

A Study on the Stability of One Stop Student Community Work from the Perspective of Two Factor Theory

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Abstract: The two factor theory was proposed by American psychologist Frederick Herzberg in 1959. This theory is widely applied in promoting behavior improvement, human resource management, performance evaluation, and promotion systems. At the same time, a one-stop student community is a platform for educational work, and its stability includes the health and motivation factors in the two factor theory. This article attempts to conduct a study on the stability of one-stop student community work from the perspective of the two factor theory, aiming to provide a long-term development mechanism for the construction of one-stop communities and also provide action guidelines for the healthy growth and success of students.

Keywords: Two factor theory, one-stop student community, health incentives

1. Introduction

The "one-stop" student community is a significant exploratory practice in the new era that revolves around, cares for, and serves students. It is an educational and life growth community based on the geographical gathering of student life, with a focus on student-centered efforts to connect and serve the last mile of students. It is also a fundamental component of universities and an important field for effectively carrying out ideological and political education for college students. The "Opinions on Accelerating the Construction of a College Ideological and Political Work System" issued by the Ministry of Education and eight other departments proposes that "universities should promote the construction of a 'one-stop' student community, and put the leadership, management, service, and ideological and political forces of the school and college on the front line of education management and service for students. The park should be built into an educational and life park that integrates student ideological education, teacher-student exchanges, cultural activities, and life services."^[1]

The one-stop student community is an important battlefield for the sustainable development of university education work, and its stability is self-evident. This article takes the dual factor theory as the theoretical foundation to explore and study the stability of one-stop student community work from the perspective of the dual factor theory, providing research direction and action reference for the healthy development and growth of one-stop student communities.

2. Overview of the Two Factor Theory

The Two Factor Theory, also known as the Motivation Health Factor Theory, was proposed by American psychologist Frederick Herzberg. This theory suggests that the factors that affect employee work motivation and satisfaction can be mainly divided into two categories: health factors and motivational factors. Health factors mainly involve working environment and conditions, and improper handling can lead to employee dissatisfaction; And motivational factors are related to the work itself or content, which can stimulate employees' enthusiasm and work enthusiasm.^[2]

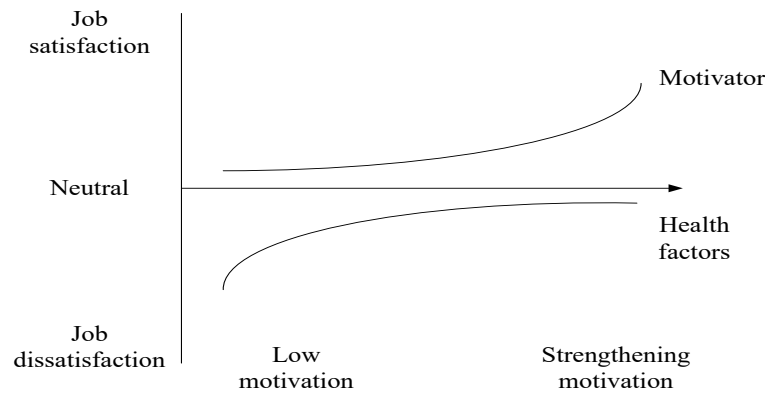


Figure 1: Principle of Two Factor Theory

Health factors refer to external factors related to the work environment or conditions, such as company policies, management measures, supervision, interpersonal relationships, material working conditions, wages, benefits, etc. If these factors are not handled properly, it can lead to employee dissatisfaction and negative emotions; But if handled improperly, it can only eliminate employee dissatisfaction, but cannot stimulate employee enthusiasm. Motivation factors refer to internal factors related to the job itself or job content, such as a sense of achievement, recognition of job achievements, greater challenges in the job itself, increased responsibility in the job, career development prospects, and opportunities for personal growth and development. These factors can stimulate employee motivation and enthusiasm, thereby improving work efficiency and satisfaction.^[3] This article applies the two factor theory to the stability study of one-stop student community work, in order to provide reference for the construction of "one-stop" student communities.

3. Analysis of the current situation of stability in one-stop student community work

In recent years, the Chinese Ministry of Education and education authorities at all levels have attached great importance to and supported the construction of "one-stop" student communities. For example, the Ministry of Education has organized multiple promotion meetings, clearly proposing construction requirements and goals, and providing policy guidance for various universities to carry out one-stop student community work. At the same time, various universities actively respond to policy calls and have introduced a series of rules, regulations, and management methods for the construction of one-stop student communities. These systems clarify key elements such as organizational structure, division of responsibilities, and workflow, providing institutional guarantees for the stable development of community work.^[4]

As an important component of university management, the stability of one-stop student communities directly affects the daily life and learning environment of students. At present, most universities have established comprehensive management institutions for one-stop student communities, such as student community management centers or student affairs service centers, responsible for coordinating and coordinating various work within the community. These institutions usually have multiple functional departments, such as dormitory management department, life service department, safety management department, etc., to ensure the smooth progress of various work. Universities have strengthened the daily management and service of student communities by formulating and improving various management systems, such as student occupancy management system, dormitory safety management system, and life service guarantee system. At the same time, a regular inspection and evaluation mechanism has been established to supervise and evaluate the quality and effectiveness of community work.

Although the one-stop student community work has achieved significant results in multiple aspects, it still faces some challenges and problems. Firstly, there is a lack of collaborative efforts among educators. In practical work, there may be problems such as poor communication and collaboration between different departments, leading to the failure to fully exert the collaborative efforts in education. The second issue is the poor connection of educational content: under the concept of holistic education, universities need to ensure the coherence and systematicity of educational content. However, in practical operation, there may be problems such as scattered educational content and lack of integration. Thirdly, online services need to be strengthened: With the development of information technology, universities need to further strengthen the construction of online services to meet the growing online

needs of students. However, there are still shortcomings in online services provided by some universities at present. Although the overall stability of one-stop student community work is improving, attention and efforts are still needed to address the existing problems and challenges in order to continuously improve the quality and level of work.

4. The Application of Two Factor Theory in the Stability of One Stop Student Community Work

4.1 The application of health factors

Health factors are applied to physical environment and facilities. Provide safety facilities for one-stop student communities and ensure that student dormitories are equipped with necessary safety equipment, such as smoke alarms, fire-fighting equipment, etc., to prevent safety accidents such as fires. Continuously optimizing the living environment for a one-stop student community, maintaining cleanliness, ventilation, and natural lighting in dormitories, providing comfortable rest spaces for teachers and students, and promoting their physical and mental health. Provide comprehensive learning and living facilities for a one-stop student community. For example, setting up study areas such as libraries and self-study rooms, equipped with sufficient books and learning resources to meet students' learning needs. Equip a one-stop student community with living facilities. For example, providing facilities such as restaurants, supermarkets, and laundry rooms to facilitate students' daily lives.

Health factors can be applied to management systems and policies. One stop student communities must strictly adhere to rules and regulations. Including the establishment and implementation of strict dormitory management systems; Including regulations on work and rest schedules, hygiene requirements, and item placement, to ensure the cleanliness and safety of the dormitory. The one-stop student community should strictly implement safety management, strengthen community safety management, develop emergency plans, conduct regular safety drills, and improve students' safety awareness and self-protection ability. The construction of one-stop student communities should ensure reasonable policy support. For example, financial security. Schools should provide necessary financial support for the maintenance, updating, and upgrading of community facilities. The construction of one-stop student communities requires professional staffing. Equip professional community managers and service personnel to ensure the smooth progress of community work.

Health factors can be applied to interpersonal relationships and team collaboration. One stop student communities need to strengthen communication and exchange. Regularly organize teacher-student exchange activities to enhance understanding and trust between teachers and students, and jointly create a positive community atmosphere. A one-stop student community should actively focus on students' needs, timely understand and pay attention to their needs and issues, and enthusiastically provide them with help and support. A one-stop student community should actively clarify the division of responsibilities. Clarify the scope of responsibilities and work objectives of community workers to ensure that all work is carried out in an orderly manner. One stop student communities should actively strengthen team collaboration. By establishing a team collaboration mechanism, we can jointly solve problems and challenges encountered in our work, improve work efficiency and quality.

Health factors can be applied to health and well-being.. One stop student community construction should actively focus on students' health. By regularly conducting health education activities, popularizing health knowledge, and improving students' health awareness and self-protection ability. One stop student community construction should actively provide mental health services. By providing mental health counseling services, we help students solve psychological problems and maintain a good mental state. One stop student community construction should actively provide necessary welfare. For example, welfare policies such as scholarships, grants, and medical insurance are implemented to alleviate students' financial burden and living pressure. The construction of one-stop student communities should focus on employee welfare, by paying attention to the welfare benefits and working conditions of community workers, to ensure that they can devote themselves to their work with full enthusiasm.

The one-stop student community aims to improve the working environment by providing students with a warm and comfortable learning and living environment, while ensuring a safe and clean working environment for community staff. This helps to improve the job satisfaction and stability of frontline teachers. The construction of one-stop student communities should optimize welfare benefits, formulate reasonable salary systems and welfare policies, ensure that the salary level of community workers is

competitive, and provide comprehensive social insurance, medical insurance and other welfare guarantees to alleviate their worries. One stop student communities should strengthen interpersonal relationship building, create a harmonious and harmonious working atmosphere, and enhance communication and collaboration among community members. By organizing themed party and youth activities, team building, and other methods, we aim to bridge the gap between teachers and students in the one-stop student community, enhance mutual understanding and trust, and improve team cohesion.

In summary, the application of health factors in the stability of one-stop student community work is multifaceted, involving physical environment, management systems, interpersonal relationships, as well as health and welfare. The implementation of these measures helps to eliminate students' dissatisfaction, improve their satisfaction and sense of belonging, and promote the long-term stable development of a one-stop student community.

4.2 Application of motivational factors

Motivational factors can be applied to the sense of work achievement. A one-stop student community should have clear goals and expectations, and set clear and specific work goals and expectations for student community staff, so that they can clarify their work direction and values. When staff reach or exceed these goals, they gain a strong sense of achievement, thereby enhancing their work motivation. The one-stop student community should enrich and strengthen the display and recognition of achievements, regularly showcase the work results of the student community, such as improved learning environment, rich cultural activities, etc., and give public recognition and praise to the contributions of the staff. This positive feedback can greatly enhance the sense of achievement of the staff.

Motivational factors can be applied to work recognition. A one-stop student community should establish an evaluation mechanism, through the establishment of a fair and transparent evaluation mechanism, to regularly evaluate the work performance of staff, and link the evaluation results with rewards, promotions, etc. This can make the staff feel valued and recognized for their work. A one-stop student community should enhance team cohesion by promoting mutual understanding and trust among team members through team building activities, group training, and other means, creating a positive and uplifting team atmosphere. In such a team, staff are more likely to gain recognition and support from colleagues and superiors.

Motivational factors can be applied to work responsibility. A one-stop student community should clarify job responsibilities, provide clear job duties and rights for student community staff, and make them aware of their work tasks and responsibilities. This helps staff establish a strong sense of responsibility, thereby fulfilling their duties more seriously. One stop student communities should strengthen their sense of responsibility, and through education and training, case analysis, and other methods, enhance the education of staff's sense of responsibility, so that they realize the importance and influence of their work. This can make the staff cherish their job opportunities more and devote themselves to their work with more enthusiasm.

Motivational factors can be applied to opportunities for growth and development. A one-stop student community should provide training opportunities and offer various training and learning opportunities for community workers, helping them continuously improve their professional abilities and comprehensive qualities. This helps staff to continuously grow and develop in their careers, enhancing their sense of belonging and loyalty. A one-stop student community should broaden career paths and provide clear career paths and development opportunities for community workers, allowing them to see their own development prospects and opportunities within the organization. This helps to stimulate the work enthusiasm and creativity of staff, promote their personal growth and organizational development.

In addition, there are some other applications. For example, a one-stop student community provides career development opportunities, formulates clear career development plans for community teachers, and offers diverse promotion channels and growth opportunities. Through learning, training, communication and interaction, continuously improve their professional skills and comprehensive qualities, laying a solid foundation for their career development. Establish an effective performance evaluation system for one-stop student communities, and timely and objectively evaluate and recognize the work achievements of community workers. Through recognition, rewards, and other means, stimulate their work enthusiasm and initiative, enhance their sense of professional identity and belonging. One stop student community enhances the challenge of work, arranges challenging tasks

and projects for community workers, and inspires their curiosity and exploratory spirit. By solving complex problems and innovating service models, continuously improving their work abilities and practical experience.

4.3 Cross application of healthcare incentives

A one-stop student community should establish a clear organizational structure, clarify the responsibilities and authorities of each department and position, and ensure the orderly progress of management work. This helps to reduce management confusion and unclear responsibilities, and improve the stability of community management. A one-stop student community should establish and improve various management systems, such as student management system, dormitory management system, safety management system, etc., to provide institutional guarantees for community management. At the same time, the one-stop student community should strengthen the implementation of systems to ensure that all systems are effectively implemented. The emphasis and support of school leaders on the construction of one-stop student communities is a key factor in ensuring their stability. School leaders should regularly study community construction work, coordinate and solve existing problems in a timely manner, and provide necessary resources and support for the community.

According to the needs of students and the size of the community, a one-stop student community should allocate resources such as manpower, materials, and finances reasonably. Ensure that the community has sufficient service personnel and facilities to meet the basic needs of students. The one-stop student community needs to improve the professional ability and service level of service personnel, ensuring that they can provide efficient and high-quality services. At the same time, a one-stop student community should establish a sound service quality supervision and feedback mechanism, timely collect and process students' opinions and suggestions, and continuously improve service quality. At the same time, closely monitor the needs and feedback of students, adjust service content and methods in a timely manner to meet their diverse needs. A one-stop student community should establish effective communication channels, such as setting up suggestion boxes, opening hotlines, etc., to facilitate students to report problems and make suggestions at any time.

The construction of one-stop student communities should carry out various forms of entertainment activities, hold special lectures, and create a positive cultural atmosphere. And establish student self-governing organizations, carry out volunteer services, etc. By participating in activities, students can enhance their stickiness and interaction with the community, improve their engagement and satisfaction. A one-stop student community should strengthen communication and interaction among members within the community, and enhance community cohesion. By organizing team building activities, organizing community sports events, and other means, we aim to enhance friendship and cooperation among students, and improve the overall stability of the community.

One stop student communities should establish and improve safety management systems and emergency plans, and strengthen community safety inspections and monitoring work. Ensure that the facilities and equipment in the community are intact, safe passages are unobstructed, and fire-fighting facilities are complete and effective. At the same time, a one-stop student community should establish a rapid response mechanism, which can activate emergency plans or take effective measures to deal with unexpected situations. At the same time, strengthen safety education and training for students to enhance their self-protection awareness and ability. The stability of a one-stop student community needs to be comprehensively considered and guaranteed from multiple aspects, including organizational structure and management mechanisms, resource allocation and service quality, student participation and satisfaction, culture and atmosphere, as well as safety and stability. By continuously strengthening these aspects of work and efforts, the stability of the one-stop student community can be continuously improved, providing students with a better and more convenient learning and living environment.^[5]

5. Summary and Outlook

From the perspective of the two factor theory, the summary of the stability of "one-stop" student community work mainly includes the following two aspects. The first factor is to ensure a stable work foundation, such as a physical environment: the student community provides a safe, clean, and comfortable accommodation environment, as well as necessary learning and living facilities, such as libraries, study rooms, sports fields, etc. The construction and maintenance of these infrastructures are important prerequisites for ensuring the stability of student community work. Such as working

conditions: providing suitable workplaces and necessary office equipment for community workers to ensure that they can efficiently complete their work tasks. Such as sound rules and regulations: Develop and implement strict management systems, including dormitory management, safety management, hygiene management, etc., to ensure the normal order and safety stability of the community. Reasonable policy support: At the school level, necessary policy support such as funding and personnel allocation should be provided to the "one-stop" student community to promote its sustainable development. Such as interpersonal relationships and team collaboration: strengthen communication and exchange between teachers and students, establish trust relationships, and jointly create a positive community atmosphere. Efficient team collaboration: Community workers should establish a good team collaboration mechanism to jointly solve problems encountered in their work and improve work efficiency. Secondly, motivational factors should stimulate work enthusiasm and creativity, such as recognition and rewards: individuals or teams who have outstanding performance in community work should be commended and rewarded to enhance their sense of honor and belonging. Such as career development: providing career development planning and promotion opportunities for community workers, allowing them to see their growth space and future development prospects in community work. Innovative practice: Encourage community workers to engage in innovative practice activities, such as exploring new service models, optimizing work processes, etc., to enhance their professional competence and practical abilities. Professional training: Regularly organize professional training and learning exchange activities to help community workers broaden their horizons and improve their skills. Clarify responsibilities: Clearly define the scope of responsibilities and work objectives of community workers, so that they can have a clear understanding of their importance and value in community work. Strengthening the sense of mission: Through publicity and education, enhance the sense of mission and responsibility of community workers, and encourage them to actively engage in their work.

From the perspective of the two factor theory, improving the stability of one-stop student community work requires starting from both health factors and incentive factors simultaneously. The application of health factors such as improving the working environment, optimizing welfare benefits, and strengthening interpersonal relationships can effectively reduce the dissatisfaction of community workers; The application of motivational factors such as providing career development opportunities, recognizing work achievements, and enhancing work challenges can stimulate their work enthusiasm and enthusiasm, improve their work stability and sense of belonging. In the future, universities should continue to strengthen relevant research and practical exploration, continuously improve and optimize relevant policies and measures, and create more favorable conditions and environment for the stability of one-stop student community work.

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