

# Research on Developmental Psychological Counseling ability of college counselors -- Take Yibin University as an example

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**Abstract:** The counselor is not only the guide and instructor of college students' ideological and political, but also the instructor of their mental health. This article uses the self-compiled "university counselor development psychological counseling ability questionnaire" to Yibin university counselor development psychological counseling ability to investigate. The research finds that the developmental psychological counseling ability of the counselors in Yibin College is generally at a medium level, among which there are differences in gender and educational background, but there are significant differences only in terms of service age and category. Colleges and universities should improve the developmental psychological counseling ability of college counselors from multiple angles to promote the long-term development of college education.

**Key words:** College counselors; Developmental psychological counseling ability; Current situation research

## I. Introduction

As the main force of ideological and political work in colleges and universities, counselors are the main implementers and promoters of college students' mental health education, and psychological counseling is an important responsibility and mission of college counselors in the new era. With the development and changes of society, college students are facing a variety of psychological pressure and confusion, such as learning, employment, love, interpersonal relationship and other developmental problems, if not timely and effective guidance and help, may lead to psychological problems. Counselors should give full play to their own work advantages and affinity, enhance their own developmental psychological counseling ability, help college students establish a correct outlook on life, values and world outlook, improve the psychological quality of college students, and promote the healthy growth and all-round development of college students. By using the questionnaire survey method, Yibin University was selected to investigate the current situation of the developmental psychological counseling ability of college counselors, aiming to provide reference for improving the developmental psychological counseling ability of college counselors and the overall level of mental health education.

## II. The object of study

In this study, the professional and part-time counselors of Yibin University were selected as the research objects. The online survey platform was used to issue questionnaires. A total of 87 questionnaires were issued, 85 were valid, and the effective rate was 97.7%. Among them, 39 were male, 48 were female, 37 were full-time counselors, 50 were part-time counselors, 54 were master counselors, and 33 were doctors. 28 of them have 1-2 years of working experience, 40 of them have 3-4 years of working experience and 17 of them have more than 5 years of working experience.

## III. Research methods

Based on a large number of literature collection, summary and analysis, combined with the content of college students' mental health and psychological counseling needs, and listened to the suggestions of counselors' psychological counseling scholars and researchers, the research compiled the Questionnaire on College counselors' Developmental psychological counseling ability. The questionnaire includes two parts: The first part is the basic information of the teachers, including the gender of the counselors, the years of working as counselors, the academic background and the categories of counselors; The second part is the development of psychological counseling ability for college counselors. The professional ability of special education teachers includes mastering the professional knowledge and skills of psychological counseling, the ability to deal with students' academic problems, the ability to deal with students' difficulties in adapting to the environment, the ability to deal with students' friends and love problems, the ability to improve students' self-cognition, the ability to deal with students' emotional disorders, and the ability to guide students' professional rules. The ability of the division and the counselor's self-psychological adjustment ability eight dimensions. The Cronbach 'salph coefficients of this study were all greater than 0.75, and the total table reliability was 0.958, indicating that the questionnaire had good reliability. All data were processed and analyzed by SPSS.22.0.

## IV. Research results and analysis

1. The overall situation of the developmental psychological counseling ability of college counselors.

The average developmental psychological counseling ability of college counselors is 3.87, indicating that their developmental psychological counseling ability is in the middle level. Among them, the ability to deal with students' friends and love problems belongs to the good level, the average value is 4.12, indicating that the counselors can accurately grasp the nature of things and guide students to correctly deal with the relationship between love, friends and study. The second is the ability to deal with students' difficulties in adapting to the environment. Apparently, counselors can carry out adaptive education based on reality and combine students at different stages to effectively solve students' adaptability to the environment. Moreover, for the ability to deal with students' academic problems, it can be seen

that counselors can effectively talk with students with academic difficulties, find problems, analyze reasons, find solutions, help students find learning methods and improve their interest in learning. The ability to guide students' career planning, master professional knowledge and skills of psychological counseling, improve students' self-cognition ability, deal with students' emotional disorders ability and self-psychological adjustment ability are all lower than the overall average level, and there is still room for improvement (see Table 1).

**Table 1: The developmental psychological counseling ability of college counselors**

Dimensions	Mean value	Standard Deviation
Master the professional knowledge and skills of psychological counseling	3.83	0.47
Ability to deal with students' academic problems	4.08	0.62
Ability to deal with students' difficulties in adapting to their environment	3.95	0.64
Ability to deal with students' dating and relationship problems	4.12	0.42
Improve students' ability to know themselves	3.74	0.73
Ability to deal with emotional disorders in students	3.72	0.75
Ability to guide students in career planning	3.86	0.63
Self-mental regulation ability	3.71	0.67
Overall	3.87	0.60

## 2. Difference analysis of developmental counseling ability of college counselors in different groups

### (1) The difference of developmental psychological counseling ability among college counselors of different genders

In order to understand the difference in developmental psychological counseling ability of college counselors of different genders, the study adopts independent sample T test analysis, and the specific results are shown in Table 3. As can be seen from Table 3, the overall level of developmental psychological counseling ability of male counselors is higher than that of female counselors, and the difference is not significant. In all dimensions, only the ability to deal with students' dating and love problems is slightly lower for male than female in organizing and implementing ability. Further analysis shows that female counselors are better than male in observing things, especially in patience, and better in dealing with students' dating and love problems.

**Table 2 Differences in developmental psychological counseling ability of college counselors of different genders**

Dimensions	male	female	T-value	P value
Master the professional knowledge and skills of psychological counseling	3.88 +/- 0.59	3.85 +/- 0.62	0.131	0.894
Ability to deal with students' academic problems	3.75 +/- 0.63	3.74 +/- 0.54	0.452	0.941
Ability to deal with students' difficulties in adapting to their environment	3.72 +/- 0.57	3.71 +/- 0.49	0.465	0.756
Ability to deal with students' dating and relationship problems	3.65 +/- 0.61	3.92 +/- 0.59	0.463	0.633
Improve students' ability to know themselves	3.67 +/- 0.76	3.65 +/- 0.58	0.074	0.872
Ability to deal with emotional disorders in students	3.71 +/- 0.64	3.70 +/- 0.61	0.486	0.961
Ability to guide students in career planning	3.87 +/- 0.64	3.85 +/- 0.65	0.289	0.832
Self-mental regulation ability	3.64 +/- 0.49	3.62 +/- 0.51	0.175	0.657
Overall	3.73 +/- 0.61	3.75 +/- 0.57	0.194	0.818

### (2) The difference of developmental psychological counseling ability among different types of college counselors

Independent sample T test was used to test the developmental psychological counseling ability of different categories of college counselors, and the results are shown in Table 3. Generally speaking, the developmental psychological counseling ability of full-time counselors is higher than that of part-time counselors, and this gap shows a significant degree. From all dimensions, Full-time counselors are better than part-time counselors in mastering the professional knowledge and skills of psychological counseling, the ability to deal with students' academic problems, the ability to deal with students' difficulties in adapting to the environment, the ability to deal with students' friends and love problems, the ability to improve students' self-cognition, the ability to deal with students' emotional disorders, the ability to guide students' career planning and the ability of counselors' self-psychological adjustment. In addition, there were significant differences between full-time counselors. Compared with full-time counselors, part-time counselors generally have disadvantages such as junior qualifications, weak theoretical knowledge and insufficient strain ability. The comprehensive ability of part-time counselors may have a certain gap with full-time counselors.

**Table 3 Differences of developmental psychological counseling ability among different types of college counselors**

Dimensions	Full-time	Part-time	T-value	P value
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Master the professional knowledge and skills of psychological counseling	4.25 +/- 0.52	3.75 +/- 0.65	4.026	0.000 ***
Ability to deal with students' academic problems	3.89 +/- 0.65	3.72 +/- 0.72	3.189	0.002 **
Ability to deal with students' difficulties in adapting to their environment	3.83 +/- 0.73	3.71 +/- 0.49	3.335	0.001 ***
Ability to deal with students' dating and relationship problems	4.32 +/- 0.71	3.92 +/- 0.59	3.612	0.000 ***
Improve students' ability to recognize themselves	4.01 +/- 0.59	3.75 +/- 0.58	3.323	0.001 ***
Ability to deal with emotional disorders in students	3.73 +/- 0.63	3.71 +/- 0.63	3.152	0.002 **
Ability to guide students in career planning	3.75 +/- 0.61	3.74 +/- 0.53	3.210	0.002 **
Self-mental regulation ability	3.70 +/- 0.45	3.69 +/- 0.73	0.898	0.457
Overall	3.93 +/- 0.65	3.74 +/- 0.58	3.232	0.002 **

Note: \*P<0.05; \*\*P<0.01; \*\*\*P<0.001; The same below

(3) The difference of developmental psychological counseling ability among college counselors with different educational backgrounds

In general, there was no significant difference in the professional ability of special education teachers with different educational backgrounds (P>0.05). In terms of the ability to deal with students' academic problems, counselors with master's degree may be due to the fact that counselors with higher education background have more theoretical knowledge and life experience, better ability to conduct educational research and ideological guidance, and better ability to deal with students' academic problems and career planning.

**Table 4 Differences in developmental psychological counseling ability of college counselors with different educational backgrounds**

Dimensions	Master's	PhD	T-value	p-value
Master the professional knowledge and skills of psychological counseling	3.65 +/- 0.39	4.15 +/- 0.45	0.131	0.894
Ability to deal with students' academic problems	3.54 +/- 0.36	3.78 +/- 0.42	0.252	0.041 *
Ability to deal with students' difficulties in adapting to their environment	3.53 +/- 0.69	3.78 +/- 0.59	0.465	0.756
Ability to deal with students' dating and dating problems	3.81 +/- 0.63	4.42 +/- 0.63	0.463	0.633
Improve students' ability to know themselves	3.56 +/- 0.47	4.06 +/- 0.61	0.074	0.872
Ability to deal with emotional disorders in students	3.69 +/- 0.43	3.63 +/- 0.59	0.486	0.961
Ability to guide students in career planning	3.41 +/- 0.52	3.57 +/- 0.70	0.275	0.016 *
Self-mental regulation ability	3.69 +/- 0.73	3.71 +/- 0.39	0.175	0.657
Overall	3.74 +/- 0.58	3.93 +/- 0.65	0.681	0.349

(4) The difference of developmental psychological counseling ability of college counselors with different working years

One-way analysis of variance was adopted in this study, with years of work as a factor and professional ability of various dimensions of developmental psychological counseling ability of college counselors as dependent variables for statistical analysis. Specific results are shown in Table 6. First of all, from the overall analysis, the developmental psychological counseling ability of college counselors showed significant differences (P<0.05). College counselors with more than 5 years of work experience had the best developmental psychological counseling ability, and their scores were higher than those of counselors with lower working age group. Secondly, from the perspective of various dimensions of developmental psychological counseling ability of college counselors, college counselors with more than 5 years are the best in mastering professional knowledge and skills of psychological counseling, dealing with students' academic problems, dealing with students' difficulties in adapting to the environment and guiding students' career planning. The above results show that the senior counselors have accumulated a certain amount of theoretical knowledge and student work experience, and the developmental psychological counseling ability of college counselors has also been greatly improved.

**Table 5 Differences in developmental psychological counseling ability of college counselors with different working years**

Dimensions	1-2 years	3-4 years	5 + years	F-number	P value
Master the professional knowledge and skills of psychological counseling	3.75 +/- 0.36	3.86 +/- 0.41	4.06 +/- 0.61	6.231	0.002 **
Ability to deal with students' academic problems	3.74 +/- 0.52	3.79 +/- 0.73	3.93 +/- 0.65	3.452	0.041 *
Ability to deal with students' difficulties in adapting to their environment	3.79 +/- 0.51	3.75 +/- 0.48	4.06 +/- 0.61	3.132	0.045 *
Ability to deal with students' dating and relationship problems	3.83 +/- 0.51	3.85 +/- 0.59	3.88 +/- 0.42	3.088	0.523

Improve students' ability to know themselves	3.61 +/- 0.35	3.72 +/- 0.61	3.83 +/- 0.42	2.484	0.752
Ability to deal with emotional disorders in students	3.68 +/- 0.23	3.72 +/- 0.48	3.74 +/- 0.39	2.256	0.634
Ability to guide students in their career planning	3.69 +/- 0.46	3.73 +/- 0.59	3.81 +/- 0.65	2.581	0.016 *
Self-mental regulation ability	3.66 +/- 0.52	3.71 +/- 0.39	3.78 +/- 0.59	2.256	0.637
Overall	3.74 +/- 0.58	3.92 +/- 0.47	4.02 +/- 0.61	3.523	0.044 *

## V. Conclusions and recommendations

### 1. Conclusions

(1) On the whole, counselors have certain developmental psychological counseling ability, which is mainly reflected in three dimensions: the ability to deal with students' interpersonal relationship and love problems, the ability to adapt to college students, and the ability to deal with students' academic problems. From each dimension of developmental psychological counseling ability, Counselors lack in the ability to guide students' career planning, master the professional knowledge and skills of psychological counseling, improve students' self-cognition, deal with students' emotional disorders and self-psychological adjustment, and the overall level needs to be further improved.

(2) There are differences in some dimensions of the developmental psychological counseling ability of counselors in terms of gender and educational background, but there are significant differences only in terms of service years and categories.

### 2. Suggestions

(1) Strengthen professional ability training and provide learning opportunities. Colleges and universities should improve the training system of counselors' developmental psychological counseling ability, and design training programs suitable for their development according to the actual needs of counselors' work. In the choice of training mode, we should avoid one-time assessment training mode, and adopt medium and long term learning training mechanism; In the choice of training content, we should focus on improving the practicability, pertinence and level of training content, and effectively make up for the lack of developmental psychological counseling ability and knowledge of college counselors. For novice counselors, skilled counselors and expert counselors, full-time and part-time counselors should be classified guidance, and formulate appropriate training content and objectives. For example, colleges and universities organize and carry out counselor salon activities to provide a platform for counselors to exchange work experience, share experience, discuss typical cases, and explore the optimization methods of work, so as to bring the old with the new, and promote the new and old counselors to improve their ability in exchange and learning, and make common progress in mutual learning. In the form of training should also be diversified, special lectures, special business training, special work report, research practice, theme discussion and other training forms should be combined with actual needs to provide suitable training forms, strengthen the full cycle of training counselors, to achieve the integration of pre-service training counselors.

(2) Maintain the attitude of lifelong learning and promote the improvement of professional ability. College counselors should, according to the changes of The Times, advance with time, change with events, and become new with the situation, constantly adapt to the physical and mental development characteristics and developmental problems of college students, and improve their developmental psychological counseling ability. In view of the intractable problems encountered in work practice, such as students' ideological understanding, value orientation, study and life, career choice and friends, they can actively communicate with experienced counselors to explore solutions or seek help and guidance from psychological experts. The survey results show that the college counselors' ability to guide students' career planning, master the professional knowledge and skills of psychological counseling, improve students' ability to self-cognition and deal with students' emotional disorders is at a general level. Therefore, efforts should be made to improve the professional quality of college counselors in these aspects. In addition, college counselors need to establish the concept of lifelong learning. Lifelong learning is the only way for the growth and development of contemporary counselors. Only by constantly learning and improving the developmental psychological counseling ability in theoretical knowledge and practical experience can counselors adapt to the continuous development and changes of The Times and achieve self-development.

(3) Improve the psychological quality and self-adjustment ability of college counselors.

Counselors are the backbone of college students' ideological and political education. Because of the particularity of college counselors' work, the team of counselors often becomes an indispensable force to solve college students' mental health problems. However, the mental health problems of this special group are often ignored, which is not only detrimental to the development of the counselor's own work, but also causes adverse effects on the students and directly affects the quality of their ideological education work. As the guide, fellow passers-by and pathpaths of the healthy growth of college students, counselors can only carry out self-psychological adjustment in a timely and effective manner with a high enough ability, stick to their posts with a healthy and good attitude, and guide students with passion and full state only by scientifically mastering and learning the methods and moves suitable for themselves. Colleges and universities should consider many aspects when setting up psychological counseling centers, not only to serve students, but also pay attention to the psychological ability of counselors' own career development, while improving the professional level of counselors' psychological counseling, provide counselors with regular counseling from psychological experts; School leaders should also take the initiative to care for counselors' mental health status, create a working atmosphere for counselors to be cared for and understood at all times, and improve counselors' mental health quality.

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**Fund project:** “Research Results of Ideological and Political Education Research Project of Yibin University (Counselor Special 411-2022SZZD08)”.

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