

Construction of quality structure model of university counselors from the perspective of professional ability

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Abstract: College counselors play an important role in carrying out ideological education activities for college students, and undertake the main tasks of moral education and student management for college students. Their professional ability is directly related to the effect of ideological work in universities. Firstly, this paper summarizes the basis of building college counselors' professional ability model, then discusses the principles and requirements of building professional ability, and makes empirical research on key universities by using behavioral event interview and questionnaire survey, and makes exploratory factor analysis and confirmatory factor analysis on the research data. The results show that the ability and quality of university counselors include four aspects: work skill quality, professional knowledge quality, political quality and personality quality. Among them, political accomplishment and personal quality are the most important in the ability and quality structure of university counselors.

1. Introduction

Counselors are an important part of teachers and management teams in colleges and universities, the backbone of ideological education for college students, and the organizer, implementer and instructor of daily ideological education and management for college students [1]. Strengthening the construction of college counselors' professional ability and actively building a professional and professional team of counselors are important guarantees for college ideological education. College counselors should insist that educators receive education first, strive to become the disseminators of advanced ideology and culture, and the firm supporters of the Party's governance, and better assume the responsibility of guiding and guiding students' healthy growth.

It is crucial for the construction of ideological education team for college students to select high-quality personnel as counselors and carry out quality training activities for counselors [2]. Constructing the quality structure model of university counselors is not only of great significance to the theoretical study of counselors' quality, but also provides guidance for the selection of counselors and the corresponding education and training.

2. Professional ability

Investigating the meaning of professional ability generally starts from the following angles:

(1) From a professional point of view

People's general understanding and mastery of occupation, and the comprehensive understanding and experience gained in various social practice activities, namely professional knowledge. Professional ability includes not only professional knowledge, but also professional skills to use professional knowledge to do job tasks under the guidance of professional knowledge in certain professional situations, such as professional ability, basic ability and transferable ability, that is, professional skills [3-4]. Therefore, the professional ability defined from the perspective of occupation is a narrow concept: it is only the professional knowledge and professional skills needed for the occupation.

(2) From the perspective of developmental and practical professional ability

As the externalization force of people's inner qualities in professional activities, professional ability has been fully demonstrated in the formation, development and two-way process of professional ability. As a dynamic force, people's professional ability keeps close contact with practical activities and is dynamic, which is formed and developed with the change of professional ecology in people's practical activities.

(3) From the angle that man is the subject of professional ability

The individual psychological characteristics of workers not only determine the level of competence, but also affect the exertion of professional ability in different occupational situations. The broad concept of professional ability refers to the sum of professional knowledge, professional ability and physical and mental health that workers possess in professional activities. In a narrow sense, we must admit that having ability is not the same as completing certain professional activities, but also closely related to the workers who complete tasks.

Therefore, this study holds that the professional ability structure of university counselors is not a simple superposition of various ability elements, but an interdependent, interrelated and integrated ability, which is characterized by integrity and relevance in ideological education activities of college students. It is a dynamic organic complex with multiple sequences, multiple levels and structural systematicness.

3. Research design

3.1 Investigation process and sample

The purpose of the first stage is to construct the list of competency of university counselors. This stage is divided into two steps [5]: the first step is the preliminary study. First of all, by analyzing the collected documents of the education administration department, the work regulations of counselors in various universities in China, counselors' weblogs and periodical documents, the list of responsibilities of university counselors is constructed. Secondly, 30 experts with long-term experience in student work management were interviewed by behavioral event interview technology, and the key elements of college counselors' ability and quality were extracted. According to the results, a questionnaire on college counselors' ability and quality was compiled. Finally, 100 key university staff members are invited to fill out the questionnaire on the ability and quality of university counselors. The design of the questionnaire mainly adopts a combination of structured and semi-structured methods, and the measurement of questionnaire items mainly draws on Likert's 5-grade scoring method [6].

3.2 Constructing a multilevel hierarchical explanation structure model of college counselors' professional ability factors

From the ideological field research experts, university counselors, administrators and student

groups, interviews were conducted respectively, combined with questionnaire survey. Stratified the elements of professional competence, and finally divided the professional competence structure of university counselors into three aspects: core competence, general competence and development competence, and eight specific dimensions of professional competence factors, as shown in Figure 1.

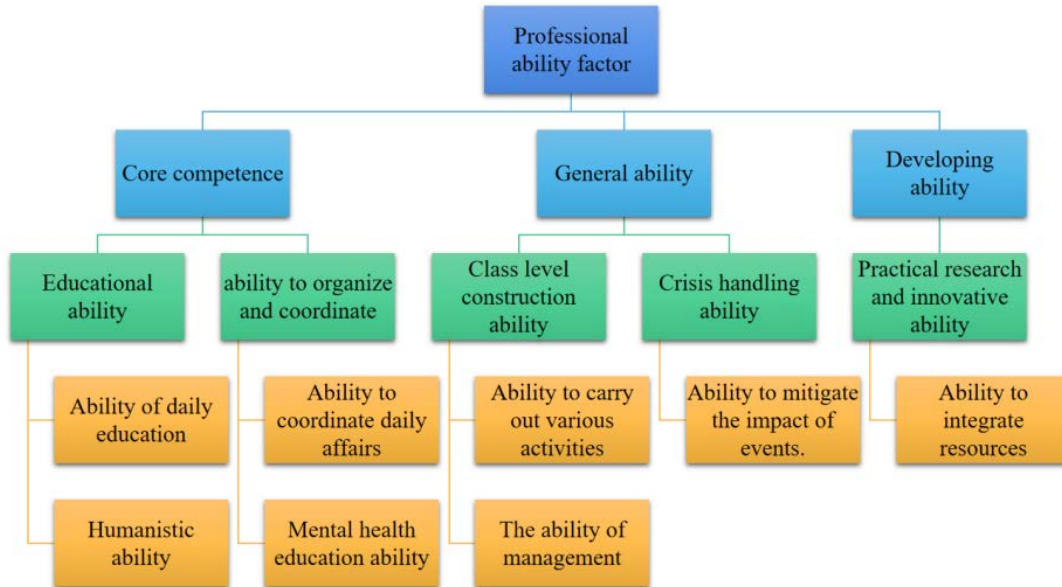


Figure 1: Hierarchical structure of college counselors' professional ability

According to the characteristics of college counselors' professional ability factors and the views of the group, and combined with the hierarchical structure of college counselors' professional ability in Figure 1, an 8×8 adjacency matrix can be established. The adjacency matrix is judged by comparing factors pairwise, which shows the structural relationship between different factors pairwise [7]. Generally, the original matrix is defined as A and the values in A are represented by a_{ij} and $A = (a_{ij})_{8 \times 8}$.

Among,

$$a_{ij} = \begin{cases} 0, & H_i \rightarrow H_j \text{ There is no direct binary relationship} \\ 1, & H_i \rightarrow H_j \text{ There is a direct binary relationship} \end{cases}$$

Therefore, the adjacency matrix and the reachability matrix can be obtained.

3.3 Data statistics and processing

In the first stage, the open questionnaire of competency is processed by content analysis method, and the verification survey of the list of duties and competency of university counselors is conducted by frequency statistics. The closed questionnaire in the second stage adopts factor analysis. Except content analysis, all other statistics were analyzed by SPSS15.0 statistical software.

4. Results and analysis

4.1 Correlation analysis test

The author used SPSS18.0 statistical software to make statistical analysis on the questionnaire of college counselors' ability and quality [8], and obtained that the final KMO value was 0.847, the chi-

square value of Bartlett ball test was 1263.97, and the significance level was $p = 0.00 < 0.01$. Therefore, this study is suitable for factor analysis, and the specific test results are shown in Table 1.

Table 1: KMO and Bartlett's test results of college counselors' ability and quality elements

Test method		KMO statistics
KMO statistics		0.847
Bartlett spherical test	Chi square value	1263.97
	Freedom	227
	P value	0.000

4.2 Factor analysis of counselor's quality

On the basis of literature review, we designed 16 options for counselors' quality and ability in the questionnaire for them to choose and evaluate, and then constructed the quality structure model of university counselors according to the evaluation value of actual workers. Factor analysis is made on the evaluation values of counselors in 16 variables, and the results are shown in Table 2.

Table 2: Factors of counselor's quality

Counselor's quality	Factors		
	A	B	C
Expression ability	0.814		
Communication ability	0.729		
Analytical judgment ability	0.722		
strain capacity	0.716		
Organization and management ability	0.662		
Self - control ability	0.628		
Psychological diathesis	0.631		
Scientific research ability		0.733	
Innovation capacity		0.702	
Professional knowledge of ideological education		0.694	
Physical quality		0.625	
Legal quality		0.601	
Comprehensive knowledge and ideological quality.		0.551	
Political caliber			0.869
Moral quality			0.814
			0.751

From the analysis results, three factors can be produced, which can explain 66.73% of the variation. The first factor mainly consists of expression ability, communication ability, analysis and judgment ability, adaptability, organization and management ability, self-control ability and psychological quality.

The second factor mainly consists of scientific research ability, innovation ability, ideological education professional knowledge, physical quality, legal quality and comprehensive knowledge, while the third factor mainly consists of ideological quality, political quality and moral quality.

The variables contained in the first factor mainly relate to the quality of management ability, which can be collectively referred to as the quality of management ability. The variables contained in the

second factor mostly relate to the comprehensive knowledge, professional knowledge, legal knowledge, etc. required by counselors' work. Scientific research ability and innovative ability actually include the innovation and development of professional knowledge, so the second factor is collectively referred to as professional knowledge quality. The characteristics of variables contained in the third factor are obvious, which mainly involves the individual's ideological and political quality (including morality), which is called the individual's ideological and political quality. These three factors constitute the three-dimensional structure of college counselors' quality.

4.3 Reliability test of college counselors' quality structure model

In this study, adjectives are directly used for self-evaluation of competency, and the characteristics are stable, so we did not examine retest reliability, but only adopted samples to examine internal consistency reliability. Except for exclusiveness, the homogeneity reliability of all other characteristic factors and the total questionnaire is above 0.8, which shows that this structural model is reliable.

5. Path of improving college counselors' quality based on professional ability

5.1 Improve the professional ability of counselors

Universities should put counselors in the same important position as ordinary teachers and do a good job in their professional development. First, it is necessary to ensure the professionalization and professional development of counselors from the system, reasonably position their responsibilities, and combine transactional work with achievement-oriented work, so that counselors' own work has strong self-realization and value; Secondly, we should integrate the career development of counselors with the talent plan of universities, pay attention to the improvement of counselors' quality, and provide them with more opportunities to grow into talents; Third, we should train counselors according to local conditions, combine their work characteristics, professional expertise and everyone's interests and hobbies, set up educational and scientific research tasks, and appropriately relax the evaluation conditions of intermediate and deputy high schools. At the same time, we should give extra rewards to counselors who like to do scientific research and teaching work, and form an incentive mechanism.

5.2 Establish a diversified and specialized training mechanism

Counselors should enhance their consciousness of scientific research, systematize and standardize their work purposefully, and they can gradually improve their scientific research ability through some powerful hands. Relevant departments should encourage university counselors to deeply study the education and management of college students, and promote their scientific research ability by summarizing and refining their work experiences, skills and innovative working methods. Set up special scientific research institutions, provide targeted services and guidance for university counselors' scientific research work, and hire ideological education experts inside and outside the university to promote the continuity of research and promote the transformation of scientific research achievements.

5.3 Perfecting the evaluation system to stimulate the career development of university counselors

Scientific, perfect, comprehensive and effective assessment and evaluation of counselors' professional ability can guide, promote, regulate, diagnose, feedback, encourage and optimize the

whole work of counselors, and can provide standards and basis for university counselors to clearly understand their professional ability. It is a propeller to promote the scientific and systematic work of counselors' professional ability and a catalyst to stimulate the formation of a positive atmosphere for university counselors.

We have changed the single assessment form based on scientific research, adhered to the concept of openness, and constantly optimized the evaluation principles, contents, methods and means, such as adopting a combination of qualitative evaluation and quantitative evaluation, and realizing gridded and refined management assessment. Only by insisting on the openness of the evaluation system, will the evaluation of counselors' work become a mere formality, will it not reflect the actual work achievements of counselors unilaterally, will it not deviate from the purpose of evaluation and examination, and will dampen the enthusiasm of counselors to keep pace with the times.

6. Summary

Based on the process of basic analysis, principle grasping and framework building, this paper analyzes the construction of college counselors' professional ability model, and holds that only by focusing on the key points, giving priority to each other, and balancing the relationship between the whole and the part, can a scientific and reasonable professional ability model be constructed. The abilities and qualities of college counselors constructed in this study can be classified into four categories: working skills, professional knowledge, political literacy and personality traits. In the model structure, political quality is the most important, followed by personality quality, while job skills and professional knowledge have relatively little influence.

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