

The Model for Developing the First-Level Administrators' Ability in Universities in Guangxi

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Abstract

The purposes of this research were to: 1) study the current situation of first-level administrator's ability in universities in Guangxi. 2) study the ability development mode of first-level administrators in universities in Guangxi. 3) assess the applicability and possibility of the model for developing the first-level administrator's ability in universities in Guangxi. Researching have 357 valid samples were obtained from 5000 population. In the process of questionnaire distribution, there may be no answer and other situations. In order to ensure the sample accuracy, 15% more samples were selected, namely 410 university administrators were selected for questionnaire survey. Firstly, stratified sampling was used. Secondly, random sampling method was used to select samples from each university according to the corresponding proportion, with a total of 410 people from 26 universities. The interviewees in this interview include first-level administrators of public undergraduate universities in Guangxi, who are required to have the following qualifications: They have worked in the university for at least 8 years and have been working as campus administrators. There are 9 in total. The results showed that the ability of grassroots management personnel in universities in Guangxi consists of four elements: general learning ability, professional ability, communication and coordination ability, and problem-solving ability. The four elements are listed in descending order: (1) communication and coordination ability (2) business ability (3) problem solving ability (4) learning ability.

Keywords: The Model, Developing the First-level administrators' ability, Universities in Guangxi.

1. Introduction

Since entering the 21st century, the enrollment scale of colleges and universities has been gradually expanding, and the college penetration rate has also been rising steadily. However, with the gradual increase of national investment in higher education, the burden of talent training in universities is becoming heavier and heavier. In addition to undertaking a large number of teaching tasks, universities are also increasing their investment in scientific research and social services. Therefore, the administrative work of colleges and universities is facing the most onerous period in history, and the difficulty of management is correspondingly increasing.

The administration of colleges and universities is an important part of colleges and universities, which is the basic and guarantee work for scientific research, teaching and social service. The quality of the administration of colleges and universities is directly related to the

survival and development of colleges and universities as well as the quality of talents training. The first-level administrators in universities play a vital role in serving the majority of teachers and students, promote the advancement of educational reform.

This study has very important practical significance not only to correctly understand the positioning of university first-level administrators, understand the current situation of the ability of university first-level administrators, but also to explore the model for developing the ability of first-level administrators.

2. Research Questions

1. What are the characteristic elements of the ability of university first-level administrators in Guangxi?
2. What is the current situation of the ability of university first-level administrators in Guangxi?
3. How to guideline for developing the first-level administrator's ability in university in Guangxi?

3. Literature Review

3.1 Ability research

3.1.1 Research on the concept of ability

Francis Galton (1822-1911), a British psychologist known as the father of difference psychology, published *British Scientists: Their Endowment and Cultivation* in 1874 and a *Study of Human Talent and Its Development* in 1883. Galton was the first person to propose ordinary and special abilities. He demonstrated the relationship between heredity and individual differences through research, and pioneered the concept of "eugenics" in his work Lawrence (2011)

3.1.2 Research on the components of ability

In 1962, (Becker) from the micro perspective of individual, family, study the relationship between human capital accumulation and distribution of personal incomes, he think the on-the-job training in the specificity of human capital is the core content of human capital, then formed a complete set of human capital theory, explore the theory of human capital in the research field of income distribution, It is regarded as the origin of the idea of human capital investment.

3.1.3 Research on the ability of university first-level administrators

Chaofan (2021) suggested that the administrators should have the good moral tutelage, professional ability, professional management, internal and external resources integration ability, their skills should have basic skills, thinking skills, team communication and cooperation skills.

1. Research on the learning ability

Zhang (2004) believes that learning ability is a process in which learners, according to their own psychological and social environment and needs, independently set learning goals, seek all resources that can help them, choose and plan learning strategies and processes, and evaluate learning effects after implementation.

2. Research on the professional ability
3. Research on the communication and coordination ability
4. Research on the problem-solving ability

3.2 Research on factors affecting personnel ability development

Adam Smith said in the Wealth of Nations that all the people in a society acquire useful abilities as the fourth fixed capital, which is different from machinery, factories, and land improvement fees. "To acquire a talent (the fourth fixed capital) requires education, schooling, apprenticeships, and it costs a lot but this kind of expenses can be reimbursed and make a profit. And for the first time boldly used abilities as a fixed capital, believing that differences in abilities are mainly caused by differences in acquired education and training, and that differences in initial talents are not great. Emphasis is placed on the importance of acquired investment (human capital investment) on human capacity (2016, p. 265).

In Human Capital Investment (1961, p. 1-17), Schulz pointed out that human capital is internalized in workers, embodied as the sum of knowledge, skills and health, and can be added value through investment in human capital. Blanden et al. (2007) believed that family income environment in childhood can affect the formation of children's cognitive and non-cognitive abilities, thus forming the intergenerational transmission of income. Early family economic status and parents' educational background will constrain the budget of children's human capital investment. Families with good economic status tend to increase children's human capital investment. Carneiro and Heckman (2003) discuss in depth the cyclical issue of capacity formation. They analyzed the rate of return of human capital investment in different life cycles and believed that the cognitive and non-cognitive abilities formed in the early stage can have an important impact on the social and economic performance of individuals in the later stage. Further research found that the gap in college enrolment was largely due to early family factors.

3.3 Research on the work characteristics and current situation of university first-level administrators

Jin Ying, in Her book People-oriented -- The Concept and Orientation of University Administration work (2013), emphasizes that in university administration, administrators should always implement the "people-oriented" concept and constantly provide high-quality services for teachers and students.

3.4 Research on the ability improvement of university first-level administrators

Ding Yijiang (2009) focuses on the incentive management of university managers and proposes to establish a scientific assessment system to improve their work enthusiasm.

3.5 Theoretical basis

1. Human capital theory
2. Competency model theory

Maclean (2007) they can be said to be the work or task can be successfully completed must have the basic ability.

3. Incentive theories

4. Research Conceptual Framework

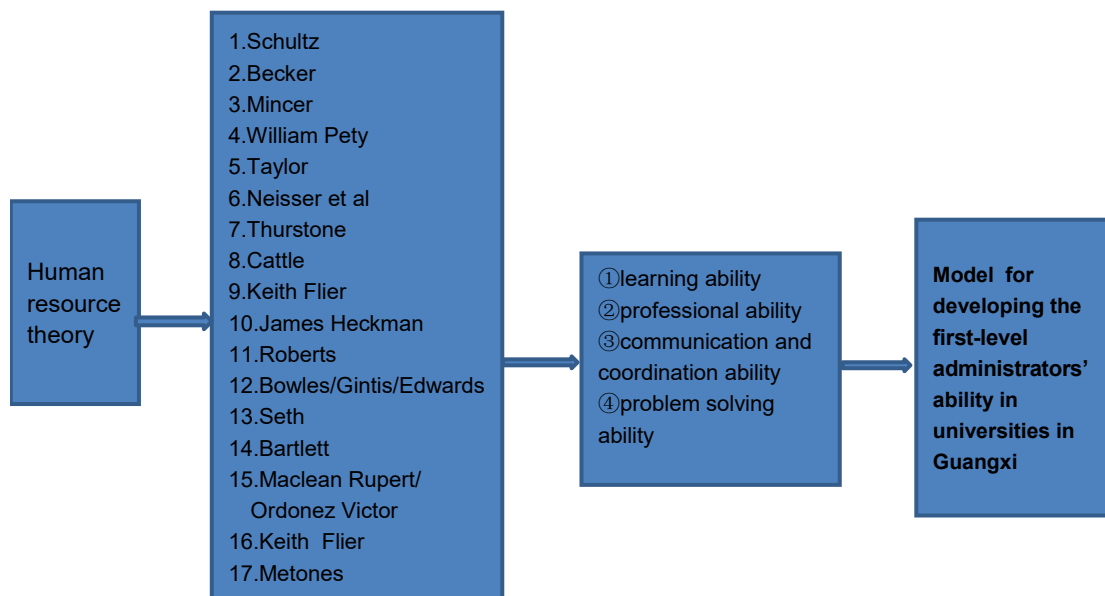


Figure 1 *Research Framework*

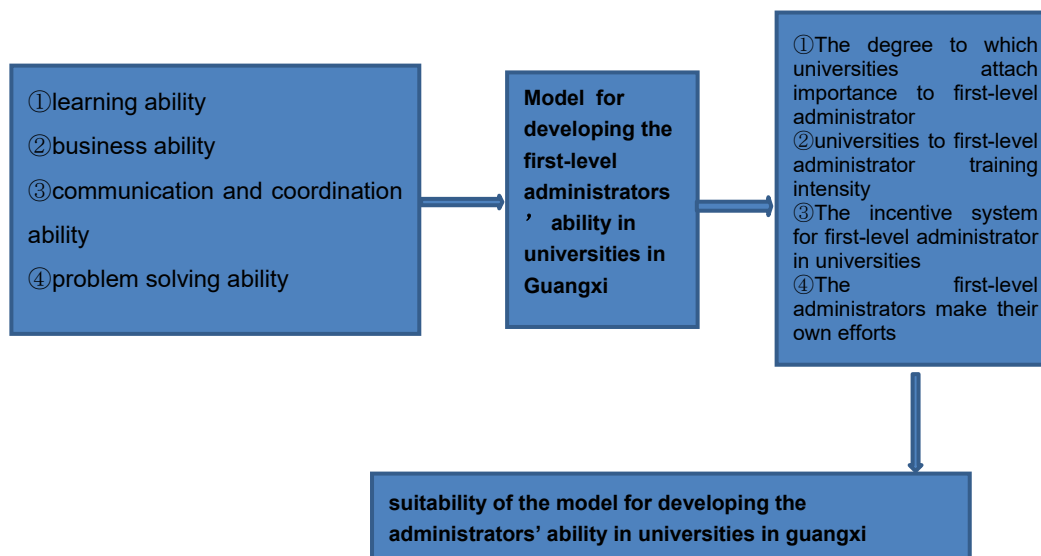


Figure 2 *Conceptual Framework*

5. Objectives of the Research

1. To study the current situation of first-level administrator's ability in universities in Guangxi.
2. To study the ability development mode of first-level administrators in universities in Guangxi.
3. To assess the applicability and possibility of the model for developing the first-level administrator's ability in universities in Guangxi.

6. Research Methodology

6.1 The population / Sample Group

6.1.1 The Population

There are about 5000 first-level administrators in 26 public universities in Guangxi. It involves colleges and universities distributed in 11 cities including Nanning, Liuzhou, Guilin, Wuzhou, Hechi, Qinzhou, Hezhou, Laibin, Chongzuo, Yulin and Baise., this study was conducted by first-level administrators of public undergraduate universities.

6.1.2 The Sample Group

According to Krejcie and Morgan sampling table, 357 valid samples were obtained from 5000 population. In the process of questionnaire distribution, there may be no answer and other situations. In order to ensure the sample accuracy, 15% more samples were selected, namely 410 university administrators were selected for questionnaire survey. Firstly, stratified sampling was used.

Secondly, random sampling method was used to select samples from each university according to the corresponding proportion, with a total of 410 people from 26 universities.

6.2 The interview objects

The interviewees in this interview include first-level administrators of public undergraduate universities in Guangxi, who are required to have the following qualifications: They have worked in the university for at least 8 years and have been working as campus administrators. There are 9 in total.

6.3 Research Procedure and processes

This research is divided into six steps:

Step 1: Set the research idea

Sort out relevant literature at home and abroad, get familiar with the research on human capital theory at home and abroad, the research on the ability of university first-level administrators, the problems in the ability development of university first-level administrators, and the research on methods to improve the ability of university first-level administrators, and formulate research plans.

Set the research thinking, the ability of university first-level administrators in Guangxi in this study is composed of multi-dimensional and multiple characteristic elements, mainly using the literature method to summarize the high frequency of ability components and influencing factors proposed by human capital theory scholars; Questionnaires and interviews were used to test the reliability and validity of competency characteristics. At the same time, by obtaining the data of questionnaire survey, this paper analyzes the current situation of the ability development of university first-level administrators in Guangxi. Finally, model is put forward to improve the ability of first-level administrator.

Step 2: Design and distribute questionnaires.

Based on carding domestic and foreign literature, management of colleges and universities in Guangxi were obtained through the predecessors' research preliminary ability elements, design the corresponding questionnaire; The questionnaire was submitted to 3

experts to verify the accuracy of the content of each question and obtain a concordant index. (IOC, goal consistency Index) = 1.00; The questionnaire was comprehensively revised according to expert suggestions; Distribute the questionnaires that pass the quality inspection, on the sample area management of colleges and universities to carry out the questionnaire survey statistics, through factor analysis, analysis and comparison of data reliability and validity of validation of Guangxi colleges and universities characteristic element management ability, and analyzes the development status quo of management ability.

Step 3: Design the interview outline

The interview outline includes the composition, existing problems and improvement model of the ability of Guangxi university first-level administrators. The content analysis method is adopted to further get the model of the ability development of Guangxi university first-level administrators.

Step 4: Design the model assessment form

According to the ability development model obtained in step 3, a model evaluation form containing questions and evaluation items was designed, and 5 experts were invited to evaluate the possibility of the model.

Step 5: The data analysis

Percentage, mean, standard deviation and variance analysis were conducted for the data obtained from the questionnaire; The interview was conducted by content analysis method; The data and content obtained from the model evaluation were analyzed by means and standard deviations.

Step 6: Put forward the model

Based on the data analysis results and literature review, this paper puts forward the model for the ability development of university first-level administrators in Guangxi.

7. Research Results

Section 1 The characteristics of the ability of the first-level administrators in university in Guangxi

1. Personal information, respectively, gender, age, marital status, education, professional title, experience among the 383 respondents, 201 were male, accounting for 47.5%, and 222 were female, accounting for 52.58%. The largest age group was 166 people aged 26-35, accounting for 39.2%; Followed by 118 people aged 36-45, accounting for 27.9%; 61 people aged 46-55, accounting for 14.4%; 46 people aged 25 and below, accounting for 10.9%; 32 people over 56 years old, accounting for 7.6%. The marital status is mostly married, 316 people, accounting for 74.7%; 107 were unmarried, accounting for 25.3 percent.

Section 2 The current situation of the ability of university first-level administrators in Guangxi

Analysis of current situation of learning ability

Table 1 *Current situation of learning ability* (n = 383)

Learning ability	M	SD	grade	sequence
1. Administrators have broad and perfect knowledge structure.	3.681	0.980	medium	2
2. Administrators be able to observe and learn continuously at work.	3.595	1.100	medium	6
3. Administrators take initiative in making work and study plans.	3.661	1.085	medium	4
4. Administrators keep reading literature or related materials.	3.530	1.101	medium	8
5. Administrators have good writing ability.	3.619	1.095	medium	5
6. Administrators can conduct self-monitoring management.	3.713	1.110	medium	1
7. Administrators have certain judgment.	3.668	1.098	medium	3
8. Administrators have a lifelong learning attitude.	3.572	1.061	medium	7

Source: *Present data analysis results based on field of study*

According to Table 1 the average score of each item of those questioned' s learning ability is between 3 and 4 points. Based on the theoretical median, scores higher than 3 and lower than 4 points belong to the medium level, according to the ranking, the highest score (3.713) was the ability to self-monitor and manage, while the lowest score was the ability to read literature or related materials (3.530).

First interviewee

1. What do you think are the abilities of first-level administrators in universities? How would you rate yourself on a scale of 5 (1-5, with the higher the stronger)?

In my personal opinion, as a college grass-roots management personnel should have the following important abilities, such as learning ability, cooperation ability, management ability, communication ability and problem-solving ability. I would give myself a three for my ability. Because I think my problem-solving ability and management ability are relatively weak. And I think these two abilities are the most important of all.

Second interviewee

1. What do you think are the abilities of first-level administrators in universities? How would you rate yourself on a scale of 5 (1-5, with the higher the stronger)?

In my opinion, the ability of university managers includes language expression ability, coordination ability, communication ability and the ability to deal with emergencies. And the most important is the business capability of the relevant function. I would rate my ability at 3.5.

The third interviewee

1. What do you think are the abilities of first-level administrators in universities? How would you rate yourself on a scale of 5 (1-5, with the higher the stronger)?

In my opinion, the abilities of college administrators should include learning ability, business ability, communication ability, writing ability and pressure resistance ability. I would rate myself a 4 for ability.

8. Conclusion and Discussion

8.1 Conclusion

In this study "the ability developing Mode of first-level administrators in universities in Guangxi", the researchers draw the following conclusions.

1. Research on the current situation of the grassroots administrative personnel ability in colleges and universities in Guangxi
- 1.1 The ability of grassroots management personnel in universities in Guangxi consists of four elements: general learning ability, professional ability, communication and coordination ability, and problem-solving ability. The four elements are listed in descending order: (1) communication and coordination ability (2) business ability (3) problem solving ability (4) learning ability.

(1) Part 1 "Learning ability" consists of 8 important item descriptions, with the weight of each item ranging from 0.771 to 0.912, eigenvalue 5.222, cumulative variance interpretation rate of 65.27%, Cronbach's α 0.922, which is the first important element. (2) Part 2 "Business capability" consists of 8 important item descriptions, with the weight of each item ranging from 0.748 to 0.941, eigenvalue equal to 5.393, cumulative variance interpretation rate reaching 67.41%, Cronbach's α being 0.930, which is the second important element. (3) Part 3 "Communication and coordination ability" consists of 8 important item descriptions, with the weight of each item ranging from 0.788 to 0.938, eigenvalue equal to 5.444, cumulative variance interpretation rate up to 68.05%, Cronbach's α 0.932, which is the third important element. (4) Part 4 "Problem solving ability" consists of 8 important item descriptions, with the weight of each item ranging from 0.779 to 0.938, eigenvalue equal to 5.325, cumulative variance interpretation rate reaching 66.56%, Cronbach's α 0.928, which is the fourth important element.

- 1.2 Current situation of the ability of grassroots administrators in universities in Guangxi:
 - 1.2.1 Status of Learning ability. The average score of each item of learning ability is between 3-4 points. Based on the theoretical median value, it can be seen that the learning ability of managers is at the medium level and needs to be improved. The score and ranking of the 8 items are: (1) Can self-monitor management (average score 3.713) (2) has a broad and perfect knowledge structure (average score 3.681) (3) has a certain degree of judgment (average score 3.668) (4) can take the initiative to make work and study plans (average score 3.661) (5) has a certain degree of writing ability (average score 3.619) (6) can seriously observe and constantly on the job (7) Having a lifelong learning attitude (3.572 average); (8)being able to read literature or related materials consistently (3.530 average).
 - 1.2.2 Current status of professional ability. The average score of each item of business ability is between 3 and 4 points. Based on the theoretical median value, the business ability of managers is at the medium level and needs to be improved. The score and ranking of the 8 items are: (1)I love the administrative work of colleges and universities (3.744 average points) (2) put the needs of teachers and students in the first place (3.692 average points) (3) strictly abide by the rules and regulations of colleges and universities (3.681 average points) (4) abide by the professional ethics of

teachers (3.577 average points) (5) clarify my job responsibilities (3.561 average points) (6) master specialized management skills (level) (7) Having systematic knowledge of administration (3.470 average); (8) having a high degree of autonomy in their areas of responsibility (3.444 average).

1.2.3 Current situation of communication and coordination ability. The average score of each item of communication and coordination ability is between 3-4 points. Based on the theoretical median value, the communication and coordination ability of managers is at the medium level and needs to be improved. The score and ranking of the 8 items are: (1) Good psychological quality (average score 3.820) (2) harmonious relationship with leaders, teachers and students (average score 3.715) (3) able to clearly express the subject and content of communication (average score 3.687) (4) able to solve some conflicts through communication (average score 3.658) (5) able to deal with all aspects of the relationship. (6) Ability to coordinate complex tasks or problems (3.642 average) (7) ability to empathize and understand the content and emotions conveyed by each other (3.624 average); (8) mastery of communication skills and methods (3.608 average).

1.2.4 Current Problem-solving ability. The average score of each item of problem-solving ability is between 3 and 4 points. Based on the theoretical median, the problem-solving ability of managers is at the medium level and needs to be improved. The score and ranking of the 8 items are: (1) Have a high sense of responsibility (average score 3.828) (2) can carry out work in an orderly manner as planned (average score 3.739) (3) try to do every job well (average score 3.705) (4) work is recognized by teachers, students and other departments (average score 3.661) (5) can judge quickly after finding problems. (6) often apply new methods and ideas to work (3.645 average) (7) Have the ability to analyze problems and explore solutions to similar problems (3.577 average); (8) the ability to predict problems prone to occur at work and solve them in the bud in advance (3.561 average).

2. The ability development model of the first-level administrators in Guangxi universities

In terms of the ability development of first-level administrators in universities in Guangxi, it can be summarized into four aspects:

The first is that the degree to which universities attach importance to first-level administrators, including: (1) universities shall provide the hardware conditions and environment to meet the daily work needs of first-level administrators. (2) the leader cares for and supports first-level administrators. (3) universities guide first-level administrators to make good career planning and promote their career development. (4) universities respect first-level administrators and allow them to have a higher autonomy in their work.

The second is that the intensity of training of first-level administrators in universities, including: (1) universities organize first-level administrators to conduct hierarchical and classified training. (2) universities support first-level administrators to go out to study or improve their academic qualifications. (3) universities provide opportunities for first-level administrators to go out for investigation and exchange. (4) universities should carry out forums to promote exchanges among first-level administrators.

The third is that the incentive system for first-level administrators in universities, including: (1) universities introduce incentive measures for first-level administrators. (2) universities should improve the evaluation system of management personnel and link it with the promotion and treatment of their positions and professional titles. (3) universities

provide support and policy guarantee for the title evaluation of first-level administrators. (4) universities should expand the promotion space for first-level administrators and provide fair competition opportunities. (5) universities should improve the salary system and improve the welfare benefits of first-level administrators.

The fourth is that the first-level administrators make their own efforts, including: (1) first-level administrators should strengthen learning. (2) first-level administrators take the initiative to learn and consult leaders or outstanding colleagues. (3) first-level administrators should establish a sense of service for teachers and students and enhance their sense of responsibility. (4) first-level administrators self-regulate to relieve work pressure.

3. Evaluation data analysis

Through the evaluation of Guangxi university first-level administrators ability improvement mode: the mean value of all items of applicability ranges from 4.40 to 5.00, which is at a very high level, indicating that the applicability of the questionnaire in this study is very high. The mean value of all items of possibility is between 4.20 and 5.00, which is at a very high level, indicating that the questionnaire is highly applicable in this study.

8.2 Discussion

The model of ability development includes: (1) the degree to which universities attach importance to first-level administrators; (2) the intensity of training of first-level administrators in universities; (3) the incentive system for first-level administrators in universities; (4) the first-level administrators make their own efforts. This is in line with the "hierarchy of needs theory" proposed by Maslow, an American humanistic psychologist. In his book *The Theory of Human Motivation* (1943), Maslow first proposed that human needs are divided into five levels from low to high. That is, "biological (food, sex, etc.) needs, safety (physical protection) needs, social interaction (an organized sense of belonging) needs, respect (to be valued and appreciated) needs, and self-actualization (to be free and well-rounded) needs." That is to say, the first-level administrators of colleges and universities should first guarantee their welfare benefits and work environment safety; secondly, they should care about and give full support to the first-level administrators and respect them so that they can have a higher autonomy in their work. After the first four needs are satisfied, the self-actualization needs of the managers are generated, that is, their own efforts require progress and realize their own career development. At the same time, it also conforms to the "two-factor theory" of motivation proposed by the American psychologist Herzberg. In *Work and Motivation* (1959), Herzberg formally proposed that the health factor is the most basic incentive factor. When the health factor is completed well, the basic work requirements of employees can be maintained. However, when the health factor is not completed well, the employees will be strongly dissatisfied, which will seriously affect the work efficiency. This requires colleges and universities to care for first-level administrators in daily life, try to help them solve the difficulties in life, and do a good job in relevant services (such as medical treatment, children's education, etc.), more importantly, improve the salary system, improve the welfare benefits of first-level administrators. The two-factor theory also mentions that "when the incentive factors are completed very well, it can play a very obvious incentive effect". The incentive factors mainly include the following aspects: Good reward mechanism, the honor and glory experienced, the sense of achievement and mission in work, the attention and appreciation of leaders, the promotion in the job title, the individual can develop comprehensively and freely in the unit, etc. The incentive measures for first-level administrators and the improvement of the promotion system of professional titles mentioned by the researchers are in line with the two-factor theory.

9. Recommendations

According to the research, it is suggested that Guangxi universities

1. The degree to which universities attach importance to first-level administrators including: (1) universities shall provide the hardware conditions and environment to meet the daily work needs of first-level administrators, such as: replacing the old office computers, equipped with complete printers, scanners, etc., to improve the efficiency of managers; (2) the leader cares for and supports first-level administrators. For example, they often care about whether first-level administrators meet difficulties in work and life, help them to solve them, so that they can work at ease. At the same time, they do not hesitate to affirm and encourage their work, so as to stimulate the enthusiasm of first-level administrators to work and deal with daily affairs with enthusiasm; (3) universities guide first-level administrators to make good career planning and promote their career development, such as: Guide managers to make long-term and short-term career plans, so that their career development is operable and purposeful. In daily work, first-level administrators in colleges and universities can clearly according to the design of the plan, through improving their ability in certain aspects to achieve the expected goal, committed to the development and improvement of their own ability; (4) universities respect first-level administrators and allow them to have a higher autonomy in their work, such as: The management of first-level administrators should not be too detailed. In their work, they should be able to adapt to the specific work situation, choose appropriate methods to work independently within their own scope of authority, and have the right to solve problems without too much interference. Only in this way can the creativity and initiative of first-level administrators in colleges and universities be fully brought into play.
2. The intensity of training of first-level administrators in universities including: (1) universities organize first-level administrators to conduct hierarchical and classified training, such as: The education and training of grass-roots management personnel in colleges and universities can be divided into two situations. One is the training of basic skills, basic qualities and basic values of all grass-roots management personnel. In addition, there is the fixed-point training for specific positions and personnel, such as information technology and office automation training for office personnel. That is, colleges and universities should make reasonable arrangements according to the post demand; (2) universities support first-level administrators to go out to study or improve their academic qualifications, such as: Encourage and support those managers who have worked for a long time and do not have a high education structure to participate in the opportunity to improve their own education, tuition loans, transportation expenses and living allowances, so that they have the opportunity to obtain a relatively high degree, so as to have more advantages in the competition of colleges and universities; (3) universities provide opportunities for first-level administrators to go out for investigation and exchange. For example, relevant departments take the initiative to contact government units or other colleges and universities to organize the management personnel of the university to learn more advanced management ideas and experience in foreign units, broaden their horizons and improve their management ability; (4) universities should carry out forums to promote exchanges among first-level administrators, such as: first-level administrators are organized to exchange and discuss frequently. Experienced colleagues play a role of "helping, passing on and guiding" to young colleagues, and

- they learn from each other, exchange and learn from each other. Excellent seniors can share their experiences and successful cases with young managers through exchange meetings, helping them grow up quickly.
3. The incentive system for first-level administrators in universities including:
 - (1) universities introduce incentive measures for first-level administrators. For example, referring to the double-line promotion plan for administrative personnel that has been implemented in public institutions, exploring the double-line promotion of managerial personnel in colleges and universities; Formulate commendation programs to reward managers with excellent performance in material and spiritual terms;
 - (2) universities should improve the evaluation system of management personnel and link it with the promotion and treatment of their positions and professional titles, such as: In terms of assessment methods, the combination of internal assessment and external assessment can be adopted, with internal assessment as the main method and external assessment as the auxiliary method. In external assessment, professional evaluation organizations and third-party evaluation agencies can be introduced to carry out assessment, so as to obtain more objective and professional evaluation standards. In the process of external assessment, the public and service objects should be constantly enhanced to evaluate. The assessment results shall be published in a timely manner, and priority shall be given to excellent managers in the promotion of managerial positions and titles;
 - (3) universities provide support and policy guarantee for the title evaluation of first-level administrators. For example, considering the lack of experience of first-level administrators in teaching or scientific research positions, they should often organize them to provide guidance on professional title promotion. At the same time, they should take the initiative to contact the scientific research team to connect with first-level administrators; It can also set up professional and technical posts for educational management research, determine the post responsibilities and qualifications, engage in higher education research full-time or part-time, and encourage first-level administrators to assess professional and technical posts for educational management research.
 - (4) universities should expand the promotion space for first-level administrators and provide fair competition opportunities. For example, to establish a scientific and reasonable promotion mechanism, the first principle is fairness and justice; We can consider selecting part of the posts to compete in the whole school, so that more first-level administrators can take the initiative to come out and show their abilities. first-level administrators with strong professional ability and excellent in all aspects can adopt the way of exceptional promotion, so as to select young cadres with more sense of responsibility, more service spirit and more emphasis on the development of colleges and universities to serve all teachers and students;
 - (5) universities should improve the salary system and improve the welfare benefits of first-level administrators. For example, competition mechanism should be actively introduced into the salary system, and salaries should be differentiated for personnel with different labor requirements, labor intensity and labor benefits. Organize regular annual physical examination for first-level administrators; Traditional festivals and management birthdays can be considered to send gifts.
 4. The first-level administrators make their own efforts including:
 - (1) first-level administrators should strengthen learning, for example: first of all, you can give yourself a study plan, according to their career development and work needs, develop a clear school plan, including learning content, learning time, and the study plan into the personal work plan, to ensure that it can adhere to the implementation; Secondly, we can purchase relevant courses and learn by ourselves through online courses. You

can also buy books and stick to reading. Through reading relevant professional books, you can understand the subject knowledge and management experience, and improve your professional quality and ability. (2) first-level administrators take the initiative to learn and consult leaders or outstanding colleagues. For example, they can take the initiative to find experienced mentors or friends in the same or similar fields, consult and learn from them, and learn from their experience and methods; After consulting with leaders or excellent colleagues, summarize the experience and knowledge gained to find out the advantages and disadvantages, so as to better apply and improve in the future work; Consulting leaders or excellent colleagues is a very effective learning method. For the first-level administrators in colleges and universities, they should be good at learning from the experience and methods of others and constantly improve their management level and ability. (3) first-level administrators should establish a sense of service for teachers and students and enhance their sense of responsibility. For example, first-level administrators should change the idea of serving only leaders and enhance their sense of mission rather than task. In this way, they will take the initiative to serve teachers and students. Only by taking the initiative to establish a sense of service and dedication, can we reflect our own service mission, have a good attitude and serious attitude to treat grassroots work in the work, and then give full play to their own maximum energy; (4) first-level administrators self-regulate to relieve work pressure, for example, arrange regular rest time to avoid overwork and fatigue. Can have a proper rest in the work, relax the body and mind, avoid long continuous work and overtime; Appropriate participation in sports, such as jogging, swimming, yoga, etc., can relieve work pressure and physical tension, improve physical fitness; Can take relaxing methods, such as listening to music, reading, travel, so that you away from the work pressure, relax, adjust their mind; When encountering difficulties and setbacks in work, keep a positive and optimistic attitude, look for ways to solve problems, avoid negative depression and emotional loss of control; When you can't relieve the work pressure, you can seek support and help from family, friends, colleagues or professional psychological counselors and other people to get psychological support and help.

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