the organization. Not everyone has the same perception of fairness so there is no one standard of fairness there is no absolute sense of fairness. For the actual inconsistent treatment, development and other aspects of SAE with different employment nature, if we break through the first level, we can only change the system, that is, bring all employees into the scope of establishment, and make a fundamental breakthrough. From the second level, it can be stimulated by material or spiritual aspects to reduce the unfair feeling of non-institution SAE compilation and further enhance the work efficiency of non-institution SAE compilation. This paper focuses on the second level of discussion.

4. The construction principle of SAE incentive mechanism in colleges and universities

4.1 The principle of combining openness with fairness

The first principle of constructing incentive mechanism in different SAE groups is the principle of combining openness and fairness. According to Adams' theory of organizational justice, "the subjective perception of fairness in the distribution of organizational results, organizational systems, distribution procedures and interpersonal relationships has an important impact on the psychology and behavior of organizational members." The sense of injustice in the compilation of non-institutional SAE comes from two aspects: The external injustice and the inherent unfairness.

4.2 The principle of combining material incentive with spiritual incentive

Material incentive and spiritual incentive influence each other, complement each other and are indispensable. Bies and Moag, scholars of equity theory, put forward the concept of interactive equity in 1986, believing that the interaction between superiors and subordinates and the interaction between peers will affect the organizational justice perception of organizational members. That is, what individuals focus on is how they feel about being treated during the implementation of the program. Regardless of whether the result after implementation is fair or not, if individuals receive sufficient information and have the opportunity to participate in the implementation of opinions, participate in decision-making, and be respected, individuals will still feel that the distribution is fair. Full respect and tender concern need to be closely combined with material incentives and spiritual incentives, in order to form more effective incentive.

5. Paths for non-institutional SAE incentives

5.1 Raise salaries and motivate people with treatment

It is an important way of SAE incentive to improve the benefits, especially the benefits of non-institutional SAE, formulate more scientific and reasonable work allowances according to the work intensity and work performance level of SAE, and realize "equal pay for equal work" in all aspects of salary treatment for different SAE. Secondly, different salary structures linked to work effect or performance should be established to reflect the incentive goal of combining salary performance with rewards and punishments on the basis of increasing or maintaining the salary level of SAE, so as to fully mobilize the enthusiasm and investment of SAE.

5.2 Improve communication and inspire people with emotion

The motivation needs to be more effective and lasting through emotional transmission. By shaping a good human environment and working atmosphere, the two-way communication, feedback and coordination mechanism between managers and SAE can be strengthened to enhance the work enthusiasm, motivation and commitment of SAE. At the same time, we should pay attention to promoting the integrity and innovation of SAE work through teamwork and project-based management, and constantly improve the cooperation consciousness and research quality of the student work team, such as promoting the construction of SAE characteristic education team, SAE studio, and student work quality projects. Lead the SAE to think and research on the characteristics, key points, difficulties and prospective problems of work.

5.3 Improve quality and empower people with achievements

The current student group is basically "post-2000s generation" college students, "post-2000s generation" is a generation with distinct personality and unique characteristics, they have distinct group characteristics, such as the development of ideas is changeable, easy to be affected by internal and external environment. Therefore, colleges and universities should carry out comprehensive and systematic training such as new entry SAE training, vacation reading classes, work training, SAE quality and ability competition, student and worker forum, etc. All kinds of training are carried out in various forms such as concentrated teaching, forum exchange, project discussion, practical exercise, reading and learning, and quality development. Inspire all SAE to strive for self-discipline and take the initiative. The SAE training system, which is hierarchical, multi-category, multi-form and practical, is constructed to promote the specialization and professionalization of SAE.

5.4 Pay attention to assessment and motivate people with rewards and punishments

According to the Regulations of SAE Construction in Colleges and Universities and other relevant regulations of SAE construction, the assessment system suitable for the actual situation of colleges and universities should be formulated, and the individual quality, professional ability and working situation of SAE should be evaluated scientifically, effectively and comprehensively, considering different evaluation links of student evaluation, additional evaluation and so on. At the system and evaluation level, we should adjust the problems such as insufficient work input caused by the different nature of employment. For example, the assessment results are directly taken as the results of the annual personnel assessment, recorded in their personal files as an important basis for their professional and technical job appointment, promotion and various rewards and punishments, and punish the passive and unwilling SAE.

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