A STUDY ON THE COMPREHENSIVE LITERACY ABILITY OF TV PROGRAM HOSTS ON OCCUPATIONAL BURNOUT AND STRESS RESISTANCE

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Certificate of Individual Study Approval to Master Student

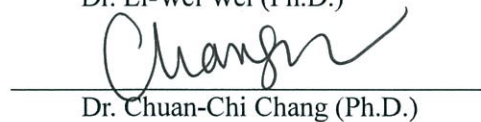## Chinese International College, Dhurakij Pundit University

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Form of Declaration of Individual Academic Work

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Date：   2024.3.1

Individual Study Title:	A Survey and Study on the Comprehensive Literacy Ability of TV Program Hosts on Occupational Burnout and Stress Resistance
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Abstract

The pivotal role of television program hosts as the quintessential element and emotional anchor of television programs cannot be overstated, given their influence on viewership ratings and the broader market landscape. The unique demands of this profession necessitate a high level of comprehensive literacy and resilience to stress. Furthermore, it's pertinent to note the potential for occupational burnout among these professionals. This investigation focused on 200 TV program hosts from Northeast China to explore the interplay between their comprehensive literacy, occupational burnout, and stress resilience. An initial sample of 30 hosts underwent assessment through SPSS software for reliability, validity, and statistical correlations, among other metrics. Findings indicate that the average comprehensive literacy and stress resilience levels of these hosts are commendably high, whereas occupational burnout levels are comparatively low. No significant gender-related disparities were observed in relation to comprehensive literacy, occupational burnout, or stress resilience. However, age and work experience demonstrated a notable impact on these variables, excluding occupational burnout for age. Crucially, a significant statistical relationship was identified between comprehensive literacy and both occupational burnout and stress resilience, underscoring the multifaceted nature of the profession's challenges and demands.

Keywords: TV program hosts; Comprehensive literacy ability; Occupational Burnout;

Stress Resistance

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLES

FIGURES

CHAPTER 1

INTRODUCTION

TV program hosts play a crucial role in the communication of TV programs, which is a bridge between the program and the audience. The specificity of the profession puts forward higher requirements on the comprehensive quality ability of TV program hosts, while the pressure from various aspects also puts forward certain requirements on the host's resistance to pressure. On the other hand, similar to other professions, TV program hosts may suffer from burnout due to various reasons. To a certain extent, the level of comprehensive literacy ability may have a relevant impact on the occurrence of burnout and the level of stress resistance. Therefore, this paper intends to apply relevant theories to conduct an in-depth study on the relationship between the comprehensive literacy ability, burnout and stress resistance of TV program hosts. This chapter first describes the background, purpose, significance, process and problem statement of the study.

1.1 Research Background and Motivation

In the all-media era, television program hosts play a pivotal role in the vast landscape of the media industry, serving as a channel for information dissemination as well as the essence and emotional bond of their respective programs (Luo, 2022). Their image and professional execution play a crucial role in moderating the audience's acceptance and affinity for their programs, thus having an impact on ratings and the overall market (Liu, 2020). However, behind this dominant position are intricate challenges and pressures. The fast and relentless pace of the media industry brings with it a demanding and stressful environment to which television programmers may find themselves particularly susceptible (Smith et al., 2017). This susceptibility can erupt into burnout - a debilitating state that manifests itself in negative feelings about professional life and emotional exhaustion (Dutta, 2022). This burnout affects their enthusiasm, engagement, and performance, and ultimately threatens the long-term development of their careers (Zhang et al., 2023). Meanwhile, the notion of resilience, which is an inherent ability to demonstrate toughness and adaptability in the face of professional trials and tribulations, is equally prominent (Kubyshko et al., 2020). TV programmers, who are constantly under the scrutiny of many parties, including the

media, viewers, and the Internet, must develop this trait in order to increase their professional efficiency and satisfaction.

Despite the obvious importance of these phenomena, a comprehensive assessment of the current academic landscape reveals that there is a dearth of research on the interplay between the integrative literacy competencies of television programmers and their propensity for burnout and necessary resilience. In this context, the term 'integrative literacy' encompasses the multifaceted skills and understandings that work synergistically to inform the professional competencies of television presenters. The correlation between these competencies and their emotional and psychological well-being remains largely unexplored in a comprehensive and in-depth manner, necessitating a systematic and rigorous investigative study (Zhao, 2023). By exploring this relationship in depth, this study aims to gain a deeper understanding of the psychological characteristics and occupational status of these media practitioners, to lay a scientific foundation for their career development trajectories, and to make practical recommendations. In addition, such an investigation has the potential to contribute new empirical findings to related disciplinary fields. Ultimately, the goal of this study goes beyond mere academic curiosity, aiming to promote the mental health of TV programmers for the sustainable development and improvement of the media industry (Lee, 2022). By addressing this critical but under-explored issue, this study endeavors to chart a path that balances the relentless demands of modern media with the humanistic concerns of media practitioners (Zhang, 2023).

1.2 Problem Statement

In the current all-media era, television programmers not only serve as a channel for information dissemination, but also as a symbolic fulcrum for program influence and audience connection, occupying a central position in the media industry's ambitions (Qiao, 2018). Their presence and competence can influence viewer perceptions and loyalties, which in turn affects larger market dynamics. However, this pivotal position is intertwined with a variety of professional demands and pressures (Wang, 2022). The relentless pace of the media environment and its inherent demands make these presenters particularly susceptible to burnout - a debilitating state characterized by emotional exhaustion and diminished enthusiasm for their profession (Yang, 2022). If left unchecked, this exhaustion has the potential to overshadow their enthusiasm,

dedication, and performance, thereby jeopardizing career longevity (Xiao & Chen, 2022). At the same time, the concept of resilience, defined as the inherent ability to navigate and bounce back from professional adversity (Gorblyansky et al., 2019), is crucial. Given the relentless gaze of diverse stakeholders, from traditional media to digital citizens, the development of such resilience has become imperative for maintaining professional efficacy (Mo Guangju, 2023). Curiously, however, academics have demonstrated a slight lack of research in exploring the complex relationship between TV programmers' integrative literacy shaping the various aggregates of their professional acumen - and their propensity for burnout and necessary resilience. Methodical and nuanced exploration is needed. Exploring this interrelationship not only serves to reveal the psychological and professional contours of these media stalwarts, but also lays the academic foundation for their professional development and overall well-being (Sun, 2022). Beyond intellectual inquiry, this study hopes to enhance the psychological well-being of media pioneers and contribute to the delicate evolution of the media industry (Wang, 2023). Our intention is far-reaching: to harmonize the evolving imperatives of contemporary media with the intricate human factors of key media players.

1.3 Research Objectives

The purpose of this study was to investigate the relationship between the comprehensive literacy skills of television program hosts and their level of burnout as well as their resilience to stress. The specific purposes are as follows:

1) To investigate the level of comprehensive literacy of TV program hosts, and to find out how the current status of TV program hosts' comprehensive literacy competence is by assessing their comprehensive qualities in terms of professional knowledge, language expression skills, and resilience

2) To analyze the correlation between burnout and stress resistance of TV program hosts and gender, age, and working hours

3) To investigate the correlation between TV program hosts' comprehensive literacy ability, burnout and stress resistance

1.4 Research Questions

1) What is the current status of TV program hosts' general literacy skills, burnout level, and resilience to stress?

2) Are there any differences in comprehensive literacy competence, burnout and stress resistance among TV program hosts' background variables (gender, age, and working hours) and other factors?

3) What is the correlation between TV program hosts' comprehensive literacy competence and burnout and stress resilience?

1.5 Significane of the Study

In the fields of communication arts, media education, and psychology, the role played by television program hosts in the contemporary all-media era highlights a pressing concern shared by both academia and practice (Wu, 2022). Amidst the vast array of media scholarship, it is of both theoretical and practical significance to use the understanding of the relationship between TV program hosts' comprehensive literacy competencies and their subsequent tendency to burnout and resilience as the fulcrum of research.

Theoretically, the outlined research addresses an apparent divide in current academic discourse. A nuanced exploration of how integrative literacy-a combination of competencies-relates to emotional and psychological well-being, this theoretical trajectory provides scholars with a powerful scaffolding for understanding the micro-dynamics of the media industry and illuminating the frontiers that underpin the The psychological architecture of people's professional lives.

In practice, the implications of this study go beyond academic enlightenment. Television, as a powerful tool of mass communication, inherently influences the socio-cultural fabric of society. Ensuring the mental health and continued efficiency of key points in the media ecosystem of television programmers can lead to a more resilient media industry that can navigate the turbulent waters of the all-media era (Zhang, 2018). Furthermore, by revealing the correlation between comprehensive literacy and burnout and resilience parameters, industry stakeholders can implement proactive strategies and interventions that will solidify the overall well-being of their celebrities (Elkin et al., 2019). Despite the rapid rise and influence of netizens and bloggers in recent years with the advancement of the Internet, this does not mean the loss of the influential status of

TV programmers (Liu, 2021). Television has always been a representative of traditional media with a wide audience base. TV program hosts are able to reach large-scale audiences through traditional media channels, especially in some large-scale programs, news, variety shows and other areas, hosts still play an important role (Chen, 2023). In terms of professionalism and trust, TV program hosts usually receive professional training and have rich hosting experience and professional knowledge, which makes them have a high level of trust among viewers in specific fields, which is difficult to be reached by Netflix and bloggers (Zhao, 2022). In terms of brand cooperation and advertising, TV programs are still one of the platforms that advertisers tend to choose, and cooperation with famous program hosts can bring higher exposure and credibility to brands (Zhuang, 2022). Therefore, it is very necessary and important to conduct relevant research on TV program hosts. In conclusion, this study not only deepens our theoretical understanding, but also provides the media industry with practical tools based on rigorous empirical evidence to promote a harmonious synergy between the relentless pursuit of the media world and the well-being of media practitioners (Wang, 2022).

This study examined the relationship between comprehensive literacy competence and burnout and resilience of television program hosts with an eye toward exploring the role of different dimensions of literacy competence in preventing burnout and enhancing resilience (Chen, 2020). In this study, eight dimensions of three variables (including comprehensive literacy competence including professional quality and comprehensive quality; burnout including emotional exhaustion, depersonalization, and low personal accomplishment; and resilience including self-management efficacy, self-regulation ability, and social self-efficacy) were used to conduct a comprehensive analysis, and through the study of comprehensive literacy competence, burnout, and resilience of TV program hosts, it can provide a targeted human resource management strategy for the media industry, improve Through the study of comprehensive literacy competence, burnout and resilience of TV program hosts, it can provide the media industry with targeted human resource management strategies to improve the working environment and conditions of hosts, as well as to enhance their career satisfaction and job performance (Braun et al., 2020).

1.6 Research Process

Studying the relevance of TV program hosts' integrative literacy competencies to burnout and stress resistance is an important topic that involves how to effectively manage one's emotional and psychological state during one's career. Before conducting the study, firstly, in-depth understanding of the existing research results was conducted to clarify the views and conclusions of the predecessors in this field, so as to provide the basis and reference for this study. Next, appropriate questionnaires and experimental protocols were designed in order to extensively collect data on the comprehensive literacy of facilitators and their performance on burnout and resilience. This process needs to consider the diversity and representativeness of the samples, as well as the accuracy and reliability of the questions to ensure that the results are scientific and credible. Subsequently, samples of a certain size were collected and data statistics and analysis were conducted to explore the correlation between comprehensive literacy and burnout and stress resistance using correlation analysis. This process needs to fully consider the quality and standardization of the data, avoid errors and biases, and ensure the accuracy and reliability of the results. Finally, the results of the study are summarized, conclusions are presented, and their impact on the career development and mental health of TV program hosts is discussed. The research results of this paper will serve as a reference and inspiration for research in related fields and propose more effective countermeasures and measures to promote the comprehensive quality and career development of hosts. At the same time, it can also provide useful reference and guidance for the mental health and vocational training of other occupations

Figure 1.1

Research Flowchart
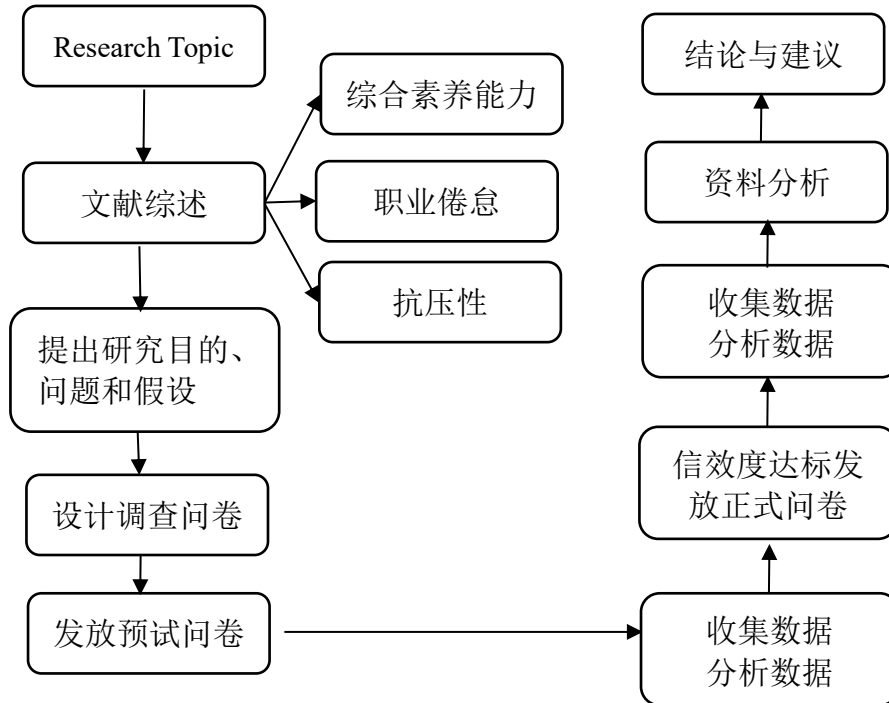
Note：*The data herein is sourced from a compilation independently conducted by the researcher in 2023*

CHAPTER 2

LITERATURE REVIEW

This chapter mainly focuses on the definition of the three concepts of comprehensive literacy ability, burnout and stress resistance, related theories and variable tables, as well as previous studies on these three concepts in domestic and international academic circles, which serve as the theoretical basis for this study. To understand the domestic and international studies on TV programmers' comprehensive literacy, burnout and stress resistance, and to analyze the correlation between the three, so as to provide guidelines for TV programmers to effectively improve their comprehensive literacy and stress resistance, and at the same time, reduce the occurrence of burnout.

2.1 Primary Theories Adopted in the Present Study

2.1.1 Comprehensive Literacy Competency Theory

(1) Constructivist Communication Theory: constructivist communication theory was first proposed by (Constance Hale Wood) in 1997. This theory emphasizes the constructed nature of social reality, which is not objective but constructed through communication and media (Wang, 2017). According to Constance Wood, language, signs, and symbolic behaviors in the media and communication processes play a key role in shaping and defining our understanding of reality (Tong et al., 2018). Different social groups may construct and interpret reality in different ways depending on their culture, background and social context. This theory has had a profound impact on the field of communication because it emphasizes the importance of the media, not only as a tool for information transfer, but also as a constructor of social meanings and cultural perceptions (Li, 2019). Constructivist communication theory reminds us to pay attention to how the media affects our perceptions, values, and beliefs, and how it shapes various realities and phenomena in society (Hu, 2020). As such, it is important in understanding the impact of media, media narratives, cultural studies, and the formation of meaning in society (Household, 2021). Constructivist communication theory by Constance Wood provides an important theoretical framework in the field of communication that helps us to understand more deeply the complex relationship between the media and society and how the media participates in the construction and

evolution of social reality (Hou et al., 2022). This theory is rooted in the epistemological foundations of constructivism, which posits that individuals construct meaning based on their interactions with the environment and prior experiences. In the case of television programmers, audience feedback, the media environment, and prior personal and professional experiences all influence their literacy competencies. Their comprehensive literacy can be seen as a dynamic construct that is continuously improved in interaction.

(2) Media Literacy Framework: The media literacy framework was developed by Jerome Bruner, an American educator and scholar who introduced the concept of media literacy in 1977. Although the concept of media literacy was initially proposed in the 1970s, Jerome Bruner studied and researched it in depth and provided an important theoretical foundation for subsequent media literacy education. His research emphasized the role of media in education and society and the importance of how individuals understand and interact with media (Wang, 2020). The media literacy framework was developed to address the challenges of the evolving media environment and the digital age. It aims to help individuals better understand, assess, and cope with the complexity of media and information, and improve their engagement and critical thinking skills in the digital world (Sun, 2021). The media literacy framework provides an all-encompassing, multidimensional model of media literacy development, which helps people cope with increasing media information and media technologies from a comprehensive and systematic perspective. At the same time, the media literacy framework also provides a theoretical basis and practical guidance for related education and training (Lu, 2016). TV program hosts are at the forefront of media creation and need to be highly competent in these areas, so their comprehensive literacy reflects their competence in these four areas.

(3) Multiple Intelligences Theory: Multiple Intelligences Theory is a learning and development theory founded by American educator Harvard Geddes in 1983, which asserts that human intelligence is not limited to traditional indicators of intelligence (e.g., IQ), but consists of multiple intelligences (He, 2022). Gerdes proposed nine different types of intelligence, namely linguistic, logical-mathematical, visuospatial, musical, motor, interpersonal, introspective, natural, and existential intelligence. The theory suggests that each individual has his or her own unique intellectual structure and potential, and that different types of intelligence play different roles in an individual's

learning, thinking, and problem-solving processes (Howard & Gaddes, 2023). He also emphasized the cultivation and development of intelligence, arguing that through education and environmental influences, each individual can continue to expand and enhance his or her level of intelligence. Gerdes also had some criticism and controversy in the development of the theory of integrative literacy skills (Lee et al., 2023). Some argue that the theory is too broad and lacks practicality, while others point out some subjectivity and controversy in the categorization and measurement of intelligence (Ma, 2023). However, Gerdes' theory still has a profound impact on the field of education and learning theory, promoting the importance of the diversity of intelligence and individual differences, and providing new ideas and methods for educational practice (Zhang, 2023). The comprehensive literacy skills of TV program hosts cover a wide range of intelligence types. Different types of programs and hosting styles may emphasize different types of intelligence (Liu, 2023). Therefore, successful hosts usually need to have certain competencies in multiple areas of intelligence and use these competencies flexibly according to the nature and needs of the program. The theory of multiple intelligences helps us to understand the multiple intelligences of human beings, and the work of a presenter is a good example of how multiple intelligences can be useful in real-life situations

In conclusion, the complex field of personal general literacy competencies of television program hosts can be viewed through a multidimensional lens. Adopting these theories allows for a robust, cohesive, and comprehensive understanding of the myriad factors that shape and are shaped by their competencies. Each theory offers a unique perspective, and taken together, they provide a comprehensive blueprint for research in this area. Based on the content of several of the aforementioned theories, as well as the occupational characteristics of television program hosts, this study chose constructivist communication theory to conduct an in-depth study of the comprehensive literacy competencies of television program hosts

2.1.2 Occupational Negligence (Burnout) Theory

(1) Burnout theory: Burnout theory was proposed by American psychologist Christina Maslach in 1978, and is also known as the Maslach Burnout Scale. The introduction and development of burnout theory reflects the prevalence and importance of burnout in society (Lee, 2012). It emphasizes the interaction between the individual

and the work environment, pointing out that burnout is a dynamic process that needs to be intervened and prevented at the individual and organizational levels (Zhao, 2013). The theory focuses on burnout as a collection of psychological, emotional, and behavioral symptoms caused by stress, ineffective intrinsic rewards, and depletion processes in the work environment (Xu, 2020). Burnout is usually categorized into three dimensions: emotional exhaustion, associative burnout, and achievement burnout. Emotional exhaustion refers to staff feeling exhausted and worn out by the emotional demands involved in their work (Zhang, 2021). Connection burnout is defined as apathy, lack of empathy and emotional attachment to the people they work with and their coworkers. Achievement burnout refers to staff members' boredom and dissatisfaction with their work outcomes and competencies (Luo et al., 2023). An unhealthy state of these dimensions may lead to reduced work engagement, higher turnover rates, reduced job satisfaction, and a negative impact on organizational performance (Wang, 2023). In order to combat burnout, some possible strategies include improving working conditions, providing appropriate resource support, creating a positive work atmosphere, creating a corporate culture, providing opportunities for employee development, setting up work goals and feedback mechanisms, and providing as much work-life balance as possible (Li, 2012). In addition, individuals can also adopt positive psychological adjustment strategies, such as finding emotional support, cultivating hobbies, adjusting work expectations, and learning skills to cope with stress (Zhao, 2013). When dealing with burnout, both employees and organizations need to work together to improve the work environment and individual well-being in order to achieve a healthier and more satisfying work state (Luo, 2023). Burnout theories are important in understanding the burnout issues faced by television program hosts and providing appropriate prevention and coping strategies (Zhang, 2021). Hosts can better manage their emotions and regulate work stress by understanding and applying these theories to improve job satisfaction and mental health

(2) Emotion Regulation Theory: there is no specific single proponent of emotion regulation theory; it is a theoretical framework that has evolved through the contributions and efforts of multiple researchers in the field of psychology. The development of this theory can be traced back to research conducted since the 1980s (Chen, 2016). James Gross, an American psychologist, is widely recognized as one of the key scholars in the field of emotion regulation. He has made important research in

the areas of emotion regulation strategies, emotion expression and emotion recognition, and has given a great impetus to the theoretical and empirical research on emotion regulation (Sun, 2018).Folkman and Lazarus are important scholars in emotion regulation research, and they proposed the Coping Theory of Emotional Coping (Coping Theory), which emphasizes the individual's response to the stress and challenges in the emotion regulation process (Chen Yaxin, 2023). Although there is no clear author or specific time of presentation, the development of emotion regulation theory is an ongoing and cumulative process that involves the work and findings of many scholars (Hu et al., 2020). The gradual formation of this theoretical framework is due to the efforts and tireless pursuit of many psychologists. As a TV program host, they may face a certain risk of burnout, and emotion regulation theory can provide some perspectives and strategies to cope with this dilemma (Zhu, 2023). In the career of a TV program host, job pressures and demands may include intense working hours, frequent public performances, pressure to interact with the audience, and public opinion pressure. All of these factors may lead to burnout in hosts (Peng, 2023).

(3) Self-Determination Theory: Self-Determination Theory is a psychological theory that seeks to explain the relationship between an individual's intrinsic motivation and external influences in terms of behavior and motivation. The theory was first proposed by Richard Ryan and Edward Deci in 1985 and has been developed and refined over the following decades (Qu, 2023). Self-determination theory focuses on the psychological processes that individuals go through when pursuing goals, satisfying needs, and taking action, emphasizing the three basic psychological needs of autonomy, continuity, and relatedness (Yeh, 2023). Self-determination theory emphasizes the importance of intrinsic motivation and psychological needs within individuals and provides a useful framework for understanding the driving forces behind motivation and behavior. It has important implications for improving an individual's life satisfaction, academic achievement, and job performance (Fang et al., 2023). Self-determination theory can be used to understand the relationship between burnout in TV program hosts. Burnout generally manifests itself in three ways: emotional exhaustion, lack of personal fulfillment, and reduced work motivation (Wang, 2023). Self-determination theory provides a useful framework for understanding burnout in television program hosts and offers some guiding principles for mitigating burnout by focusing on meeting the three psychological needs of autonomy, continuity, and

relevance (Wang, 2024). By creating a supportive work environment and providing more autonomy, it can help presenters cope better with burnout.

Comprehensively comparing burnout theory, emotion regulation theory and self-determination theory, and combining with the purpose of research related to burnout of TV program hosts, this dissertation mainly applies the burnout theory to conduct related research.

2.1.3 Resilience Theory

(1) Resilience Theory: Resilience Theory (Resilience Theory) was proposed by American psychologists (Richard S. Lazarus) and (Susan Folkman) in the 1970s (Tu Guanyu, 2008). The theory aims to explain the process by which individuals cope with stress and adversity and emphasizes the importance of emotion regulation and problem solving strategies in coping with stress. According to the theory of resilience, individuals cope with stress and adversity through a series of cognitive and affective regulation processes when faced with stress (Strong, 2023). These processes include assessing the significance of events, evaluating one's own resources and coping abilities, and selecting and implementing appropriate coping strategies. Emotion regulation plays an important role when individuals cope with stress and adversity (Tian, 2023). Emotion regulation refers to the process of regulating an individual's subjective appraisal and emotional response to events. An individual's affective responses can be positive, such as hope, optimism, and confidence, or negative, such as fear, anxiety, and despair (Huang, 2023). Positive emotion regulation helps individuals cope better with stress, while negative emotion regulation may lead to coping difficulties. In addition, problem-solving strategies are key to coping with stress and adversity (Zhang, 2024). Individuals resolve difficulties by assessing the nature of the problem and their own resources and selecting and implementing appropriate solutions. Problem-solving strategies can include proactively seeking support, making plans, and finding alternatives (Wang et al., 2024). Resilience theory suggests that an individual's resilience is not static; it is influenced by a variety of factors. These factors include an individual's cognitive ability, emotional regulation, social support network, and environmental resources (Tian, 2023). At the same time, stress resistance can be improved through training and cultivation. Resilience theory has a wide range of applications, especially in the field of mental health. It provides a theoretical basis for research and intervention on stress, post-traumatic stress disorder, adversity adaptation,

etc. (Tu, 2008). In addition, resilience theory has been used in the fields of education, business management, and other areas to help individuals improve their coping skills and promote development and growth.

(2) Coping Theory: (Richard S. Lazarus) and (Susan Folkman)'s Coping Theory or Response Model was first formally published in 1984 in their book "Coping and Coping Strategies Evaluation: a Review of the Theoretical and Empirical Literature") (Zhao, 2023). This book provides an overview of the basic concepts and research in coping theory and presents the key concepts of problem-oriented coping and emotion-oriented coping. This theory has had a profound impact in the field of psychology and mental health and has served as a foundation for coping research (Xi Zhang, 2023). （The research of Richard S. Lazarus and Susan Folkman dealt with the Coping Theory or Coping Model. This theory focuses on the coping strategies and mental processes that individuals use to cope with stress, adversity, and challenges (Han, 2023). They emphasize two main types of coping: problem-oriented coping, which involves facing problems and taking positive action to solve them. Individuals try to find solutions to problems, make plans, and take action to reduce or eliminate stressors (Tsang, 2023). This can include strategies such as problem solving, goal setting, and information seeking. Emotionally oriented coping, this type of coping focuses on dealing with emotional reactions and emotional regulation (Yi, 2023). Individuals attempt to reduce emotional stress through emotional support, expressing emotions, and self-regulation. This can include strategies such as talking, finding social support, and expressing positive emotions (Zhou, 2023). Stearns and Folkman's research emphasizes the critical role of coping strategies in coping with stress and how individuals select and use these strategies to cope with different types of stress. Their work has had a profound impact on psychology and coping research and has provided an important theoretical foundation to help people better understand the process of coping with stress and adversity (Pay, 2023).

By comparing the contents of two theories such as the one above, this paper chooses the theory of resilience to conduct a relevant study on the resilience of TV program hosts

2.2 Conceptual Definition of TV Program Hosts

Television program hosts are professionals who are responsible for hosting, directing and organizing television programs. They play an important role in television

programs and present an interesting, vivid and interactive program content to the audience through their performance, hosting and guiding abilities (Chen, 2023). Television program hosts are the people who are responsible for guiding, organizing and hosting the whole program flow in television programs. They undertake multiple tasks such as communicating with the audience, entertaining, and transferring information, playing the role of bridge and link (Zhao, 2022). TV program hosts have a wide range of work, covering various types of programs such as news, variety shows, interviews, games and so on. TV program hosts need to have certain acting ability and professionalism (Zhuang, 2022). They should have good eloquence and presentation skills to convey messages accurately and clearly to arouse the interest of the audience. In addition, they also need to have strong hosting skills, good at controlling the atmosphere of the scene, mobilizing the audience's emotions, and keeping the scene active and compact (Wang, 2022). In addition, TV program hosts need to have a certain knowledge base and a wide range of interests in order to be flexible in different types of programs. They need to have basic news literacy and general knowledge of current affairs, and be able to understand and analyze topics in depth (Chen, 2020). At the same time, they should also pay attention to pop culture and social hotspots so that they can empathize with the audience and trigger common topics. In general, TV hosts are people who play the role of guiding, organizing and hosting in TV programs (Zhao, 2023). They need to have good eloquence and expression, strong hosting skills, as well as a rich knowledge base and a wide range of interests. Through their charisma and professionalism, they provide viewers with an all-round experience of entertainment, information and interaction (Li, 2022),

2.3 Comprehensive Literacy Competency (CLC)

Comprehensive literacy competence refers to a person's comprehensive ability and literacy in multiple domains (Zhang, 2015). It includes, but is not limited to, the following aspects: knowledge and learning - people with strong comprehensive literacy competence possess a broad knowledge base and are able to continuously learn and update their knowledge. They are able to understand the basic concepts and principles of various disciplines and have the ability to think and solve problems independently (Wu, 2022). Verbal Expression and Communication - People with strong general literacy skills are able to express themselves clearly and effectively and have good oral

and written communication skills. They are able to understand the perspectives of others and communicate and collaborate effectively (Lee, 2021). Critical Thinking and Problem Solving - People with strong integrative literacy skills possess critical thinking skills and are able to analyze and evaluate information, discover the nature of problems, and propose innovative solutions. They are able to use logical reasoning and judgment to solve complex problems (Sun, 2021). Social and Cultural Awareness - People with strong integrative literacy skills possess an understanding and recognition of society and culture, and are able to respect and accept different values and perspectives. They are concerned about social issues, possess a sense of social responsibility, and are able to participate in and promote social change (Liu, 2020). Creativity and Innovation - Having a high level of comprehensive quality refers to people who are innovative and creative, can come up with novel insights and solutions, and are able to transform ideas into practical actions and results. They are willing to take risks and experiment, and constantly pursue progress and improvement (Liu, 2020). Teamwork and Leadership - People with strong comprehensive literacy skills have good teamwork skills and are able to work with others to effectively coordinate and manage their teams. They are able to utilize their leadership skills to lead the team to complete tasks and reach goals effectively (Zhang, 2020). Comprehensive literacy skills are important for the overall development and success of an individual. It is not only reflected in academics but also plays an important role in life (Duan, 2020). By cultivating and enhancing integrative literacy competence, people can better adapt and cope with complex and changing social environments, and achieve better fulfillment and satisfaction (Zhu et al., 2020)

2.3.1 Definition of Comprehensive Literacy Competency

Comprehensive literacy, also known as comprehensive quality, encompasses an individual's level of knowledge, moral integrity and multifaceted abilities. The concept specifically refers to the comprehensive performance of an individual in terms of knowledge, skills, moral character and social adaptability. In addition to subject knowledge, comprehensive quality also covers the ability to synthesize and apply knowledge to multi-disciplinary issues, critical thinking, innovation, communication skills, and other aspects of integrated performance. teamwork ability, moral character, adaptability and many other aspects (Zhang, 2015). Comprehensive literacy is a manifestation of a person's comprehensive development at all levels, which not only emphasizes the breadth and depth of disciplines, but also focuses on cultivating a

person's comprehensive ability, so that he or she has the comprehensive ability to cope with different fields and situations comfortably (Li, 2021). The cultivation of comprehensive literacy is one of the important goals of modern education. Through the cultivation of comprehensive literacy, individuals can better adapt to the changes and development of society, solve complex real-world problems, have the talent of critical thinking and self-learning, be active in social activities, and improve their competitiveness and quality of life (Deng, 2017). Under the concept of lifelong learning, it is a long-term work that requires the joint participation of the tripartite forces of school, family and society, so that each individual can realize comprehensive development and become a positive force beneficial to society and the country (Party, 2015). Comprehensive quality is not just a single ability, it is the result of the combination, integration and enhancement of different abilities (Liu, 2019). The comprehensive literacy competence of TV program hosts is crucial to their performance and success in their careers. The comprehensive literacy competence of TV program hosts directly affects their performance and popularity in their careers (Zhang, 2023). By constantly practicing and improving their comprehensive literacy skills, TV program hosts can improve their professionalism and better communicate and interact effectively with viewers and guests (Luo, 2022)

Table 2.1

Summary of Comprehensive Literacy Competency Definitions

Scholars	Definition
Zhang（2015）	Comprehensive literacy refers to a person's comprehensive knowledge, abilities, character, skills and adaptability to society and the environment. In addition to subject knowledge, it includes the ability to synthesize and apply knowledge to solve problems, critical thinking, creativity, communication skills, teamwork skills, moral character, adaptability, and many other aspects
Liu（2019）	Comprehensive quality is not just a single ability, it is the result of the combination, integration and enhancement of different abilities.
LI（2021）	Comprehensive quality is a manifestation of a person's all-round development at all levels, which not only emphasizes the breadth and depth of disciplines, but also focuses on cultivating a person's comprehensive ability, so that he or she is able to cope with different domains and

Li（2021）	For TV hosts, their comprehensive quality is mainly reflected in the three levels of politics, business and moral character.
Ruo（2022）	Comprehensive quality is a person's comprehensive quality in knowledge, character and multiple abilities. The formation of comprehensive quality involves not only innate conditions, which also has acquired factors and its own reasons. The level of comprehensive quality refers not only to what kind of work a person can do, but also to how far he can go in the industry and how much he can achieve.
Wu（2022）	Comprehensive literacy skills refer to a person's overall ability and literacy in a number of fields.

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.3.2 Theories and Scale for Comprehensive Literacy Competencies

Constructivist communication theory is a communication theory that emphasizes that people construct meaning and reality through social interaction and language use. The core concept of this theory is that social reality and cultural meaning do not exist objectively, but are co-constructed through social interaction and linguistic communication (Wang, 2017). The following are some of the key ideas and concepts about constructivist communication theory: the social constructivist view, constructivist communication theory suggests that the social reality of individuals is constructed through their social and cultural contexts (Child, 2018). People's perspectives, beliefs and values are influenced by the social and cultural contexts in which they live; therefore, different cultural and social contexts may construct different realities (Li, 2019). The importance of language and symbols, constructivism emphasizes the role of language and symbols because they are tools that people use to communicate and construct meaning. Through language, people can co-create and share specific meanings that are socially and culturally consensual (Hu, 2020). Diversity and cultural differences, constructivist communication theory suggests that different cultures and social groups may construct different realities and meanings. Therefore, understanding communication must take into account cultural diversity and differences in order to avoid imposing one culture's perspective on other cultures (Toh, 2021). The process of cognition and interpretation, constructivism emphasizes the cognitive and interpretive processes that individuals go through when receiving information. Each individual interprets information based on their own experiences,

values, and cultural background and incorporates it into their personal reality (Hou et al., 2022). The power dynamics of constructing reality, constructivist communication theory also focuses on the role of power in the process of constructing reality. Groups with power can influence and shape meanings and realities in society and culture; therefore, power relations play an important role in communication (Wang, 2017). The historical nature of social construction, constructivist communication theory believes that social and cultural changes will inevitably affect human understanding and construction. Therefore, the process of social construction is dynamic and changes with time and history (Tong, 2018). In conclusion, constructivist communication theory emphasizes the importance of social and cultural contexts to the communication process and meaning construction, arguing that individuals do not receive information objectively, but construct their own reality and meaning through social interaction and language use. This theory has important implications for understanding communication, power relations and social change in different cultural contexts (Li, 2019)

Comprehensive literacy competencies for TV program hosts cover a number of areas, and the following are some of the important ones: communication skills - As a host, it is important to have good communication skills. Hosts should have clear and understandable language skills and be able to accurately convey information to the audience (Chen, 2020). They should also have the ability to communicate and interact effectively with guests, audience and team members. Hosting skills - Hosts need to have good hosting skills, including the ability to control the scene, the ability to maintain order, and the ability to flexibly respond to various emergencies (Zhao, 2023). They need to be able to efficiently organize the content of the program, mobilize the atmosphere, guide the discussion, and ensure the smooth running of the whole program. Knowledge literacy - Hosts should have a broad knowledge base and solid academic knowledge (Li, 2022). Whether it is a variety show, a news interview or a cultural program, knowledge of various fields can enrich the content of the program and provide professional interpretations and perspectives. Charisma and Affinity - As a public image, presenters need to have a certain level of charisma and affinity that can resonate and connect with the audience (Zhang, 2023). They should be able to get the attention of the audience, create a good atmosphere and establish an intimate communication relationship with the audience. Quick thinking and resilience - Presenters need to be quick thinking and resilient, able to react quickly and make informed decisions (Yanli

Wang, 2022). They need to be able to handle emergencies, respond to unexpected events, and appropriately deal with various challenges and unforeseen situations in the program (Sun, 2022). Professionalism and ethical responsibility - Presenters need to be professionally literate and ethically responsible. They should abide by the professional code of ethics, maintain objectivity and neutrality, respect the rights and interests of others, and properly handle sensitive and controversial topics without involving illegal or unethical content or violating ethical standards (Wang, 2023). These competencies are intertwined with each other, and together they constitute the comprehensive literacy competencies required of an excellent TV program host. Of course, different types of programs may have different focuses and requirements, and hosts need to flexibly adjust and enhance their competencies according to specific situations (Wu, 2022).

Zhang (2018) proposed a moderator role perception questionnaire, which is intended to conduct research on the issue of moderator role conflict in the era of media convergence, and the questionnaire was designed and studied in various aspects such as moderator's political quality, multimedia quality, comprehensive quality, and professional quality, etc. At the same time, the expert consulting method was utilized to modify and supplement the issues raised in the questionnaire, and experts were exchanged with experts through face-to-face interviews, emails, etc. At the same time, we used the expert consultation method to modify and supplement the questions raised in the questionnaire, and communicated with experts through face-to-face interviews and e-mails, etc., to solicit experts' opinions on the structure and content of the questionnaire on the role perception of the moderator. Based on the results of the questionnaire survey, the research scale was created, and the Cronbach's α coefficient of the questionnaire of social role self-perception of the moderator was 0.945, and the Cronbach's α coefficients of the dimensions were 0.792, 0.906, 0.888, 0.830, respectively, which can be regarded as the internal consistency of the questionnaire. is better.

Based on the constructivist communication theory and the professional characteristics of TV program hosts, this study summarizes the comprehensive literacy competence of TV program hosts into two major aspects of variables, i.e., professional quality and comprehensive quality. Among them, professional quality contains seven elements, namely, Putonghua proficiency (the highest is Grade 1A), articulation ability (clear articulation, positive vocal status, fullness, mellow voice), image and

instrumentation (upright and generous image, dress, makeup, grooming, and instrumentation in line with the professional norms), linguistic expression ability (linguistic expression is in line with the context, accurate and standardized), logical thinking (clear thinking, strong sense of logic), and clinical Strain ability (quick and agile reaction on the spot), emotional infectiousness (sincere and contagious feelings). Comprehensive quality consists of seven elements, namely, foreign language ability (oral expression ability, generally refers to English), unique insights, good psychological quality, humanities and social sciences knowledge reserves (with a certain degree of knowledge in economics, sociology, literature, psychology and other fields), attention to current events (to keep an eye on the recent major news events at home and abroad), professional conduct (adhere to the professional ethics of journalists) and a certain degree of knowledge in the natural sciences. (adherence to the professional ethics of journalists) and a certain amount of knowledge in natural sciences.

2.3.3 Empirical Research Related to Comprehensive Literacy Competency

In the current broadcasting process of radio and television programs, the anchor plays a pivotal role. In the era of new media, the anchor is an important link in social communication, and its social responsibility is very significant (Wu, 2022). It is a new era, which requires hosts to give full play to their professional talents within the framework of the law, and their expression level has a direct impact on the quality and effect of broadcasting radio and television programs (Li, 2021). By effectively improving the language expression level and ability of the host, it can play a leading role in modeling (Sun, 2021). Language is an important way of expression for program hosts to create art, and it is also a part of professionalism. However, currently, some radio hosts do not pay enough attention to language art (Liu, 2020). In order to ensure the smooth running of the program, the hosts must constantly improve their expressiveness. In addition, the cultural literacy of hosts is also very important. In the modern society of the information age, the competition in the field of radio and television is becoming more and more intense (Liu, 2020). In order to win in the competition, hosts must improve their cultural literacy so that they can be better accepted by the audience (Zhang, 2020). On this basis, a new way of thinking is proposed, which is to strengthen the attention to the audience. A good mindset will enable the host to speak and act appropriately and be able to cope with different situations. Hosts, who are the main participants in news dissemination, must constantly

improve their comprehensive quality and be proficient in a wide range of specialties in order to improve their resilience to a greater extent (Duan, 2020). Presenters should ensure that their knowledge horizon is both specialized and broad. They need to accumulate and master more knowledge, establish a concept of lifelong learning, and add more knowledge connotations to radio and television programs so that their value orientation and ideological approach can be comprehensively reflected.

There is no doubt about the importance of the professional qualities and abilities of TV program hosts, which generally include: hosting skills and performance ability - hosts need to have good oratory and performance ability, be able to comfortably navigate the program scenes, and interact and communicate effectively with the guests and viewers (Zhu, 2020). Discourse and communication skills - Hosts need to have good oratory skills, be able to convey messages accurately and fluently, and be able to communicate effectively with people from different backgrounds and roles (Zhang, 2015). Knowledge base and disciplinary literacy - The facilitator needs to have a broad knowledge base, especially a solid disciplinary literacy in the field he/she is facilitating, in order to be able to deeply understand and accurately guide the relevant topics and content. Professional background and industry experience - Having a relevant professional background and extensive industry experience is very important for the presenter, which can increase his or her authority and trust in the program (Li, 2021). Psychological quality and emotional management skills - the host should have a good mindset, control his/her emotions well, and be able to stay calm and cope with emergencies under pressure in order to ensure the smooth running of the program (Deng, 2017). Teamwork and leadership skills - Hosts usually need to work closely with the production team, so having teamwork and leadership skills is necessary to ensure the overall effectiveness and quality of the program. Social responsibility and public image - As public figures, hosts should have a high sense of social responsibility, be able to establish a good public image, and behave appropriately in words and deeds in order to win the trust and love of viewers (Dang, 2015). All these research directions have explored the professional quality ability of TV program hosts in depth, which helps to improve the comprehensive quality and professional level of hosts

The comprehensive quality and professional quality of TV program hosts are closely related, and they influence each other and jointly build a qualified host image. Professional quality is the foundation of comprehensive quality, comprehensive quality

is the enhancement of professional quality, comprehensive quality enhances the display effect of professional quality, comprehensive quality and professional quality are promoting each other, that is to say, they are complementary to each other and promote each other. In the process of becoming an excellent TV program host, it is crucial to emphasize and balance the cultivation and enhancement of both!

2.4 Occupational Burnout (OC)

2.4.1 Concept and Definition of Occupational Burnout

Burnout is a phenomenon of physical and mental exhaustion and depletion due to excessive work stress. Burnout is a combination of psychological and physical symptoms. It contains three criteria: emotional exhaustion, cynicism, and disappointment in success (Yu, 2012). Burnout is a state of physical and mental exhaustion caused by job stress, chronic job dissatisfaction, and work-related negative emotions. It usually includes three aspects of experience: emotional exhaustion, getting by, cynicism, and low achievement (Zou, 2017). Emotional exhaustion refers to staff feeling exhausted and emotionally drained, losing enthusiasm for their work and often feeling worn out. An emotional response in which an individual is unable to cope well with an emotional, attitudinal, and behavioral depletion that arises (A, 2022). Burnout is a state of work-related physical, emotional, and cognitive fatigue usually caused by factors such as chronic job stress, boredom, dissatisfaction, and work environment problems. Burnout can negatively impact an individual's physical health, emotional well-being, and job performance (King, 2022). Burnout is a state of physical and mental exhaustion, loss of motivation and interest in work, and negative feelings toward work resulting from prolonged engagement in the same occupation or job. Burnout is usually caused by job stress, unsatisfactory work environment, lack of fulfillment, or other factors related to work (Ou, 2023)

Summarizing the research of the above scholars, burnout is a state in which an individual is physically and mentally exhausted at work, lacks interest and motivation, and develops negative emotions toward work due to factors such as long-term work pressure, workload, and work environment (Yu, 2012; Zou, 2017; A, 2022). In this state, individuals may lose interest in their work, decrease work efficiency, experience mood swings, and even experience physical fatigue and mental depression. Burnout is a common occupational psychological problem that may negatively affect an individual's work performance, career development, and physical and mental health (Chen, 2023).

Burnout can usually be categorized into: emotional burnout: refers to the individual's indifference, negative and indifferent feelings towards work, and loss of enthusiasm and commitment to work. Physical burnout: refers to the individual's physical fatigue, weakness and lack of energy under long-term high workload (Zhao, 2022). Career burnout: refers to the individual's confusion, disorientation and disappointment in career and career development, and lack of career expectations for the future. Burnout is a complex psychological process that is influenced by various factors such as individual personality, work environment, and organizational culture (Zhuang, 2022). Preventing and effectively responding to burnout is important for the long-term development and health of individuals and organizations. The definitions of burnout by related scholars are summarized in the following table

Table 2.2

Summary of Occupational Burnout Definitions

Scholars	Definition
Xu（2012）	Burnout is a phenomenon of physical and mental exhaustion and depletion due to excessive work stress. Burnout is a combination of psychological and physical symptoms. It contains three criteria: emotional exhaustion, cynicism, and disappointment with success
Zou（2017）	Burnout is a state of physical and mental exhaustion caused by job stress, chronic job dissatisfaction, and negative work-related emotions. It is typically experienced in three ways: emotional exhaustion, getting by, cynicism, and underachievement
Apex（2022）	Emotional exhaustion refers to staff feeling exhausted, emotionally drained, losing enthusiasm for their work and often feeling worn out. An emotional response to emotional, attitudinal and behavioral depletion that results from an individual's inability to cope well
Jing（2022）	Burnout is a state of work-related physical, emotional, and cognitive fatigue, usually caused by factors such as chronic job stress, boredom, dissatisfaction, and problems in the work environment.
Ou（2023）	Burnout is a state of physical and mental exhaustion, loss of motivation and interest in work, and negative feelings about work resulting from prolonged engagement in the same occupation or job. Burnout is usually caused by job stress, an unsatisfactory work environment, lack of fulfillment, or other work-related factors

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.4.2 Theories and Scales Related to Occupational Burnout

Burnout theory has evolved through a number of phases: the early research phase (early to mid-1970s): the theory proposed three dimensions to describe burnout: emotional exhaustion, depersonalization, and low personal accomplishment. accomplishment). Intermediate research phase (1980s to 1990s): Research in this phase began to expand to other occupational fields, such as education, finance, and service industries. At the same time, the theory was gradually self-validated and reliable measurement tools were established. Contemporary research phase (2000s to present): Research in this phase gradually focused on the link between burnout and organizational management and leadership. At the same time, methods and strategies on how to prevent and deal with the problem of burnout began to be explored.

There is a close relationship between burnout theory and TV program hosts. Television program hosts are often prone to suffer from burnout due to their special work nature and work pressure. The theory divides burnout into three dimensions, including emotional exhaustion, depersonalization, and low personal accomplishment. These dimensions can correspond to the work experiences of television program hosts. Television show hosts may often need to display positive emotions, but long hours of performance and emotional labor may cause them to feel emotionally exhausted and depleted. Television program hosts may be under pressure for audience feedback, ratings, etc., and may be prone to a lack of personal fulfillment if they are unable to satisfy their need for achievement. If TV program hosts feel that their work is meaningless or that they have lost their passion for their work, they will feel a sense of "lack of fulfillment". According to burnout theory, there is a significant positive correlation between job demands and job resources. In the work of TV program hosts, the demands of intense work, time pressure, and constant public image maintenance may increase the risk of burnout. However, at the same time, effective job resources, such as good teamwork, management support, and skills training, can reduce the degree of burnout.

This study used the Burnout Inventory (MBI) developed by Maslach and Schaufeli, which was later revised into the MBI-GS, and then revised again by Chinese scholars, such as Li Chaoping, in 2003, and finally developed a burnout scale that conformed to the localization in China. The structure of the adjusted MBI-GS is completely consistent with that of the original MBI-GS, indicating that the MBI-GS has good

conceptual validity in China. The internal consistency coefficients for the three dimensions of emotional exhaustion, cynicism, and low achievement were 0.88, 0.83, and 0.82, respectively, and the scale consisted of 16 questions. The number of questions for the dimensions of emotional exhaustion, depersonalization, and low personal accomplishment were 5, 5, and 6, respectively.A five-point scale was used as a scoring principle, with increasing levels of agreement from 1 to 5 (Li, Chao et al., 2003). Based on the relevant contents of burnout theory and the occupational characteristics of TV program hosts, this study attributes the burnout of TV program hosts to three variables, i.e., emotional changes, depersonalization and personal accomplishment, and investigates the three variables in five dimensions respectively.

2.4.3 Empirical Studies Related to Occupational Burnout

There are relatively few studies related to the burnout of TV program hosts, but some insights can be found in some studies and theories in related fields. The following are some research directions and theoretical perspectives that may be relevant to TV program host burnout: burnout theory is an explanatory and predictive model of the burnout phenomenon. This theory includes dimensions such as emotional exhaustion, lack of personal fulfillment, and professional ineffectiveness. This theory can be applied to the work environment and characteristics of television program hosts to explore the pressures and challenges they may face (Yu, 2012). Television program hosts are usually subject to intense work pressures, such as intense recording time, public image pressure, and long working hours. These factors may lead to mental health problems such as emotional exhaustion, anxiety and depression, which in turn affects burnout (Zou, 2017). In terms of factors affecting job satisfaction, the satisfaction of TV program hosts may be affected by many factors, such as the challenging nature of work tasks, compensation and benefits, work environment and relationship with colleagues and leaders. Understanding the impact of these factors on presenters' satisfaction can lead to a better understanding of the occurrence and prevention of burnout (A, 2022). Work-personal life balance: television program hosts often have to deal with irregular working hours and frequent travel. Studying the relationship between work and personal life balance, exploring how to rationalize work and rest time, and how to support presenters to balance work and personal life may have a positive impact on burnout prevention

2.5 Stress Resistance (SR)

2.5.1 Concept and Definition of Stress Resistance

Dictionary Definition: Resilience is the degree to which a person or thing can withstand certain conditions and the effects of the external environment on it. Resilience, also known as mental toughness, is "the ability of an individual to maintain or restore his or her normal developmental trajectory and functioning in the face of stress and adversity" and emphasizes the diversity and complexity of resilience (Luthar, 2006). Resilience is defined as "the ability of individuals to maintain or restore their normal psychological, physiological, and social functioning in the face of adversity and stress through positive coping and adaptive mechanisms, and to grow and develop in the face of adversity" (Windle at al., 2011). Stress resilience is "the ability to maintain or restore one's psychological, physiological, and social functioning through effective coping and adaptive mechanisms in the face of negative events in life such as challenges, stress, adversity, or trauma" (Masten, 2018). Stress resilience is a relatively comprehensive concept that includes aspects of an individual's psychological resilience, coping strategies, self-awareness and emotion management abilities, and social support. An individual with a high level of stress resilience is better able to cope with challenges and pressures, maintain a positive and optimistic attitude, and continue to grow and develop in the face of adversity (Mo, 2023). In understanding the concept of occupational stress, it is important to emphasize the "occupational demands" that make individuals feel that they need to put in more effort, and to focus on the element of "personal goals". Occupational stress can lead to depression, boredom, mental fatigue, and in some cases, "inability to concentrate" (Fan, 2023).

Summarizing the research of the above scholars, this paper argues that stress resistance refers to the ability of an individual to maintain a stable and positive state of mind, and to quickly recover and adapt to changes when facing various pressures, challenges and adversities in life. Stress resilience does not refer to the complete avoidance or elimination of stress, but rather the individual's coping style and adaptability to stress. Having a high level of stress tolerance means that an individual is better able to maintain psychological balance in the face of setbacks, difficulties and challenges, does not break down easily, and is able to recover quickly from adversity and find solutions to problems. Resilience is a complex psychological trait that is related to an individual's personality, social support, upbringing, and other factors.

Individuals with higher levels of stress tolerance tend to exhibit greater self-confidence, optimism, self-regulation, and problem-solving skills. They are able to cope with setbacks and failures, learn from them, and remain positive in the face of adversity. Resilience is important in an individual's mental health and resilience, as well as for improving performance at work, coping with life's challenges and improving quality of life. Resilience can be enhanced and developed through positive mental training, seeking social support, and developing coping strategies. It is recognized as an important psychological quality in modern society, which helps to improve an individual's ability to cope with stress and adversity, and enhances the sense of well-being in life. The definitions of stress resistance by related scholars are summarized in the following table:

Table 2.3

Summary of Stress Resistance Definitions

Scholars	Definitions
Luthar（2006）	Resilience, also known as mental toughness, is "the ability of individuals to maintain or recover their normal developmental trajectories and functioning in the face of stress and adversity", and emphasizes the diversity and complexity of resilience.
Windle at al（2011）	Resilience is defined as "the ability of individuals to maintain or recover their normal psychological, physiological, and social functioning in the face of adversity and stress, and to grow and develop in the face of adversity through positive coping and adaptive mechanisms".
Masten（2018）	Resilience is "the ability to maintain or restore psychological, physiological and social functioning through effective coping and adaptation mechanisms in the face of negative events such as challenges, stress, adversity or trauma in life".
Mo（2023）	Stress resilience is a relatively comprehensive concept that includes factors such as an individual's psychological resilience, coping strategies, self-awareness and emotion management abilities, and social support. A person with a high level of stress tolerance is better able to cope with challenges and pressures, maintain a positive and optimistic attitude, and continue to grow and develop in the face of adversity.
Fan（2023）	Stress tolerance refers to the degree to which a person or thing can withstand certain conditions and the effect that

the external environment has on it. The term stress tolerance is more commonly used in the workplace and is often used to assess a person's fitness for the job, both stress tolerance and non-stress tolerance. Resilience is the ability to perform better at work and maximize one's potential the greater the external pressure. By stress resistance, we mean that the external pressure is so great that one's body becomes disorganized and cannot work properly.

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.5.2 Theories and Scales Related to Stress Resistance

Resilience Theory (RT) was developed by American psychologists (Richard S. Lazarus) and (Susan Folkman) in the 1970s to explain the process by which individuals cope with stress and adversity. Their theory emphasizes the importance of an individual's emotional regulation and problem solving strategies in coping with stress. The following are the key ideas of Stearns and Folkman's theory of resilience:Cognitive Appraisal, One of the core concepts of resilience theory is cognitive appraisal, which is an individual's subjective assessment of stress and adversity. According to Stearns and Folkman, individuals first make a cognitive appraisal of a stressful event, including a subjective assessment of the threat level of the event and their ability to cope with it. This assessment process is divided into two stages: Primary Appraisal: In this stage, individuals assess whether the event is relevant to their goals, values, and needs, as well as the threat level of the event. Secondary Appraisal: Following the Primary Appraisal, the individual evaluates whether they have adequate resources and abilities to cope with the incident, including emotional regulation and problem-solving strategies. Coping Strategies: After the Secondary Appraisal, individuals select coping strategies to deal with stress and adversity. Stearns and Folkman categorize coping strategies into two types: emotionally oriented coping strategies, which are designed to deal with emotional responses such as seeking social support, emotional expression, and emotional regulation. Problem-oriented coping strategies, which are strategies aimed at problem solving, planning, taking action, etc. Adaptation, resilience theory emphasizes that an individual's adaptability (i.e., the outcome after coping with stress) depends on their cognitive appraisal and the coping strategies they choose. Adaptation may include emotional regulation, problem solving, positive coping with stressful events, and reestablishing psychological equilibrium in the aftermath of adversity. Individual

differences, which are also emphasized in Stearns and Folkman's theory, include an individual's cognitive appraisal style and choice of coping strategies. Different individuals may make different assessments and coping choices for the same stressful event. Overall, Stearns and Folkman's theory of resilience provides insight into how individuals assess, cope, and adapt in the face of stress and adversity. This theory has had a significant impact on the fields of mental health, clinical psychology, and stress management, emphasizing the critical role of emotion regulation and problem-solving strategies in coping with stressful events

The development of this theory can be summarized as follows: initial presentation (early 1970s), Richard Stearns and Susan Folkman first proposed the theory of resilience in the early 1970s. Their goal was to provide insight into the cognitive and affective processes that individuals use to cope with stress, challenges, and adversity, and the coping strategies associated with them. Cognitive Appraisal and Coping Strategies (late 1970s), In the early stages of the theory, Stearns & Folkman noted that individuals, when confronted with stress, develop a cognitive appraisal, which encompasses both primary and secondary appraisals. The primary appraisal involves an assessment of the threat level of the event, while the secondary appraisal involves an assessment of coping resources and strategies. They also introduced the concepts of emotionally oriented coping strategies and problem-oriented coping strategies, emphasizing that individuals choose these strategies to cope with stress. Coping research (1980s), in the development of resilience theory, Stearns and Folkman conducted a large number of studies to validate and extend their theory. Their research covered a variety of fields, including health psychology, clinical psychology, and social psychology, to explore the coping strategies and adaptations of individuals in different contexts. Refinement and deepening of theories (1990s to present) Resilience theories were further refined and deepened after the 1990s. Researchers have analyzed the process of cognitive appraisal and coping strategies in more detail, while considering the effects of factors such as emotion, emotion regulation, and psychological strength on individual adaptability. Further development of this theory also contributed to better application in clinical psychology and psychotherapy practice. Impact and application (late 20th century to present), its importance in psychological and clinical psychological research. It provides useful frameworks and strategies for psychotherapy, stress management, psychosocial rehabilitation, and clinical practice that help individuals

better cope with stress, trauma, and adversity. Overall, Stearns and Folkman's theory of resilience has become one of the most important theories on coping with stress and adversity in the field of psychology after years of research and practical application. It emphasizes the key roles of cognitive assessment, coping strategies, and adaptability, and is valuable in understanding and helping individuals cope with various life challenges

In the study of anti-drug social workers' occupational stress response from the perspective of resilience, relevant scholars have proposed the Resilience Scale, the Stress Perception Scale and the Simple Coping Style Scale. Among them, the resilience scale has 16 topics, and in the reliability test, the Cronbach's Alph test result of the scale is 0.919, which indicates that the scale has high internal consistency; in the validity test, the KMO value of the scale is 0.897, which is more than 0.8, and the corresponding Bartlett's spherical test result shows that the significance of the scale's P-value is 0.000***, which is less than 0.8. 0.000***, which is less than 0.05, indicating that this scale has good structural validity and meets the research conditions (Zhao, 2022). Based on the content of this scale, resilience theory, and the occupational characteristics of TV program hosts, this study attributes TV program hosts' resilience to three major variables, namely, self-management efficacy, self-regulation ability, and social self-efficacy. Among them, self-management efficacy includes five elements (resilience, self-confidence, adversity, adaptability, and stress tolerance), self-regulation ability includes three elements (planning ability, ability to realize planning, and time management ability), and social self-efficacy includes five elements (ability to get along with strangers, support from friends and relatives, emotional release, communication with supervisors or at the same time, and social support.

2.5.3 Empirical Studies Related to Stress Resistance

At present, there is a temporary lack of research in the academic world that specifically focuses on the stress tolerance of presenters, and its research is fragmented in light of some other related studies. The work of a host is a very stressful job, not only from the pressure of work intensity, but also from the pressure of the camera, as well as the pressure of the external evaluation of oneself and the pressure of personal promotion. Therefore, no matter from what point of view, the pressure that the host needs to endure is enormous, and the most intuitive requirement of such a big test and challenge for the host is to have a strong psychological quality, and this tolerance not

only has to withstand the fatigue of recording and physical discomfort, but also has to learn to dissolve the audience's and leaders' scrutiny, judgment, and supervision of themselves (Zhang, 2020). For the competence quality model of TV program hosts, stress resistance is equally important as time control ability, moral and personal cultivation, teamwork ability, self-emotional adaptation and control, sense of responsibility, ability to guide public opinion, and self-confidence (Qiao, 2018). Traditionally, what hosts do is a one-way communication, in which the audience is small and more controllable during the filming process. However, network anchors have to face thousands of users, who are not only able to interact, but also their expression is relatively free, which requires anchors to have an extremely strong ability to interact with users, the ability to adapt to the scene, and a strong ability to resist pressure (Tao, 2023). The work of TV program hosts is full of various challenges and pressures, so they need to have a certain level of stress resistance to cope with these challenges. Resilience refers to an individual's ability to cope and adapt effectively in the face of pressure, adversity, and difficulties to maintain mental health and job performance (Zhang, 2022). Television program hosts may have a job with high exposure and public attention, so they may face additional stress and challenges. Resilience is very important for them to help maintain a successful and healthy career. Emotional stability is a key component of resilience. Presenters need to be able to remain calm, collected, and emotionally stable under pressure in order to effectively deal with unexpected events, technical glitches, or emotional reactions from the audience (Wang, 2018).

2.6 Correlational Studies among CLC, OB and SR

2.6.1 Demographic Variables among CLC, OB and SR

In this study, the three background variables that are more closely related to the profession of TV program hosts are: gender, age and their years of working experience. The relationship between these three and the three variables of TV program hosts' comprehensive literacy ability, burnout and stress resistance is described as follows:

(1) Gender: there are some relationships between gender aspects and TV program hosts' comprehensive literacy competence, burnout, and stress resistance, although this relationship is influenced by many other factors, such as individual differences, cultural background, and social expectations (Yu, 2012). Gender and Comprehensive Literacy Competence: gender can have some impact on the comprehensive literacy of presenters.

Male presenters are perceived as more authoritative and leading in some traditional social and cultural environments, while female presenters are more likely to be seen as approachable and warm (Zou, 2017). Such social expectations and stereotypes largely influence the audience's judgment and acceptance of program hosts. However, with social progress and changing perceptions, more and more female hosts have proved their excellence in comprehensive literacy, breaking gender boundaries (A, 2022). Gender and burnout: gender can have an impact on presenters' burnout. Female presenters in general face challenges in balancing their families and careers, especially in parenting and taking care of their families. This may cause them to feel stressed about their career development and increase the risk of burnout (Mo, 2023). On the other hand, male presenters are exposed to other pressures such as competitive work environments and the constant pressure to stay ahead of the curve. Gender and resilience: resilience relates to the facilitator's ability to handle work stress and cope with challenges (Fan, 2023). Gender may produce some differences in facilitators' resilience. Some research suggests that female facilitators typically have more emotional intelligence and self-regulation than male facilitators, which allows them to cope better with stress and challenges (Zhao, 2022). However, male presenters may be under more pressure from competition and criticism in specific areas, such as sports or political programs, and therefore need to be more resilient (Zhang, 2020).

(2) Age: There is a relationship between age and the comprehensive literacy ability, burnout and stress resistance of TV program hosts, although this relationship is affected by several factors, such as individual differences, work experience and industry requirements (Qiao, 2018). Age and comprehensive literacy competence: age will have a certain impact on the comprehensive literacy competence of hosts. With the growth of age, presenters usually accumulate more work experience and knowledge, and improve their communication ability, hosting skills and professional literacy (Tao, 2023). Therefore, presenters over the age of 40 may have richer resources and expressiveness in terms of comprehensive literacy. However, this does not mean that younger presenters lack literacy competence, and they may demonstrate a higher level of general literacy by learning and continuously improving themselves (Zhang, 2022). Age and burnout: There may be some correlation between age and burnout. Younger facilitators may be more enthusiastic and energetic and remain highly engaged in their work (Wang, 2018). However, as they age, challenges and stresses at work may

accumulate, leading to an increased risk of burnout. In addition, some middle-aged facilitators may face bottlenecks in their career development or have a sense of confusion about their career development, which may also lead to burnout (Yu, 2012). Age and resilience: Resilience involves the ability of presenters to cope with work pressure and challenges. Age may have some effects in terms of presenters' resilience. As they grow older, facilitators may gain more experience and coping strategies to better handle stress and challenges at work (Zou, 2017). In addition, older facilitators may be more stable and mature, have greater mental toughness and self-regulation, and be better able to cope with difficulties and stress (A, 2022).

(3) Years of working experience: There is a relationship between years of working experience and TV program hosts' comprehensive literacy competence, burnout and stress resistance.

Years of working experience and comprehensive literacy competence. more than 1 year: In the early stages of their careers, hosts may still be in the learning and adaptation stage, so their comprehensive literacy competence may be relatively low. They may need time to hone their skills and gradually accumulate a wealth of hosting experience and professional knowledge (Mo, 2023).3-5 years: as the number of years of working experience increases, facilitators' comprehensive literacy competence may increase significantly. At this stage, they may have accumulated a certain amount of hosting experience, gained a deeper understanding of the industry rules and program production process, and their comprehensive literacy competence may be further enhanced (Fan, 2023).5-10 years: hosts at this stage may possess rich hosting experience and professional knowledge, and their comprehensive literacy competence may reach a higher level. They may show more maturity, steadiness, and composure, and are better able to handle complex work scenarios (Zhao, 2022).10+ years: after a long period of accumulation and precipitation, hosts at this stage tend to possess very rich comprehensive literacy competencies, including extensive knowledge of the industry, superb hosting skills, and excellent communication skills (Zhang, 2020).

Years of working experience and burnout. 1 year or more: presenters who are new to the workplace may be full of enthusiasm and longing for their jobs, but they may also face the challenge of adapting to new environments and work pressures, and the risk of burnout is relatively low (Qiao, 2018). 3-4 years: presenters at this stage may start to feel some challenges and pressures at work, and they may experience a certain

degree of burnout, and they need to look for new motivation and incentives to cope with difficulties at work (Tao, 2023).5-10 years: at this stage, presenters may face bottlenecks in their career development or have a sense of confusion about their career, and the risk of burnout is relatively high (Zhang, 2022).10 years or more: those who have been engaged in presenting for a long period of time may experience burnout, and they need to look for new motivations and goals at work, or else they may affect their job performance and job satisfaction (Wang, 2018).

2.6.2 Variance Differences between CLC and OB

There is variability between the general competence qualities, burnout and resilience of television programmers. Here are some common differences between them: Differences in General Competency Literacy: Different presenters will differ in terms of general competency literacy. This depends on factors such as their individual talents, educational background, professional training and work experience. Some facilitators may have higher literacy in facilitation skills, communication skills, stage presence, and emotional management, while others may be stronger in certain areas (Chen, 2023). Differences in burnout: There may also be differences in burnout among different presenters. This may be related to factors such as how enthusiastic they are about their work, how they feel about work pressure, how satisfied they are with their career development, and how they perceive their career plans. Some facilitators may have a higher risk of burnout, feeling boredom or lack of new motivation at work, while other facilitators may be able to maintain a positive work attitude and sustained motivation (Zhao, 2022).

Differences in stress tolerance: There are also some differences in the stress tolerance of facilitators. This depends on factors such as their psychological quality, resilience, ability to regulate their emotions and how they handle work pressure. Some facilitators may be more calm and composed in the face of work pressure and able to cope with challenges effectively, while others may be more prone to stress and confusion (Zhuang, 2022). It is important to note that these differences are due to the differences in each individual's personality, experience, and environment. They do not imply that one presenter is superior to another in all aspects; each presenter has his or her own strengths and development potential. When assessing facilitators' overall competence literacy, burnout and resilience, it is necessary to consider various factors

comprehensively and avoid simply categorizing them as superior or inferior (Wang, 2022).

2.6.3 Correlations among CLC, OB and SR

2.6.3.1 Relatinship between CLC and OB

Many local radio hosts are not professionally trained and therefore need to constantly upgrade themselves in their work. Radio programs are usually updated once a year to keep up with the needs of the audience. This requires presenters to keep up with the times and constantly update their knowledge. This is not just a journalistic specialty, but a broader field of knowledge. When the original knowledge structure and reserves are unable to meet the actual work demands, and at the same time under the pressure of constant knowledge updating, the presenter is prone to professional fatigue if he/she fails to replenish his/her knowledge in a timely manner (Yu, 2012). Compared with national and provincial radio stations, local radio hosts face heavier workloads and higher work intensity. Due to understaffing, insufficiently clear division of labor, and inadequate internal structure, local radio hosts are often required to work overloaded for long periods of time, which tends to cause them to feel exhausted. In addition, many local radio hosts do not come from professional backgrounds, so, in addition to their work, they have to continue to study and improve their professionalism, which also increases their work pressure and professional fatigue emotions (Zou, 2017). There is a close relationship between the comprehensive literacy of TV program hosts and burnout. Comprehensive literacy includes many aspects of the host's knowledge, skills, emotional intelligence and communication ability, and all of these factors can affect the host's career satisfaction and burnout level (Deng, 2017). Facilitators' comprehensive literacy can help them better cope with challenges at work and mitigate the risk of burnout. Also, organizations and management can help facilitators better cope with occupational stress by providing training, support, and a positive work environment, thereby reducing the incidence of burnout (A, 2022)

2.6.3.2 Relatinship between OB and SR

Occupational stress and burnout usually stem from prolonged and sustained work pressure and intense work, which not only causes physical and psychological fatigue, but also has a significant impact on an individual's physiological and professional development. It can also have a negative impact on organizational performance. These

problems are often the result of interactions between the individual, the organization and the external environment. Therefore, solutions need to be found at different levels in order to help university finance staff to get rid of burnout and really solve their burnout problems (Fan, 2022). Individuals with higher stress resistance are more able to cope with various pressures and challenges in their careers. They are better able to stay calm and cope with work pressures, difficulties, and setbacks, thus mitigating the risk of burnout. Resilient individuals are more able to cope with intense work and tight deadlines without feeling upset or depressed, which can reduce the level of burnout (Ou, 2023). Although resilience can reduce the risk of burnout, burnout is also affected by other factors such as work environment, workload, organizational support, and work-life balance. Therefore, taking these factors into account and adopting comprehensive management and support measures are key to reducing burnout. At the same time, individuals can better cope with career challenges and reduce burnout by improving their resilience (Fan, 2023)

    2.6.3.3 Relatinship between CLC and SR

    The relationship between integrative literacy competencies and stress resilience is an important area of research in psychology and education. Researchers have been exploring the interplay between the two and how integrative literacy competencies can be developed and improved to enhance resilience (Sun, 2021). Emotional intelligence is a component of comprehensive literacy that encompasses an individual's ability to understand, manage, and cope with emotions. Research has shown that individuals with higher emotional intelligence are more likely to cope with a variety of stressors and better manage emotional responses, which reduces the risk of resilience (Li, 2021). Comprehensive literacy includes social skills, and these skills can help individuals better manage social stress and relationship problems. Research has found that individuals with good social skills are more likely to remain calm in the face of stress and challenges and interact effectively with others (Masten, 2018). Work environments and management styles can influence employees' general literacy and resilience to stress. Supportive work environments and leadership styles usually help employees develop higher integrative literacy and better stress resilience. There is a positive relationship between integrative literacy skills and stress resilience. Individuals with higher levels of integrative literacy are usually more likely to have better stress resilience and are more able to cope with the stresses and challenges of life and work

(Mo, 2023). Work environment and social support also play a key role in shaping resilience. The development and improvement of integrative literacy can be achieved in a variety of ways that help individuals cope better with various stressful situations (Tao, 2023).

In summary, there is a close relationship between the comprehensive literacy of TV program hosts and burnout and stress resilience. First, hosts with high comprehensive literacy are more likely to cope with work pressure, and they have good emotion management and self-regulation abilities, which enable them to better deal with challenges and difficulties at work, thus reducing the likelihood of burnout. Secondly, presenters with high comprehensive literacy usually have strong stress resistance. They can remain calm and think clearly at work, and when encountering emergencies, they can make quick and accurate decisions and solve problems, thus reducing the negative impact of work stress on them. Overall, presenters with high comprehensive literacy are usually better able to cope with burnout and work stress, and improve their work performance and job satisfaction, which contributes to the smooth running of the program, as well as the satisfaction of the audience.

CHAPTER 3

METHODOLOGY

This study will explore the relationship between the comprehensive literacy competence of TV program hosts on burnout and stress resistance. Based on the research needs, we will firstly design the questionnaire, distribute and recover the questionnaire, and summarize the relevant data, and verify whether the relevant hypotheses are valid or not through empirical methods. There are 8 subsections in this chapter, including research framework diagram, research hypothesis, research object, questionnaire method, operational definition and measurement scale, item pretest analysis and data analysis method. The specific contents are as follows:

3.1 Research Framework

TV program hosts, due to the specificity of their profession, are required to have higher comprehensive quality ability, covering both professional quality and comprehensive quality, so that they can better accomplish their work. At the same time, due to the high occupational pressure and strong labor intensity, TV programmers are prone to burnout, thus affecting their career development. The level of comprehensive literacy ability may have a certain impact on their burnout and stress resistance, so this paper intends to carry out relevant empirical research on this. The relationship between these three factors is shown in Figure 3.1.

Figure 3.1

Research Framework
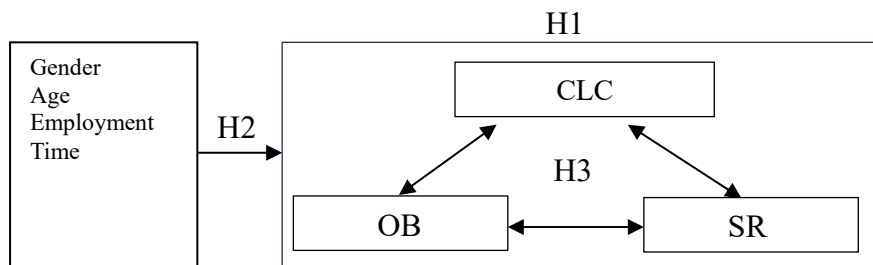
Note：*The data herein is sourced from a compilation independently conducted by the researcher in 2023*

3.2 Research Hypothesis

Based on the aforementioned research purpose, this study determines the content

of specific research hypotheses as follows by exploring the relevant literature and combining the relevant studies of previous scholars:

H1: The mean value of the average status quo of TV program hosts' comprehensive literacy competence is at the upper-middle level, the mean value of the average status quo of burnout is at the lower-middle level, and the mean value of the average status quo of stress resistance is at the upper-middle level.

H2: There is a statistically significant difference between the factors of background variables (gender, age, and working hours) of TV program hosts in terms of comprehensive literacy competence, burnout, and stress resistance

H3: There is a statistically significant correlation between comprehensive literacy competence and burnout and stress resistance of TV program hosts

3.3 Research Participant

This study takes TV program hosts working in TV stations in the three eastern provinces of China, i.e., Heilongjiang, Jilin and Liaoning provinces, as the target population for the relevant research. The development of the TV program host industry in this region is similar to that of other regions and is influenced by the development of the TV media industry and market demand. In recent years, with the rapid development of Internet technology and the increasing openness of the media market, the development of television media in the three eastern provinces has gradually accelerated (Qiao Yupei, 2018). In this context, the profession of TV program host has also been widely developed. Overall, the size of the TV program host industry in the Three Eastern Provinces region is still small to medium-sized, however, the number of people working in this occupation continues to increase and is accompanied by the continuous development of the local socio-economy. TV program hosts in the Three Eastern Provinces region are usually divided into two categories: news anchors and variety show hosts. Compared with other regions, news anchors in the Three Eastern Provinces are relatively more specialized, and those who perform well have good prospects for development nationwide. Variety program hosts, on the other hand, require stronger hosting and entertainment perception skills, unique personal charisma, and an in-depth understanding of the local culture and market in order to stand out in a competitive market (Hou, 2016). Overall, with the continuous development of television media and the increasing demand for variety programs in the three eastern provinces, the profession of television program host will also see more opportunities

and challenges. For those who want to work in this profession, they need to continuously improve their professional ability and personal charisma, and constantly learn and master new skills

3.4 Questionnaire Survey Method

The questionnaire method is a method of collecting data on the views, attitudes and behaviors of a large number of participants. It works by designing a series of questions and distributing the questionnaire to the target audience to find out their views on a particular issue or topic. The questionnaire survey method is widely used in many fields, including market research, social science research, and user feedback. In this paper, we conduct a relevant study on the impact of TV program hosts' comprehensive literacy skills on their burnout and stress resistance by using the questionnaire survey method.

3.5 Operational Definition and Scales

3.5.1 Television Program Hosts

Television program hosts are professionals who work as presenters in television programs. Their main responsibilities are to guide and organize the content of the program, interact with guests or viewers, maintain the flow and order of the program, as well as maintain a good performance and image during the live or taped broadcast. This definition references (Party, 2015).

3.5.2 Demographic Information

This paper investigates the influence of three background variables, namely gender, age and working hours, on the comprehensive literacy competence of TV program hosts. For the profession of TV program hosts, different genders may have different impacts on their comprehensive literacy ability; similarly, the age of TV program hosts may also have different impacts on their comprehensive literacy ability, etc. Based on the needs of the study, this paper divides the age groups into four stages: 20-29 years old, 30-39 years old, 40-50 years old and over 50 years old. TV program hosts may have significant differences in their comprehensive literacy skills due to their different age groups. Finally, the working time, according to the needs of the study, this paper divides the working time into four angles: more than 1 year, 2-4 years, 5-10 years and more than 10 years, and TV program hosts may have some differences in their comprehensive literacy competence due to the differences in the length of their actual work (Zhang, 2018)..

3.5.3 Comprehensive Literacy Competency

A．Operational Definition

Comprehensive literacy is a manifestation of a person's comprehensive development at all levels, which not only emphasizes the breadth and depth of disciplines, but also focuses on cultivating a person's comprehensive ability, so that he or she has the comprehensive ability to cope with different domains and situations comfortably. This definition refers to the relevant definitions of the duo of (Li, 2021) and (Deng, 2017).

B．Measurement Tool

In this study, the host role perception questionnaire proposed by Zhang (2018) was used, which was intended to study the host role conflict problem in the era of media convergence, and the questionnaire was designed and researched on various aspects of the host's political quality, multimedia quality, comprehensive quality and professional quality. Based on the needs of this study, the questionnaire was selected and adjusted to summarize the comprehensive quality ability of TV program hosts into two dimensions. Among them, professional quality contains seven elements and comprehensive quality contains seven elements. The research scale is shown in Table 3.1：

Table3.1

Comprehensive Literacy Competency Measurement Scale for Television Program Hosts

Dimension	Item
Professionalism	1. As a presenter, you must be able to speak Putonghua at the level of Grade 1B or higher. (Hint: The highest level of Putonghua is Grade 1A) 2. As a presenter, you must be articulate and clear. 3. As a host must be dignified image 4. As a presenter, you must express yourself in a language that fits the context 5. As a host must be clear thinking 6. As a moderator must be quick and agile on-site reaction 7. As a host must be sincere feelings
Overall Quality	8. As a presenter, you must have good foreign language skills. 9. As a host must have a unique opinion 10. As a host must have a good psychological quality 11. As a presenter, you must have some knowledge in the field of psychology and other areas 12. As a presenter, it is important to keep an eye on the latest major

news events at home and abroad.
13. as a host must adhere to the professional ethics of journalists
14. As a presenter, you must have a certain amount of knowledge in the natural sciences.

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.5.4 Occupational Burnout

A．Operational Definition

Burnout is a state in which individuals experience physical and mental exhaustion, lack of interest and motivation, and negative feelings toward their work due to factors such as prolonged work stress, workload, and work environment during their careers (Stewart et al., 2019).

B．Measurement Tool

The Burnout Inventory (MBI, Maslach Burnout Inventory) compiled by Maslach and Schaufeli was used in this study, which was later revised to MBI-GS (Maslach Burnout Inventory General Survey), and in 2003, it was once again In 2003, it was revised again by Chinese scholars such as Li Chaoping, and finally the burnout scale was developed to meet the localization of China. The structure of the adjusted MBI-GS is identical to that of the original MBI-GS, indicating that the MBI-GS has a good conceptual validity in China. Based on the relevant contents of burnout theory and the professional characteristics of TV program hosts, this study attributed the burnout of TV program hosts to three dimensions, namely, emotional exhaustion, depersonalization and low personal accomplishment, and investigated and studied the three dimensions from five elements respectively. The research scale is shown in Table 3.2：

Table 3.2

Television Program Host Burnout Measurement Scale

Dimension	Item
Emotional changes	15. As a host I always feel exhausted from work 16. As a presenter, I always feel mentally exhausted after work every day. 17. As a presenter, I always feel tired when I think of waking up in the morning to face a whole day's work. 18. As a host, I always feel tired from the pressure of work every day.

depersonalization	19. As a host, I always feel a sense of collapse in the face of work. 20. As a host, I always feel less and less interested in my work. 21. As a presenter, I always feel less motivated to work than before. 22. As a host, I always feel that I doubt the meaning of my work. 23. As a facilitator, I always feel that I am indifferent to my own contribution in my work.
personal fulfillment	24. As a facilitator I always feel that I just take my work as a task to be completed 25. As a facilitator I always feel that I can solve the problems that arise in my work effectively 26. As a facilitator, I feel that I am good at my job. 27. As a facilitator I always feel happy when I have accomplished something at work. 28. As a facilitator I always feel that I have accomplished a lot of valuable work. 29. As a facilitator I always feel that I can do my job confidently and effectively.

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.5.5 Stress Resistance

A．Operational Definition

Resilience, also known as mental toughness, refers to an individual's ability to maintain a stable, positive mindset, recover quickly and adapt to change in the face of various stresses, challenges and adversities in life (Kapustina et al., 2018).

B．Measurement Tool

In this study, Zhao (2022) proposed the Resilience Scale, the Stress Perception Scale, and the Simple Coping Style Scale in the study on the occupational stress coping of anti-drug social workers from the perspective of resilience. Among them, the Resilience Scale has 16 questions, which meet the research conditions in terms of reliability test, validity test and structural validity. Based on the content of the scale, resilience theory, and the occupational characteristics of TV program hosts, this study attributes the resilience of TV program hosts to three major dimensions, namely, self-management efficacy, self-regulation ability, and social self-efficacy, of which self-management efficacy includes five elements, self-regulation ability includes three elements, and social self-efficacy includes five elements. The research scale is shown in Table 33

Table 3.3

Measurement of Stress Resilience Scale for Television Program Hosts

Dimension	Item
Self-management efficacy	30. As a facilitator I always feel that I can always find a solution to a problem when it occurs. 31. As a facilitator I always feel that I have a strong belief in my own abilities. 32. As a facilitator I feel that I tend to be positive when I am in adversity. 33. As a facilitator I feel that I can concentrate and think clearly under pressure. 34. As a facilitator I feel that I always manage to adapt to things that are beyond my control.
Self-regulation capacity	35. As a facilitator I always feel that I know how to achieve my goals in the future. 36. As a facilitator I feel that I always plan ahead when starting a new thing or activity. 37. As a presenter I feel that I am good at planning my time. 38. As a presenter I always feel that I am good at communicating with people. 39. As a presenter I always feel encouraged by my friends.
Social self-efficacy	40. As a facilitator, I always feel that I can talk to my friends. 41. As a facilitator, I always feel that I can share my work experience with my supervisor or colleagues. 42. As a facilitator, I always feel that my social support comes from my family, friends or colleagues.

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.6 Sampling Technique

This study selects the TV program hosts in Heilongjiang, Jilin and Liaoning provinces as the research object, which is due to the fact that the Northeast region, as a province that was liberated earlier in China, has an early start in the development of TV programs, which makes the profession of TV program hosts develop faster, and thus cultivates many excellent talents for China's TV news industry. Therefore, the selection of TV program hosts in the Northeast region as the sample of China's TV program host group is of typical representative significance.

This study chooses the random sampling method, which is a commonly used statistical method for selecting a representative sample from the whole. The basic idea of the method is to draw the sample in a randomized way so as to ensure that every probability of being selected is equal and to make the sample representative and

comparable to the whole. The random sampling method can be implemented in a variety of ways, such as simple random sampling, stratified random sampling, and whole cluster random sampling. Among them, simple random sampling is one of the most basic methods, which selects individuals as samples by randomly selecting them from the whole population. Random sampling method is widely used in statistics, which can effectively reduce the bias brought by sample selection and improve the reliability and applicability of research results. It is applicable to various experimental studies, questionnaires, market research and other fields, helping researchers to obtain reasonable estimates and inferences about the whole from limited sample data. Based on various objective situations, this study adopts a random sampling method for the current situation that there are about 1,000 TV program hosts (Qiao, 2018) in the Northeast region, and randomly selects 20% of them to conduct a relevant study, i.e., 200 TV program hosts in the Northeast region are selected as the research subjects in order to study the relationship between their comprehensive literacy competence and their burnout and stress resilience, and first selects 30 of these TV program hosts as a prediction sample for analysis. As mentioned earlier, a total of 42 test questions were set, from which questionnaires were made, and the relevant questionnaires were distributed electronically by Questionnaire Star, and all questionnaires were returned in time.

3.7 Pilot Study

Pilot study analysis of a research project is the process of preliminary validation and analysis of the research design, methodology and data before the study is formally conducted. The steps generally include: identifying the research problem, clarifying the research objectives and questions, and designing the research program. The research program should include research design, sample selection, and data collection methods. Conduct small-scale trials, which can be conducted before the actual study to understand the feasibility of the research design and methodology. The results of the trial can be used to adjust the research program and improve the accuracy and reliability of the actual study. Validate data quality, among the collected data, data cleaning and validation are needed to exclude invalid data and outliers. It is also important to check the completeness and accuracy of the data. Perform preliminary data analysis, where the collected data are initially processed and analyzed to examine the relationship between variables and identify possible influencing factors. The results of the

preliminary data analysis can be used to adjust the study design and methodology.

As mentioned above, the study began by selecting 30 television program hosts from the total sample and analyzing them in a pre-test based on the purpose of the study, elaborating on the data related to the pre-test with the aim of making a prediction for the final study. The pre-testing of a small sample was used to finalize the scales that would satisfy the needs of the study. In the pre-test stage, it was determined that the Comprehensive Literacy Competency subscale was summarized into two dimensions of comprehensive quality and professional quality, with seven items for each dimension, totaling 14 items; the Burnout subscale was summarized into three dimensions of Emotional Exhaustion, Personality Dissolution, and Low Personal Sense of Achievement, with five items for each dimension, totaling 15 items; and the Resilience subscale was summarized into three major dimensions, namely, Self-Management Efficacy, self-regulation ability and social self-efficacy, of which self-management efficacy includes 5 question items, self-regulation ability includes 3 question items, and social self-efficacy includes 5 question items, totaling 13 question items. The statistics using SPSS26.0 software showed that the Cronbach alpha value of 42 items was 0.905. The subscales were analyzed as follows: the Cronbach alpha analysis of the Comprehensive Literacy Competency Scale is shown in Table 3.4, Table 3.5, and Table 3.6 below:

Table 3.4

Comprehensive Literacy Competency Scale Cronbach Alpha Analysis

	Reliability	
Cronbach Alpha	Cronbach alpha based on standardized terms	Iter
.867	.856	14

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

Table 3.5

Occupational Burnout Scale Cronbach Alpha Analysis:

	Reliability	
Cronbach Alpha	Cronbach alpha based on standardized terms	Iter
.839	.817	

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

Table 3.6

Resilience Scale Cronbach alpha analysis:

	Reliability	
Cronbach Alpha	Cronbach alpha based on standardized terms	Iter
.924	.923	

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

The validity of the study is shown in the table below

Table 3.7

Validity of the Scale

KMO and Bartlett's test

KMO Quantity of Sample Suitability		.746
Bartlett's test of sphericity	Approximate cardinality	9.551
	Degrees of freedom	3
	Significance	.013

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.8 Data Analysis

In this paper, the basic data were collected by means of questionnaires, summarized, and statistically and analytically analyzed with SPSS software. Combined with the purpose of the study, relevant theories and the hypotheses related to the thesis, the research was justified and analyzed。

3.8.1 Basic analysis of samples

Among the TV programmers who participated in this survey, in terms of gender, there were slightly more female TV programmers than male TV programmers, accounting for 52.5% and 47.5% respectively. In terms of age, 43.5% were 20-29 years old, 34% were 30-39 years old, 16.5% were 40-50 years old, and 6% were over 50 years old. In terms of duration of employment, 49% were employed for 2-4 years, 25% for 5-10 years, 19% for more than 10 years, and 7% for more than 1 year.

3.8.2 Reliability and validity analysis

In data processing and analysis, reliability refers to the stability and dependability of a measurement instrument (e.g., a questionnaire or observation form). It is used to assess the consistency and accuracy of a measurement tool across time, samples or test questions. In practical applications, we usually want measurement tools to have high reliability to ensure the stability and accuracy of measurement results. The specific choice of which reliability assessment method should be determined according to the specific situation and the purpose of the study. At the same time, factors such as the sample size, the characteristics of the measurement tool, and the support of the data analysis software need to be considered when conducting the reliability analysis (Masten, 2018).

Cronbach's alpha is a commonly used internal consistency reliability estimator to assess the degree of correlation and consistency between indicators in a measurement tool.Cronbach's alpha ranges from 0 to 1, with the following meanings: alpha less than 0.6: indicates low internal consistency of the measurement tool; when alpha is low, there may be weak correlation between indicators in the measurement tool or the overall design of the measurement tool is not reasonable. When the α value is low, there may be a weak correlation between the indicators in the measurement tool or the overall design of the measurement tool is not reasonable enough. α value between 0.6 and 0.7: indicates that the internal consistency of the measurement tool is average. When the α value is within this range, the internal consistency of the measurement tool is somewhat reliable, but there is still room for improvement. α values between 0.7 and 0.8: indicate that the internal consistency of the measurement tool is high. When the α value is within this range, the internal consistency of the measurement tool is good, and there is a high correlation between the indicators. α value greater than 0.8: indicates that the internal consistency of the measurement tool is very high. When the α value is more than 0.8, there is a strong correlation and consistency between the indicators of the measurement tool. (Sun, 2021).

3.8.3 Descriptive Analysis

First of all, the demographic variables of TV programmers in Heilongjiang TV station were briefly analyzed, including their age, years of experience in the field and gender, and it is intended to study the influence of the above demographic variables on the comprehensive literacy skills of TV programmers.

3.8.4 Pearson Correlation Analysis

Pearson correlation analysis is a statistical method used to measure the degree of linear correlation between two continuous variables, which helps us to know whether there is a positive, negative or no correlation between two variables. In Pearson correlation analysis, the value of correlation coefficient ranges from -1 to 1, the specific meaning is as follows:

In instances where the correlation coefficient achieves a value of 1, it signifies the existence of an impeccable positive correlation between the paired variables under investigation. This denotes that any increment in one variable is mirrored precisely by an enhancement in the other. Conversely, a correlation coefficient value of -1 illustrates a flawless negative correlation, indicating that an increase in one variable will be met with a proportional decrease in its counterpart. Furthermore, when the correlation coefficient approaches a value near 0, it elucidates the absence of any linear association between the variables, thereby indicating a lack of correlation between them. This analysis underscores the critical role of the correlation coefficient in deciphering the nature of relationships between variables within the ambit of quantitative research.

3.8.5 Variance Analysis

ANOVA (Analysis of Variance) Analysis of variance is a statistical method used to compare whether there is a significant difference between the means of two or more groups. It is based on the decomposition of the overall variance, splitting the total variance into within-group and between-group variances, and then testing hypotheses by comparing the proportions of these variances.The results of an ANOVA analysis of variance are usually given as an F-value and a p-value. If the p-value is less than the level of significance (e.g., 0.05), the original hypothesis can be rejected and at least one set of means can be considered significantly different.

CHAPTER 4

RESULTS

This chapter mainly describes the results of the study, including the basic information of the sample, the reliability analysis of the questionnaire, the descriptive statistics of the variables, the correlation analysis, and the comparison of different demographic characteristics in terms of comprehensive literacy, burnout, and stress resistance in five aspects. Among them, the reliability analysis of the questionnaire includes two levels of reliability test and validity test; the comparison of different demographic characteristics in comprehensive literacy, burnout and stress resistance includes three levels of independent sample t-test for different genders, F-test for different ages and different working hours of TV program hosts.

4.1 Basic Information of Research Sample

As can be seen from Table 4.1, among the TV programmers who participated in this survey, in terms of gender, there are slightly more female TV programmers than male TV programmers, with 52.5% and 47.5% respectively, which suggests that females are more suitable for this profession. In terms of age, the highest proportion of TV programmers was in the 20-29 age group, with a high proportion of 43.5%; followed by those in the 30-39 age group, with 34%; those in the 40-50 age group, with 16.5%; and TV programmers over 50 years of age, with only 6%. Overall, young and middle-aged people between the ages of 20 and 40 are the mainstay of the TV program host group, accounting for more than three-quarters of the total. In terms of the duration of employment, those who have worked for 2-4 years accounted for the highest proportion of 49%, followed by those who have worked for 5-10 years with 25%, those who have worked for more than 10 years with 19%, and those who have worked for more than 1 year with 7%, which shows that TV programmers have good job stability.

Table 4.1

Statistics on basic information of samples

Demographic Variables	Category	N	Percentage
Gender	Male	95	47.5
	Female	105	52.5
Age	20-29 years old	87	43.5
	30-39 years old	68	34
	40-50 years old	33	16.5
	Above 50 years old	12	6
Hosting Work Experience	More than 1 year	14	7
	2-4 years	98	49
	5-10 years	50	25
	More than 10 years	38	19

4.2 Reliability and Validity of Questionnaire

Prior to the specific analysis of the survey results, the questionnaire should be verified for reliability and validity, thus ensuring its credibility. The reliability analysis of the questionnaire is divided into two parts: reliability and validity.

4.2.1 Reliability Analysis

Cronbach's alpha is a commonly used internal consistency test to assess the degree of consistency between the items in a measurement instrument. By calculating the Cronbach's alpha coefficient, it is possible to measure the correlation between the items (questions) of a measurement instrument, i.e., the extent to which they collectively measure the same concept or trait.Cronbach's alpha coefficient can take on a range of values from 0 to 1, with the closer the coefficient gets to 1 usually indicating that the greater the internal consistency of the instrument, the higher the value of the questionnaire's statistical results. . And we can use the value of CITC to test the question items of the questionnaire. Generally when the value of CITC is greater than 0.4, it means that the question item is appropriate in the questionnaire, and if the value of CITC is less than 0.4, it indicates that the question should be deleted or modified. We analyzed the reliability of the questionnaire separately in terms of three variables: general literacy, burnout and stress resistance respectively.

（1）Reliability of the Comprehensive Literacy Scale

As shown in Table 4.2, the Cronbach's alpha coefficient of the Comprehensive Literacy Scale is 0.932, the reliability of the scale is very good and all of them are above 0.4 in terms of the value of CITC and all of them are smaller after deletion of the corresponding items than before deletion of the corresponding items, so each of the question items are reasonable and need to be retained.

Table 4.2

Reliability Validation for the Comprehensive Literacy Scale

	CITC	Cronbach's Alpha (After Deletion)	Cronbach's Alpha
Professionalism 1	0.666	0.927	
Professionalism 2	0.626	0.929	
Professionalism 3	0.670	0.927	
Professionalism 4	0.661	0.928	
Professionalism 5	0.695	0.927	
Professionalism 6	0.554	0.931	
Professionalism 7	0.720	0.926	
Professionalism 8	0.691	0.927	0.932
Professionalism 9	0.740	0.925	
Professionalism 10	0.668	0.927	
Professionalism 11	0.696	0.926	
Professionalism 12	0.679	0.927	
Professionalism 13	0.721	0.926	
Professionalism 14	0.690	0.927	

（2）Reliability of the Burnout Scale

As shown in Table 4.3, the Cronbach's alpha coefficient of the Burnout Scale is 0.924, the reliability of the scale is very good and from the value of the CITC, all of them are above 0.4 and the Cronbach's alpha coefficients of the corresponding items after deleting the corresponding items are smaller than before deleting them so that each of the question items is reasonable and needs to be retained.

Table 4.3

Reliability Validation of the burnout scale

	CITC	Cronbach's Alpha (After Deletion)	Cronbach's Alpha
Emotional Change 1	0.673	0.918	
Emotional Change 2	0.684	0.917	
Emotional Change 3	0.687	0.917	
Emotional Change 4	0.660	0.918	
Emotional Change 5	0.664	0.918	
Depersonalization 1	0.632	0.919	
Depersonalization 2	0.641	0.919	
Depersonalization 3	0.652	0.918	0.924
Depersonalization 4	0.634	0.919	
Depersonalization 5	0.590	0.92	
Accomplishment 1	0.584	0.92	
Accomplishment 2	0.670	0.918	
Accomplishment 3	0.607	0.920	
Accomplishment 4	0.608	0.920	
Accomplishment 5	0.623	0.919	

（3）Reliability of the Resilience Scale

As shown in Table 4.4, the Cronbach's alpha coefficient of the Resilience Scale is 0.06, the reliability of the scale is very good and all of them are above 0.4 in terms of the value of CITC and all of them are smaller after deletion of the corresponding items than before deletion of the corresponding items, so each question item is reasonable and needs to be retained.

Table 4.4

Reliability Validation for the Stress Resilience Scale

	CITC	Cronbach's Alpha (After Deletion)	Cronbach's Alpha
Self-Management 1	0.640	0.897	
Self-Management 2	0.654	0.897	
Self-Management 3	0.621	0.898	
Self-Management 4	0.642	0.897	
Self-Management 5	0.638	0.898	0.906
Self-regulation 1	0.554	0.901	
Self-regulation 2	0.555	0.901	
Self-regulation 3	0.545	0.902	

self-efficacy 1	0.662	0.897
self-efficacy 2	0.640	0.898
self-efficacy 3	0.609	0.899
self-efficacy 4	0.677	0.896
self-efficacy 5	0.600	0.899

4.2.2 Validity Analysis

As for the assessment of validity, we use the KMO value measure, when the KMO value is closer to 1, it means that the validity of the questionnaire is better.

（1）Validity of the Integrated Literacy Scale

As shown in Table 4.5, the KMO value of the Comprehensive Literacy Scale is 0.944, and the chi-square value of the Bartlett's test of sphericity is 1935.07, with a significance level much less than 0.05, which suggests that there is a good validity between the Comprehensive Literacy Scale and the question items.

Table 4.5

KMO value test for integrative literacy

KMO Quantity of Sample Suitability		0.944
Bartlett's test of sphericity	Approximate cardinality	1935.07
	Degrees of freedom	91
	Significance	0.000

（2）Validity of the Burnout Scale

As shown in Table 4.6, the KMO value of the burnout scale is 0.926 and the chi-square value of the Bartlett's test of sphericity is 1976.723, with a significance level of much less than 0.05, which suggests that there is good validity between the burnout scale and the question items.

Table 4.6

KMO value test for burnout

KMO Quantity of Sample Suitability		0.926
Bartlett's test of sphericity	Approximate cardinality	1976.723
	Degrees of freedom	105
	Significance	0.000

（3）Validity of the Resilience Scale

As shown in Table 4.7, the KMO value of the Resilience Scale is 0.891 and the chi-square value of the Bartlett's test of sphericity is 1511.027, the significant level is much less than 0.05, and there is a good validity between the Resilience Scale and the question items.

Table 4.7

KMO Validation for the stress resistance scale

KMO Quantity of Sample Suitability		0.891
Bartlett's test of sphericity	Approximate cardinality	1511.027
	Degrees of freedom	78
	Significance	0.000

4.3 Descriptive Analysis of Research Variables

Table 4.8 shows the descriptive statistics of the variables comprehensive literacy, burnout and stress resistance. The minimum value of comprehensive literacy is 1.86, the maximum value is 5, and the mean value is 3.70, which is at an intermediate-upper level, indicating that the comprehensive literacy of TV program hosts is generally on the high side; the minimum value of burnout is 1, and the maximum value is 4.07, with a mean value of 2.39, which puts TV program hosts' burnout at a The minimum value of stress resistance is 1.92, the maximum value is 5, and the mean value is 3.62, which indicates that the stress resistance level of TV program hosts is at a medium-high level, and all of them have better stress resistance.

Table 4.8

Descriptive Analysis of Variables

	Min	Max	Mean	SD
CLC	1.86	5	3.70	0.86
OB	1	4.07	2.39	0.83
SR	1.92	5	3.62	0.79

CLC: Comprehensive Literacy Competency
OB: Occupational Burnout
SR: Stress Resistance

4.4 Pearson Correlation Analysis

In this study, the correlation between the variables was investigated by Pearson's correlation analysis. The results of the test are shown in Table 4.9. There is a significant correlation between the three variables two by two. There is a significant upper-middle degree negative correlation between burnout and general literacy with a correlation coefficient of -0.679; there is a significant medium-strong positive correlation between resilience and general literacy with a correlation coefficient of 0.714; there is a significant medium-strong negative correlation between burnout and resilience with a correlation coefficient of -0.7.

Table 4.9

Correlation Analysis Results

Pearson Correlation	CLC	OB	SR
CLC	1		
OB	-0.679**	1	
SR	0.714**	-0.7**	1

**Correlation is significant at the 0.01 level (2-tailed).
CLC: Comprehensive Literacy Competency
OB: Occupational Burnout
SR: Stress Resistance

4.5 Different Demographic Characteristics in CLC, OB and SR

4.5.1 T-test for Gender Difference

In this study, the independent samples t-test was used to test the differences between different genders of TV program hosts on comprehensive literacy, burnout and stress resistance, and the results are shown in Table 4.10. The p-values corresponding to the t-test results of TV program hosts of different genders on the three variables of comprehensive literacy, burnout and stress resistance are all greater than 0.05, which indicates that there is no significant difference between TV program hosts of different genders on these aspects. There is no significant difference.

Table 4.10

Comparison of television program hosts of different genders

	Gender	N	Mean	SD	t	p
CLC	Male	95	3.63	0.87	-1.173	0.242
	Female	105	3.77	0.84		
OB	Male	95	2.45	0.79	0.999	0.319
	Female	105	2.33	0.86		
SR	Male	95	3.63	0.77	0.26	0.795
	Female	105	3.60	0.82		

4.5.2 One-Way ANOVA

In this study, F-test, which is a one-way ANOVA, was used to analyze the differences between TV program hosts of different ages in terms of comprehensive literacy, burnout and stress resistance. From the results in Table 4.11, it can be seen that there is a significant difference between TV program hosts of different ages on comprehensive literacy (F=3.208, p=0.024). There is a significant difference in stress resistance (F=5.446, p=0.001), while there is no significant difference in burnout (F=1.969,p=0.12). This shows that there is no significant difference in the burnout of TV program hosts, depending on their age stage, and the H2 hypothesis is rejected.

In terms of comprehensive literacy, the average score for TV program hosts aged 20-29 was 3.49, for TV program hosts aged 30-39 was 3.85, for TV program hosts aged 40-50 was 3.89, and for TV program hosts aged 50 and above was 3.86. From the results of the post-comparisons. TV program hosts aged 20-29 have the lowest comprehensive literacy, and TV program hosts of other ages have higher comprehensive literacy than this age group. It can be seen that H2 partially holds for one of the hosts' background variables, age. From this, we know that the comprehensive literacy of TV program hosts varies somewhat according to their age stages, but the latter three stages do not differ much, so the hypothesis H2 is partially accepted.

In terms of stress resistance, the average stress resistance score of TV program hosts aged 20-29 was 3.43, 30-39 was 3.65, 40-50 was 3.77, and 50+ was 4.32.From the results of post hoc comparisons, it is clear that TV program hosts aged 40-50 and above 50 years old TV program hosts have higher stress resistance than TV program hosts of 20-29 years old and 30-39 years old. This shows that there is a significant

difference in the stress resistance of TV program hosts depending on their age stage, and the hypothesis H2 is accepted.

Table 4.11

Comparison of television program hosts of different ages

		N	Mean	SD	F	p	comparison in hindsight
CLC	A. 20-29 years old	87	3.49	0.82	3.208	0.024	B＞A，C＞A，D＞A
	B.30-39 years old	68	3.85	0.87			
	C.40-50 years old	33	3.89	0.87			
	D.Above 50 years old	12	3.86	0.76			
OB	A. 20-29 years old	87	2.54	0.82	1.969	0.12	
	B.30-39 years old	68	2.23	0.88			
	C.40-50 years old	33	2.33	0.74			
	D.Above 50 years old	12	2.30	0.67			
SR	A. 20-29 years old	87	3.43	0.72	5.446	0.001	C＞A，D＞A，D＞B，D＞C
	B.30-39 years old	68	3.65	0.82			
	C.40-50 years old	33	3.77	0.79			
	D.Above 50 years old	12	4.32	0.73			

4.5.3 F-tests for television program hosts with different working hours

We still use ANOVA to test the differences in comprehensive literacy, burnout and stress resistance among TV program hosts with different working hours, and the results are shown in Table 4.12. The F-test results corresponding to the variables of comprehensive literacy, burnout and stress resistance among TV program hosts with different working hours have p-values less than 0.05, which indicate that there are significant differences in these aspects.

The average score of TV program hosts with more than 1 year of experience in comprehensive literacy is 3.23, the average score of TV program hosts with 2-4 years of experience in comprehensive literacy is 3.54, the average score of TV program hosts with 5-10 years of experience in comprehensive literacy is 4.01, and the average score of TV program hosts with more than 10 years of experience in comprehensive literacy is 3.89, and judging from the post hoc comparisons, TV program hosts with 5 years of experience in TV program hosts' comprehensive literacy is significantly higher than those with less than 5 years of experience, and there is a significant difference (F=5.759,P=0.001).

TV program hosts with more than 1 year had a mean score of 2.59 on burnout, TV program hosts with 2-4 years had a mean score of 2.52, TV program hosts with 5-10 years had a mean score of 2.17, and TV program hosts with more than 10 years had a mean score of 2.26. From the results of the post-hoc comparisons, the results of the less than 5 years of TV program hosts had significantly higher burnout than those with 5-10 years, and there was a significant difference (F=2.707,P=0.043).

TV program hosts with more than 1 year of experience had a mean score of 3.57 on resilience, TV program hosts with 2-4 years of experience had a mean score of 3.41, TV program hosts with 5-10 years of experience had a mean score of 3.86, and TV program hosts with more than 10 years of experience had a mean score of 3.84, and from the results of the post hoc comparisons, TV program hosts with less than 2-4 years of experience had a significantly higher level of From the results of post hoc comparison, the stress tolerance of TV program hosts with less than 2-4 years of experience is significantly lower than that of TV program hosts with more than 5 years of experience, and there is a significant difference between them (F=5.107,P=0.002).

Table 4.12

Comparative results of television program hosts with different working hours

		N	Mean	SD	F	p	comparison in hindsight
CLC	A. More than 1 year	14	3.23	1.01	5.759	0.001	C＞A，D＞A，C＞B，D＞B
	B.2-4 years	98	3.54	0.79			
	C.5-10 years	50	4.01	0.80			
	D.More than 10 years	38	3.89	0.88			
OB	A. More than 1 year	14	2.59	0.76	2.707	0.043	A＞C，B＞C
	B.2-4 years	98	2.52	0.83			
	C.5-10 years	50	2.17	0.82			
	D.More than 10 years	38	2.26	0.82			
SR	A. More than 1 year	14	3.57	0.75	5.107	0.002	C＞B，D＞B
	B.2-4 years	98	3.41	0.75			
	C.5-10 years	50	3.86	0.75			
	D.More than 10 years	38	3.84	0.84			

Note：The data herein is sourced from a compilation independently conducted by the researcher in 2023

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter summarizes the main elements of the aforementioned research hypotheses and the actual research results, on the basis of which it proposes the corresponding research recommendations, and finally points out the limitations of the research in this paper.

5.1 Conclusion and Discussion

5.1.1 The mean of the average status quo of TV program hosts' general literacy skills is in the upper-middle level, the mean of the average status quo of burnout is in the lower-middle level, and the mean of the average status quo of resilience is in the upper-middle level

5.1.1.1 The overall literacy level of TV program hosts shows upper-middle range

Throughout the course of this study, this paper delves into the comprehensive literacy competence of television program hosts, which is a key factor necessary for hosts to be successful in their professional endeavors (Zhao, 2023). By evaluating a number of dimensions, including professionalism, expressive ability, and breadth of knowledge, we conclude that the level of comprehensive literacy among TV program hosts is in the upper-middle range overall. Hosts excel in professional literacy and are able to skillfully apply professional knowledge and skills in hosting (Li, 2022). This is not only reflected in the sensitivity to industry-related information, but also in the ability to deal with emergencies in an emergency. Taken together, the host's performance in terms of professionalism is crucial in ensuring the quality and professionalism of television programs (Zhang, 2023). The study also found that the hosts demonstrated a high level of performance in terms of expressive skills. Whether in a live program or in a taped environment, the hosts were able to express their thoughts clearly and fluently, establishing good communication with guests and viewers (Wang, 2022). This high level of expressive ability provides strong support for hosts to stand out in the highly competitive field of television media. Another key dimension of integrative literacy is breadth of knowledge, and hosts need to possess knowledge of multiple fields in order to cope with programs on different topics (Guo, 2023). Studies have found that presenters have strengths in breadth of knowledge in different fields, which helps them to be more adaptable and flexible and better able to cope with diverse

job demands.

Overall, the upper-middle level of general literacy of television program hosts provides a solid foundation for them to stand out in the highly competitive media environment. It also provides a direction for future training and development on how to further enhance professionalism, presentation skills and breadth of knowledge to cope with the changing media landscape.

5.1.1.2 Levels of burnout among TV program hosts show lower-middle range

In addition to general literacy, we looked at the level of burnout among facilitators. The study confirms that overall, hosts' burnout levels are in the lower to middle range. One possible explanation for the low level of burnout is the high exposure and intensity of television hosting (Chen, 2023). Hosts are often required to be in front of the camera in front of a large number of viewers compared to other professions, which may lead to higher levels of job stress. However, research has found that presenters are able to handle this job stress effectively, which reduces the level of burnout (Zhao, 2022). On the other hand, the variety and excitement of television hosting may also help reduce burnout. Hosts dabble in different areas of programming and are able to face new challenges every day, which helps to keep the job fresh and energized (Chuang, 2022). In addition, the study also found that a good support system established by the TV station played a positive role in reducing the level of host burnout. The support, including mental health support and career planning, helped hosts to better cope with various pressures at work and enhance job satisfaction (Wang, 2022).

These findings provide some suggestions for managers of TV hosts, including how to optimize the work environment and improve the effectiveness of the support system, so as to better maintain the physical and mental health of hosts and ensure their long-term stability in hosting work.

5.1.1.3 TV program hosts have an upper-middle level of stress tolerance

Through a comprehensive assessment of the level of resilience of TV program hosts, we concluded that, overall, hosts exhibit an upper-middle level of coping with occupational stress. It was found that TV program hosts display positive coping attitudes when facing occupational stress. They may have effectively mitigated the negative impact from work stress through professional training, psychological adjustment or team support (Sun, 2022). This suggests that facilitators possess strong psychological adaptability and are able to maintain a relatively stable mindset in high-

pressure environments. Some presenters may have accumulated experience in successfully coping with various types of challenges through years of practice, which helps to improve their level of stress resistance in their career (Wang, 2023). They may have learned to manage their time effectively, cope with emergencies, and maintain a professional image, thus better adapting to the various kinds of pressures that come with their careers. Among the resilience levels of TV programmers, an upper-middle level of performance is not only crucial for individual career development, but also helps to improve the stability and synergy of the overall work team (Liu, 2021).

5.1.2 Is there a statistically significant difference between background variables (gender, age, and length of time on the job) and general literacy competence, burnout, and stress resilience of television program hosts

5.1.2.1 There is no significant difference between the gender of television program hosts and their general literacy skills, burnout, and stress resilience

A careful study of the gender of TV program hosts revealed that gender did not present significant differences in comprehensive literacy, burnout and stress resistance. This implies that in the career field of television program hosting, gender is not a major determinant of an individual's performance in terms of comprehensive literacy and career psychology (Shi et al., 2023).

Gender and professional development. The fact that male and female hosts showed similar levels of general literacy, burnout, and resilience may reflect the television industry's focus on gender equality and the greater importance of professional literacy in the hosting profession (Bi, 2023). Gender differences should not be a measure of presenters' professional competence, but rather focus on the actual performance of individuals in the professional field.

General improvement of professionalism. The results of the study suggest that gender is not a determining factor in television hosting positions. This may also mean that the industry's development of general literacy and professional psychology focuses more on the professional competence of individuals rather than being disturbed by gender differences (Sun, 2022). In the future, the industry's continued efforts in gender equality will further contribute to the overall quality of presenters.

5.1.2.2 There is a significant difference between the age of television program hosts and both their general literacy skills and stress tolerance, but not with burnout

There are significant differences in general literacy competencies depending on

the age of the TV program hosts. The study shows that there is a significant difference between the age of TV program hosts and their comprehensive literacy competence. This may reflect the fact that hosting grows with age, and hosts gradually accumulate experience in professional skills, communication skills, and resilience, thus enhancing the level of comprehensive literacy (Wang, 2023). This finding suggests that more targeted attention can be paid to the professional literacy development of hosts of different ages in career selection and training.

Resistance to stress varies significantly according to the age of TV program hosts. In addition, the significant difference between age and stress resilience has attracted research attention. As hosts grow older, they may be more experienced in dealing with stress and challenges and show more stable stress resistance (Chen, 2023). This provides some reference for the television industry in recruitment and job placement, especially for presenters who need to work in high-pressure environments.

Burnout does not differ significantly depending on the age of TV program hosts. Notably, the study did not find a significant difference between age and burnout. This may indicate that presenters of different ages have similar tendencies when facing burnout (Chen, 2020). Therefore, the management of burnout may depend more on other factors such as work environment, individual career planning.

5.1.2.3 There is a significant difference between the working hours of TV program hosts and their general literacy skills, burnout and stress resistance

Significant association between working hours and comprehensive literacy competencies. The results of the study show that there is a significant difference between the working hours of TV program hosts and their comprehensive literacy competence. This may imply that with the increase in work experience gained over the course of their careers, presenters' professional skills, communication skills, and other related literacies were more comprehensively enhanced (Liu, 2021). This finding provides suggestions for the television industry to focus on work experience and practice in career development.

Significant association between work hours and burnout. In addition, there was a significant association between work hours and presenters' burnout. This may indicate that long hours of work may increase the risk of burnout for facilitators (Lee, 2022). Therefore, there is a need to pay attention to the work hours of presenters in work organization and management, and to rationally plan their work tasks in order to

mitigate the likelihood of burnout.

Significant association between work hours and stress resistance. Finally, the significant difference between work hours and stress resilience suggests that those who have been working as presenters for a long time may show greater stress resilience in the face of stress. This may be due to the fact that the experience of working in a fast-paced and high-stress work environment has allowed facilitators to gradually adapt and develop stronger resilience to stress (Chuang, 2022).

5.1.3 There is a statistically significant correlation between comprehensive literacy skills of television program hosts and burnout and resilience to stress

From the previous studies, it is clear that there is a statistically significant correlation between the comprehensive literacy competence of TV program hosts and burnout and stress resistance, which provides important clues to understanding the relationship between individual traits of the hosts and their career experience.

There is a significant negative correlation between comprehensive literacy and burnout. The significant correlation between integrative literacy competencies and burnout suggests that facilitators' improvement in integrative literacy may be positively correlated with reduced burnout. This may imply that training and support in improving presenters' professional skills and communication skills are expected to reduce their burnout. Therefore, relevant organizations in the television industry can help presenters to improve their comprehensive literacy by providing relevant training and development programs, thus improving their career experience (Zhang, 2023).

There is a significant positive correlation between comprehensive literacy and stress resistance. The significant correlation between comprehensive literacy and stress resilience suggests that facilitators with higher levels of comprehensive literacy may exhibit greater stress resilience in the face of occupational stress (Zhao, 2022). This finding emphasizes the importance of developing facilitators' holistic literacy as it not only helps to improve performance, but also helps to cope with various pressures and challenges at work.

There is a significant negative correlation between stress resilience and burnout. Specifically, the study found a significant negative correlation between the level of resilience and burnout among TV program presenters. This means that presenters who are more resilient are more likely to slow down or mitigate the onset of burnout when faced with job stress (Wang, 2022). The existence of this negative correlation may stem

from the positive effect of resilience on adapting to the work environment and coping with challenges, thus reducing negative feelings and boredom towards work (Wang, 2023).

5.2 Recommendations

5.2.1 Training and Development (T&D)

Given that the overall comprehensive literacy level of television program hosts is medium to high, it is recommended that targeted training programs be developed, focusing on enhancing professionalism, presentation skills and breadth of knowledge. Through systematic training, the basic qualities of hosts can be further consolidated to make them stand out in a highly competitive media environment.

5.2.2 Working environment optimization

In response to the lower-middle level of burnout among presenters, it is recommended that managers focus on optimizing the work environment and reducing work pressure. Improving working conditions, providing mental health support and planning reasonable work tasks can effectively increase the job satisfaction of facilitators and ensure that they can maintain their motivation and quality of life when they are engaged in facilitation for a long period of time.

5.2.3 Individual care and support

A more comprehensive system of individual care and support is recommended for facilitators' upper-middle level of stress resilience. This includes mental health support, career planning and other support. By caring for the physical and mental health of presenters and providing appropriate support, we can better help them face various challenges at work and ensure that they maintain a stable mindset in a high-pressure environment.

Overall, comprehensive literacy, burnout and stress resistance are important factors affecting TV program hosts' work performance and career experience. Through targeted training, optimization of the working environment, and individual care and support, the overall quality of TV hosts can be further improved to facilitate their professional achievements in the highly competitive TV media field.

5.3 Limitations

Although this paper has conducted a relevant study on the comprehensive literacy competence of TV program hosts on burnout and stress resistance, the current study has certain shortcomings, which affects the generalizability and credibility of the findings.

Limitations of the sample: this study may be limited by the selection of the sample, such as the region is limited to the Northeast. Since different regions and different types of programs may have different working environments and pressures, the generalizability of the findings may be affected. In order to improve the extrinsic validity of the study, future studies may consider expanding the sample to cover a wider range of geographic regions and TV program genres.

Limitations of the research methodology: this study adopted a quantitative research methodology to draw conclusions through statistical analysis. However, quantitative methods are difficult to capture the specific contexts and complex interpersonal relationships of presenters' work. In order to gain a more comprehensive understanding of facilitators' general literacy, burnout, and resilience, future studies may consider adopting qualitative research methods, such as in-depth interviews and observation, in order to obtain more detailed information.

Limitations of the survey instrument: this study used a specific survey instrument to assess the comprehensive literacy, burnout, and stress resilience of presenters. However, the survey instrument may not be designed to cover all relevant factors or may have a subjective perception bias for some presenters. Future research could consider using multiple instruments to comprehensively and accurately assess the state of facilitators。

Limitations of timeliness: the findings of this study have limitations in terms of timeliness due to the fact that the television industry and work environment may change at any time. In order to better capture the dynamics of the industry, future research could adopt a longitudinal research design to track changes in hosts' literacy, burnout, and resilience over time.

Failure to consider other potential factors: this study focused on the overall literacy, burnout, and stress resilience of TV program hosts, but did not consider other potential factors that may influence these factors, such as individual personality traits, family background, and so on. Future research could further explore the relationship between these potential factors and presenters' work status.

These limitations need to be carefully considered when understanding and applying the findings of this study, while future research is encouraged to explore these aspects more comprehensively and in depth.

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Appendix
Chinese Version Questionnaire

电视节目主持人的综合素养能力对职业倦怠与抗压性的问卷调查

您好!我们是泰国博仁大学中文国际学院传媒专业研究生，正在进行一项有关电视节目主持人的综合素养能力对职业倦怠与抗压性的研究项目。这个研究的目的是要了解主持人综合素养能力对职业倦怠与抗压性的情况，我们将根据您的回答进一步确定相关的因素。非常感谢您能参与并提供您真实看法与意见。此调查以不记名方式进行，所提供的资料仅供研究之用，请放心填写。本题没有对错之分，大约需要 5~10 分钟，请根据自己的实际情况来完成。再次感谢您的帮助！

第一部分：基本信息统计

1.您的性别是：
（1）男　　　　　　　（2）女
2.您的年龄段：
（1）20~29 岁　（2）30~39 岁　（3）40~50 岁　（4）50 岁以上
3.您从事播音主持工作的时间：
（1）1 年以上　（2）2-4 年　　　（3）5-10 年　　　　（4）10 年以上

第二部分：主要问题

问卷正文由此开始
您认为以下条目对于主持人是否重要，请根据重要程度进行选择。

综合素养能力量表

内容/要素	非常重要 5	很重要 4	一般重要 3	不重要 2	非常不重要 1
专业素质					
1. 身为一个主持人必须要普通话达到一级乙等或更高等级 (提示:普通话等级最高为一级甲等)					
2. 身为一个主持人必须要口齿清晰					
3. 身为一个主持人必须要形象端庄					
4. 身为一个主持人必须要语言表达符合语境					
5. 身为一个主持人必须要思路清晰					
6. 身为一个主持人必须要临场反应迅速敏捷					
7. 身为一个主持人必须要感情真挚					
综合素质					
8. 身为一个主持人必须要具备良好的外语能力					
9. 身为一个主持人必须要具有独特的见解					

内容/要素					
10. 身为一个主持人必须要具备良好的心理素质					
11. 身为一个主持人必须要具备一定的心理学等领域的知识					
12. 身为一个主持人必须要对国内外新近发生的重大新闻事件保持关注					
13. 身为一个主持人必须要坚守新闻工作者的职业道德规范					
14. 身为一个主持人必须要具备一定的自然科学知识储备					

职业倦怠量表

内容/要素	非常认同 5	很认同 4	不太明确 3	不认同 2	非常不认同 1
情绪变化					
15. 身为一个主持人我总觉得工作让我觉得很疲惫					
16. 身为一个主持人我总觉得每天下班我都会觉得精神疲惫					
17. 身为一个主持人我总觉得一想到早上起床要面对一整天的工作，我就感到非常疲惫					
18. 身为一个主持人我总觉得每天工作的压力让我觉得很累					
19. 身为一个主持人我总觉得面对工作有种崩溃的感觉					
人格解体					
20. 身为一个主持人我总觉得对工作越来越没兴趣					
21. 身为一个主持人我总觉得对工作和以前比起来积极性降低了					
22. 身为一个主持人我总觉得会怀疑工作的意义					
23. 身为一个主持人我总觉得我对自身在工作中的贡献表现出漠不关心					
24. 身为一个主持人我总觉得我只是把工作当作任务来完成					
个人成就感					
25. 身为一个主持人我总觉得我能有效解决工作中出现的问题					
26. 身为一个主持人在我看来，我擅长自己的工作					
27. 身为一个主持人我总觉得当完成工作上的一些事情时，我感到非常高兴					
28. 身为一个主持人我总觉得我完成了很多有价值的工作					
29. 身为一个主持人我总觉得我能自信有效地完成各项工作					

抗压性量表

内容/要素	总是 5	经常 4	有时 3	很少 2	从未 1
自我管理效能					
30. 身为一个主持人我总觉得当问题发生时，我总能找到解决办法					
31. 身为一个主持人我总觉得我对自己的能力坚信不疑					
32. 身为一个主持人我总觉得当我身处逆境我倾向于积极进取					
33. 身为一个主持人我总觉得在压力下，我能集中注意力并清晰思考					
34. 身为一个主持人我总觉得那些我无法控制的事情我总是设法适应					
自我调节能力					
35. 身为一个主持人我总觉得对于未来的目标我知道如何					

实现					
36．身为一个主持人我总觉得当开始做一件新的事情或者活动时我常提前进行周密的计划					
37．身为一个主持人我总觉得我擅长规划时间					
社交自我效能					
38．身为一个主持人我总觉得与生人交流对我来说很擅长					
39．身为一个主持人我总觉得我的朋友常常鼓励我					
40．身为一个主持人我总觉得我可以向朋友倾诉					
41．身为一个主持人我总觉得我可以与督导或者同事交流工作经验					
42．身为一个主持人我总觉得我的社会支持来自于家人、朋友们或者同事					

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2021 年 2 月在省级期刊《传播力研究》发表论文《全媒体时代网络舆情的应对策略研究》维普、万方数据库检索（CN：23—1589/G2）(ISSN：2096—3866）。

2023 年 4 月在国际期刊《Modern Management Forum》 发表论文"企业数字化项目管理与治理社会的研究与分析"国际知网检索(ISSN:2424-8444(P))。

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2023 年参与 IEEE 第六届信息系统与计算机辅助教育国际会议（ICISCAE 2023）中国大连

2023 年 6 月在国际期刊《探测媒体与传播研究》发表论文《全面日替语境下电视节目主持人专业化发展的瓶颈与突破》国际知网检索 ISSN：（2662—4111(O))