

## Perceived Organizational Support and Career Well-Being of College Counsellors: The Mediating Role of Self-Efficacy and Management Strategies

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### Abstract

Based on the organizational support theory and resource preservation theory, this paper thoroughly explores the mechanism of the influence of college counselors’ perceived organizational support on their professional well-being, and tests the mediating role of self-efficacy between the two. A questionnaire survey and empirical analysis were conducted on 517 in-service counselors in Guangdong. The results showed that counselors’ perceived organizational support had a significant positive effect on their career well-being, and self-efficacy played a partial mediating role in the relationship, accounting for 19.85%. In addition, demographic characteristics such as marital status and age also had a significant effect on counselors’ career well-being. The findings of the study provide university management with a theoretical basis and practical guidance for enhancing counselors’ career well-being, suggesting that school support should be strengthened, emphasis should be placed on counselors’ professionalization and vocational training, and their career well-being should be promoted by improving their self-efficacy.

**Key words:** College counselors; Perceived organizational support; Career well-being; Mediating effects

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### RESEARCH BACKGROUND

In recent years, the role of counselors in college education has become increasingly prominent due to the importance of college students’ mental health and the change in educational philosophy. Counselors are a key part of the faculty of colleges and universities, i.e., the organizers, implementers and instructors of students’ daily ideological and political education and management activities<sup>[1]</sup>. It can be seen that the level and stability of counselor team construction will directly affect the effective implementation of ideological and political education and the cultivation of students’ ideological and political literacy, and even to a certain extent, also determines the overall quality of talent cultivation in colleges and universities. However, there are many problems in the management of the counselor team, such as “the score setting of the career field and the passive invisibility of the career ‘original intention’”, “The transactionalization tendency of work content and the career ‘appearance’, ‘appearance’ of the dwarfing illusion” and “the ambiguous positioning of the work role and the distracting bias of the career ‘purpose’” and so on<sup>[2]</sup>. These problems will lead to the lack of motivation and inefficiency of counselors’ work, and even affect their career development and happiness. As a result, the counselor team building shows the phenomenon that the overall number continues to rise and the quality is uneven. People’s perception of happiness from work has gradually deepened, especially in the field of education, and more and more scholars are concerned about the professional

happiness of counselors. Due to the influence of external factors such as insufficient organizational support and low salary and internal manifestations such as counselors' lack of work motivation and lack of confidence in their professional abilities<sup>[3]</sup>, the happiness index of counselors has remained at a relatively low level for a long time. The lower career well-being may lead to the following two consequences: first, counselors' professional identity is insufficient, the rate of departure increases, which in turn brings the problem of brain drain to universities<sup>[4]</sup>; second, counselors' internal drive to work in-depth is insufficient, their work efficiency is low, and they may have a negative impact on students<sup>[5]</sup>. It is evident that professional well-being not only has a significant impact on the professional development of counselors, but also on the health of the entire educational system. In such an environmental context, the previous management concepts and management modes of colleges and universities are difficult to solve the problems of low effectiveness and instability of the counselor workforce, and there is an urgent need to explore new management modes that are more scientific and more effective. Therefore, this study focuses on the mechanism between counselors' perceived organizational support and the impact of career well-being, and further explores the relationship between career well-being and turnover intention, with the hope of exploring ways to improve counselors' well-being and team stability, and providing feasible optimization suggestions for managers.

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## 1. THEORETICAL ANALYSIS AND ASSUMPTIONS

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### 1.1 Perceived organizational support and Career Well-being

Career Well-being (CWB) is the most meaningful expansion of happiness at the applied level. Career Well-being can be understood as the comprehensive perception of achievement, satisfaction and joy as an individual's self-worth is realized at work<sup>[6]</sup>. It is also a key factor in building a solid counselor workforce. When counselors are satisfied with their work and find it meaningful, they will be more inclined to stay in their current positions. On the contrary, if counselors are not recognized for their own efforts or if they feel dissatisfied with their work due to excessive work pressure, it will make them more likely to have the intention to leave. Career well-being is affected by a variety of external (work environment, working conditions, and organizational support) and personal (personal cognition, emotion management, and self-efficacy) factors<sup>[7,8]</sup>. Therefore, the measurement of these factors is a central part of assessing the level of well-being of counselors at work and enhancing career well-being. Based on the definition and connotation of career well-

being, this study measured counselors' career well-being based on Samuelson's Happiness Equation and Maslow's Needs Theory, and in terms of occupational cognitive appraisal and the degree of need satisfaction.

Organizational support theory was proposed by social psychologist Eisenberger on the basis of social exchange theory, and Perceived Organizational Support (POS) as the core concept of the theory<sup>[9]</sup>. Perceived Organizational Support (POS) refers to an individual's subjective feelings about the level of support and attention provided by the organization, covering behavioral support, information support, and emotional support<sup>[10]</sup>. The theory no longer favors individual commitment to the organization, but rather reinforces the social exchange between the individual and the organization based on mutual benefit and reciprocity, and that the individual's sense of exchange is entirely dependent on the degree of support the organization treats him or her with<sup>[11]</sup>. According to this theory, if the contribution and welfare of counselors are disregarded by the school organization, it will reduce the performance of counselors and cut down their responsibility to the school organization, and even create the willingness and behavior to leave the job. On the contrary, when the school organization is able to provide sufficient support, counselors will have a stronger sense of identity, obligation and belonging to the school organization, and will demonstrate their commitment and loyalty to the school organization with more effort and dedication in their work to promote the achievement of organizational goals.

Resource preservation theory serves as a motivational theory that explains behavioral motivation in terms of individual resource stocks and their dynamic changes. According to the concept of resource preservation, counselors will regard their own knowledge, ability and labor as internal resources and organizational support as an extremely important external resource<sup>[12]</sup>. When a counselor invests internal resources in the form of labor, the counselor will classify it as a loss of his/her own resources if he/she does not receive a corresponding resource gain. In the context of resource loss, counselors are prone to tension and stress reactions, which negatively affect their self-efficacy and career satisfaction<sup>[13]</sup>. At this point, the supplementation and acquisition of external resources (organizational support) becomes particularly critical, and is essential for improving counselors' work efficacy and career well-being.

**Hypothesis 1:** Counselors' perceived organizational support has a direct and positive effect on professional well-being.

### 1.2 The mediating role of self-efficacy

Self-efficacy (SE) is an important part of social cognitive theory and psychological capital theory. According to Bandura, an American psychologist, self-efficacy is a

presumption and judgment based on an individual's cognitive assessment of his or her behavioral ability, which refers to an individual's belief about whether he or she can effectively accomplish a specific task<sup>[14]</sup>. And this belief may affect the individual's behavior, motivation, and psychological state, thus affecting the individual's performance and achievement. Therefore, self-efficacy is also a very important indicator for evaluating whether a person has good professional quality. Counselors, as managers of students' daily work, they have the important mission of nurturing students' growth. Only counselors with a high sense of self-efficacy can deal with various challenges and problems encountered in their work with a more positive attitude, and give effective help and support to students when they are confused and frustrated, so as to promote students' personal development.

There is a strong relationship between counselors' perceived organizational support and self-efficacy. Xiong Bin et al. showed that employees are able to increase their confidence in their abilities and make positive contributions when they receive organizational support and recognition<sup>[15]</sup>. Zhang Xiaochun, in her study on the perceived organizational support and occupational self-efficacy on job performance, found that the perceived organizational support can reduce the work pressure and burnout of counselors and further enhance their self-efficacy<sup>[16]</sup>. On the other hand, research on self-efficacy and career well-being found that counselors' self-efficacy was positively correlated with career well-being, i.e., the higher the level of counselors' work self-efficacy, the stronger their career well-being<sup>[17]</sup>. According to self-determination theory, an individual's career well-being depends on satisfying three basic psychological needs: autonomy, sense of competence, and interpersonal relationships. Autonomy refers to an individual's sense of autonomous choice and control over his or her own behavior, sense of competence refers to an individual's perception and evaluation of his or her own abilities and skills, and interpersonal relationships refer to the connections and interactions between individuals and others. Counselors with a high sense of self-efficacy perceive themselves as having sufficient competence and skills to help students solve problems and promote their growth and development<sup>[18]</sup>. This sense of competence and autonomy leads counselors to be more proactive in their work, which leads to improved performance and professional fulfillment. Moreover, positive attitudes and emotional expressiveness also help to build good interpersonal relationships with students and colleagues, from which counselors derive a sufficient sense of career well-being. However, counselors who lack self-efficacy are likely to have lower occupational satisfaction and well-being due to unmet psychological needs<sup>[19,20]</sup>. In summary, counselors' self-efficacy affects their career

well-being and also assumes the role of a mediator in the process of the influence of organizational support on counselors' career well-being. Therefore, the following hypotheses are proposed:

Hypothesis 2: Counselors' perceived organizational support has a positive effect on self-efficacy. Hypothesis 3: Counselors' self-efficacy has a positive effect on career well-being.

Hypothesis 4: Self-efficacy has a mediating role between counselors' perceived organizational support and career well-being.

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## 2. RESEARCH DESIGN

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### 2.1 Research sample

The study selected in-service counselors in Guangdong higher education institutions as the research object, career well-being as the entry point, and used the questionnaire survey method to explore the influence mechanism between counselors' perceived organizational support and career well-being after further studying the role of career well-being on the intention to leave. A total of 600 questionnaires were distributed, and after excluding invalid and abnormal questionnaires, 517 valid questionnaires were finally obtained, with an effective recovery rate of 86.17%. Then Stata 17.0 tool was used to carry out in-depth processing and analysis of the data. Through descriptive statistical analysis, it was found that the tutor team has certain characteristics in age distribution, and there are significant differences between tutors of different ages. The overall characteristics of the sample are as follows: in terms of gender distribution, females accounted for 68.47%, while males only accounted for 31.53%, indicating that females are more inclined to the counselor position; in terms of marital status, 83.37% of the group is unmarried, while 16.63% is married; in terms of age distribution, the groups of people between the ages of 21-25, 26-30, 31-35, and over 35 years old respectively accounted for 37.91%, 43.91%, 16.63% and 1.55%, the counselor team shows a youthfulness, and most of the counselors are within 30 years of age; the working years of the counselors are mainly distributed in the 1-3 years of employment (42.55%) and 3-5 years (38.88%), while 8.51% are in the 1 year of employment, and 10.05% are more than five years; in the classification of the annual income after tax were less than ¥40,000 (21.86%), ¥40,000- ¥60,000 (53.97%), ¥60,000- ¥80,000 (17.79%), ¥80,000- ¥100,000 (4.26%), and more than ¥100,000 (2.13%).

### 2.2 Measurement scale

In order to guarantee the credibility and validity of the scale, we chose to adjust it on mature scales that have been widely used at home and abroad, such as the

Career well-being Scale developed by Zheng et al, the Organizational Support Scale revised by Akgunduz et al, and the Self-Efficacy Scale revised by Rigotti et al. We set up the items to be measured, and used the Likert five-point scale for the measurement of the statistics, i.e. “1” is “very dissatisfied”, “2” is “not very satisfied”, “3” is “fair”, “4” is “quite satisfied”, “5” is “very satisfied”, and “6” is “not satisfied”. “6” is “very satisfactory”. The use of these validated and widely used scales ensures the validity and reliability of the measurement tool, thus obtaining credible research results. In addition, the use of Likert five-level scales provides more detailed and diverse assessment options, and subjects can express their attitudes and feelings more accurately. In summary, this study adopted a scientific and rigorous strategy in the selection of measurement tools and statistical methods, aiming to ensure the reliability and accuracy of the research data.

### 3. RESEARCH RESULTS

#### 3.1 Reliability and Validity Test

In order to test the reliability of the scales, it is also necessary to test the reliability of each latent variable scale. With the help of Stata 17.0 software, an exploratory

factor analysis was conducted on the three factors of counselors’ career well-being, organizational support and self-efficacy. The results of the reliability test are shown in Table 1, indicating that the Cronbach’s  $\alpha$  coefficient and CR value of each latent variable are higher than 0.8, and the cumulative contribution rate of the three factors is 79.96%. This indicates that the scale has good internal consistency and the questionnaire used has high reliability. These indicator data establish a reliable basis for the validation of the research hypotheses.

Using Stata 17.0 and SPSS 27.0 software, factor loadings, combined reliability (CR) and average variance extracted (AVE) were used as indicators to assess the convergent validity of the model, and the specific test results are detailed in Table 2. According to the results of the study, the KMO statistics of the corresponding subscales of the latent variables exceeded 0.7, which means that the scales of this study are suitable for factor analysis. After standardization, the factor loading values all exceeded 0.7, the average extraction variance (AVE) was about 0.7, and the combined reliability (CR value) was around 0.9. This result indicates that the selected scales have good convergent and discriminant validity, and also indicates that the measurement model in this study has good construct reliability and desirable intrinsic quality.

**Table 1**  
**Latent variable reliability results**

LV	OV	KMO	RFL $\lambda$	Cronbach’s $\alpha$	CR	AVE
CWB	A1: Degree of identification with one’s own work	0.967	0.814	0.945	0.942	0.731
	A2: Satisfaction with the working environment	0.936	0.873			
	A3: Satisfaction with salary package	0.914	0.878			
	A4: Comments about colleagues	0.921	0.903			
	A5: Evaluation of the social status of an occupation	0.944	0.853			
	A6: Degree of realization of own values	0.950	0.804			
POS	B1: The extent to which the school’s assessment mechanism for counselors is reasonable and fair	0.908	0.798	0.889	0.897	0.745
	B2: The extent to which the work is assisted and supported by other school departments	0.768	0.906			
	B3: The extent to which schools emphasize the vocational and professional training of counselors	0.776	0.881			
SE	C1: Effective completion of all counselor duties	0.904	0.771	0.828	0.869	0.690
	C2: Timely resolution of issues arising from the work	0.777	0.867			
	C3: Familiarize yourself with the procedures and content of all work with students	0.782	0.850			

Note: LV=Latent Variable;OV= Observational Variable;RFL=Rotated Factor Loadings;C’s $\alpha$ C= Cronbach’s  $\alpha$ Coefficient;

#### 3.2 Relevance analysis

An in-depth analysis of the correlation between counselors’ perception of organizational support, self-efficacy, and professional well-being was conducted using SPSS27 tool. The results of the study show that the correlations, means, and standard deviations between the variables are detailed in Table 2. From the data in Table 2, it can be seen that counselors’ career well-being

reached an average of 3.282, which indicates that the vast majority of counselors felt a relatively high level of career well-being. In contrast, the perceived support from the organization is relatively low, with a mean value of only 2.581, while the strength of self-efficacy lies between these two values, with a mean value of 2.985. According to the results of the correlation analysis, it can be seen that: there is a significant positive correlation between the



perceived organizational support and career well-being ( $P < 0.01$ ,  $r=0.462$ ); at the same time, there is also a positive correlation between the sense of self-efficacy and career well-being are also positively correlated ( $P < 0.01$ ,  $r = 0.369$ ); after in-depth research, it is found that there is

a significant positive correlation between the perceived organizational support and self-efficacy ( $P < 0.01$ ,  $r = 0.402$ ), and this result confirms the strong correlation between the perceived organizational support, self-efficacy, and career well-being.

**Table 2**  
**Correlation analysis results**

Variant	AV	SD	Gender	Marriage	Age	LS	CWB	SE
Gender	0.315	0.465						
Marriage	0.166	0.373	-0.057					
Age	1.818	0.759	-0.035	0.066				
LS	2.518	0.822	-0.013	0.028	-0.041			
CWB	3.282	0.997	-0.042	0.059	-0.121**	0.022		
SE	2.985	0.774	-0.018	-0.115**	-0.059	-0.121**	0.369**	
POS	2.581	0.949	-0.061	-0.011	0.004	0.001	0.462**	0.402**

Note: \* indicates significant at the 5% level, \*\* indicates significant at the 1% level.  
 AV= Average Value;SD= Standard Deviation;LS= Length of Service

### 3.3 Hypothesis testing

The calibration was carried out according to the mediation effect test steps proposed by Wen Zhonglin and Baron et al. Based on the causal stepwise regression test and judgment conditions, the regression equation between the test independent variable (perceived organizational support) and the dependent variable (career well-being) was first tested to ensure that the regression coefficients were significant. Next, the regression analysis of the relationship between the independent variable (perceived organizational support) and the mediator variable (sense of self-efficacy) was conducted and the regression coefficient was found to be significant. When both the independent variable (perceived organizational support) and the mediating variable (self-efficacy) were included in the regression equation for the dependent variable (career well-being) and the regression coefficients remained significant, the mediating effect was shown to be significant. To ensure the precision of the mediating effect, control variables were introduced in the regression analysis so that other variables that may interfere with or affect the mediating effect can be excluded. According to the test results Table 3 shows that in Models 1 and 2, the marital status among the control variables has a significant negative effect on self-efficacy, and the work while working age has a significant negative effect on self-efficacy; in Models 4-6 of the study, counselors' career well-being is significantly and positively affected by the marital status, while age has a significant negative effect.

In Model 2, the F-test value reached 24.12 and showed significance at  $p < 0.001$ , which indicates that the model has a good fitting ability and explains the variation of the dependent variable better. Through regression analysis, it was found that there is a clear positive correlation between counselors' perceived organizational support and their

self-efficacy at a significant level of  $p < 0.001$ . That is, the higher the level of organizational support received by the counselors, the correspondingly better their performance in terms of self-efficacy. The results of this study highlight the critical role that organizational support plays in the professional well-being of counselors and are confirmed in Hypothesis 2. In-depth analysis revealed that Model 4 clearly indicated that the perceived organizational support had a significant positive effect on counselors' career well-being ( $\beta = 0.486$ ,  $p < 0.001$ ), while in Model 5, self-efficacy also showed a significant positive effect on counselors' career well-being ( $\beta = 0.491$ ,  $p < 0.001$ ), which further verified Hypothesis 3 and Hypothesis 1. These findings suggest that that counselors' well-being in their career is affected by both organizational support and self-efficacy, which is a non-negligible revelation for enhancing counselors' satisfaction and well-being at work.

In Model 6, the variables of perceived organizational support and self-efficacy were put into the regression equation at the same time, in which the F-value reached 32.47, with a P-value of less than 0.001, which indicates that the model has a superior fitting effect; the value of R2 increased from 0.234 in Model 4 to 0.276, which indicates that after the introduction of self-efficacy, the explanatory power of the model has been significantly improved, reaching 27.6%. Counselors' perceived organizational support and self-efficacy both had significant positive effects on career well-being ( $\beta_1 = 0.491$ ,  $p_1 < 0.001$ ;  $\beta_2 = 0.491$ ,  $p_2 < 0.001$ ), suggesting that after controlling for self-efficacy, the direct effect of perceived organizational support on career well-being was significant and in the same direction as the indirect effect. Compared with the coefficient of the perceived organizational support on career well-being in Model 4 (0.486), the absolute value of the regression coefficient is slightly reduced, which indicates that there is a certain

mediating effect (19.85%), and that the direct effect of the perceived organizational support on career well-being is still the dominant factor, and that Hypothesis 1 has been verified. Taken together, perceived organizational

support and self-efficacy play a crucial role in enhancing the career well-being of counselors, and they can be regarded as the core reference elements for enhancing employees' career well-being.

**Table 3**  
**Results of the mediation effect test**

VT	Variable name	SE			CWB		
		Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
CV	Gender (x1)	-0.045	-0.004	-0.090	-0.029	-0.068	-0.028
	Marriage (x2)	-0.226**	-0.214***	0.172	0.190*	0.283***	0.253**
	Age (x3)	-0.058	-0.060	-0.166***	-0.168***	-0.137**	-0.150***
	LS (x4)	-0.113***	-0.114***	0.018	0.018	0.074	0.051
IV	POS (x5)		0.327***		0.486***		0.390***
InV	SE (x6)					0.491***	0.295***
Intercept		3.429***	2.574***	3.538***	2.266***	1.852***	1.508***
<b>R2</b>		0.031	0.191	0.027	0.234	0.162	0.276
AdjustedR2		0.023	0.183	0.014	0.227	0.154	0.268
F-value		4.08***	24.12***	2.76**	31.24***	19.76***	32.47***

Note: \* indicates significant at the 10% level, \*\* indicates significant at the 5% level, and \*\*\* indicates significant at the 1% level.

VT= Variable Type; CV= Control Variable; IV= Independent Variable; InV= Intermediary Variable

### 3.4 Discussion of the results

(1) Counselors' perceived organizational support has a significant positive effect on career well-being. According to the regression results, in the regression of career well-being (model 4), the correlation coefficient of the perceived organizational support is 0.486, and it is significant at 1% level. When counselors feel support and attention from the organization, career well-being will increase with the strength of the effect of 0.486. It means that for every one unit increase in counselors' perceived organizational support, career well-being rises by 0.486 units accordingly, while other variables are kept constant. On the contrary, if counselors do not receive adequate organizational support in their work, counselors may feel neglected or helpless, resulting in a decrease in their career well-being in proportion to the strength of the influence. The results of the study confirm that there is a significant positive relationship between counselors' perceived organizational support and career well-being. Meanwhile, it also provides an important reference basis and inspiration for college and university organizational managers.

(2) In addition to the perceived organizational support, self-efficacy and demographic characteristics also have a significant impact on counselors' career well-being. It indicates that counselors' career well-being does not depend solely on organizational support, but marital status, age and self-efficacy are equally important and practical guidance for improving counselors' career well-being. According to the regression results, among the marital variables, the happiness level of married counselors is significantly stronger than unmarried ones.

It may be that marital status can provide counselors with stable family support and social support, which helps to reduce stress and bring emotional satisfaction. With regard to age, there is a gradual downward trend in career well-being along with the increment of age. Generally, as the length of service increases, the more likely counselors are to experience occupational fatigue. Or the educational environment and needs change, older counselors are difficult to match the new requirements and development of the education system in terms of skills and knowledge, and enter the bottleneck of career development in advance. All of these factors may increase counselors' work and thus lead to a decline in professional well-being. As for self-efficacy, the stronger the counselor's self-efficacy is, the more willing he/she is to deal with the challenges and dilemmas at work with higher work commitment and self-confidence. It is precisely because of this positive professional attitude and pursuit that the sense of acquisition of counselors can be constantly stimulated, so that counselors' career well-being can be enhanced. In practical management, schools should pay comprehensive attention to counselors' marital status, age characteristics and self-efficacy development.

(3) The perceived organizational support not only has a direct effect on counselors' career well-being, but also can be indirectly influenced through the mediating effect of self-efficacy. After an in-depth study of the empirical data, the influence of the perceived organizational support on career well-being can be explained in two ways: first, the perceived organizational support of counselors directly and positively affects career well-being; second, the perceived organizational support

of counselors can indirectly affect career well-being through the mediating effect of self-efficacy, but the mediating effect only accounts for 19.85% of the overall influence. Therefore, it can be inferred that the direct effect is still the dominant factor. When counselors receive the support provided by the school, which can contribute to the enhancement of job competence and strengthen the commitment to the school, the school is able to further improve the quality of education and the overall performance of the school. However, school organizations are willing to provide better support and resources to counselors only when there is a close collaboration between the school and the counselors, as measured by the risks and benefits.

## 4. RESEARCH FINDINGS AND MANAGEMENT RECOMMENDATIONS

### 4.1 Research findings

Support from higher education organizations is significant to counselors' professional well-being and team building. This study analyzes 517 working counselors in Guangdong universities through a survey. After exploring the mechanism of the impact of the perceived organizational support on career well-being, and further study the impact of counselors' career well-being on the intention to leave. And the following conclusions are obtained:

(1) Counselors' perceived organizational support has a significant positive effect on career well-being. With other variables held constant, for every unit increase in counselors' perceived organizational support, career well-being subsequently rises by 0.486 units.

(2) In addition to the perceived organizational support, self-efficacy and demographic characteristics also had a significant effect on counselors' career well-being. This indicates that counselors' career well-being does not only depend on organizational support, but also that marital status, age and self-efficacy have equally important practical guiding significance in improving counselors' career well-being.

(3) Organizational support indirectly affects career well-being through the mediating role of self-efficacy. However, the mediating role only accounted for 19.85%, and the direct influence still dominated.

### 4.2 Management recommendations

#### (1) Strengthening school support to assist counselors in their work

School support for counselors not only strengthens their self-efficacy, but also enhances their sense of career well-being. When strengthening school support, we can focus on three aspects: assessment mechanism, departmental assistance and vocational training.

The appraisal should be based on the principle of fairness and reasonableness, and the design of clear and quantifiable performance appraisal indexes can objectively reflect the performance of counselors, such as the satisfaction of students, the rate of solving students' problems, and the participation in counseling activities, etc. Moreover, the whole process should be open and transparent. And the whole assessment process needs to be open and transparent, such as disclosure of the assessment procedures, assessment standards and complaint channels for counselors, and feedback of the assessment results to counselors, mainly to allow each counselor to understand in a timely manner. The purpose of the assessment is to help the school understand the counselor's work status and improve the work. In order to make the counselors' work more efficient, it is also necessary to strengthen the assistance and support from other departments of the school. The school needs to establish a good communication mechanism between counselors and related departments such as the Academic Affairs Office and the Student Affairs Office to promote information sharing and collaboration. And provide the necessary resource support, such as activity venues for counseling priority use, psychological counseling team, etc., so that counselors can carry out their work smoothly. In addition, the professionalism of counselors needs to be strengthened, and professional and vocational training can be provided. The school first develops a framework for the professionalization of counselors and provides relevant professional knowledge and skills training to help counselors understand their role positioning; then it establishes counselor ranks and develops promotion channels so that counselors have clear career development goals and opportunities, and encourages them to continuously improve their ability and level.

#### (2) Enhancing counselors' professional happiness and stabilizing counselor team building

In terms of improving counselors' professional happiness and stabilizing counselor team building, schools can focus on four aspects of counselors' professional identity, working environment satisfaction, salary satisfaction and social status satisfaction.

Schools can vigorously promote the value and social significance of counselors' work through public recognition, case publicity and story sharing, so that the public can more clearly understand and respect the work of counselors, thus enhancing the sense of professional identity of counselors. Schools also need to actively improve the counselor's office facilities, working conditions and teaching resources, to provide counselors with good office conditions and a comfortable working environment. In addition. Ensure that the salary of counselors is competitive with the level of the same industry or region, and provide diversified benefits to meet the personalized needs of counselors, such as

educational allowances, housing subsidies, transportation subsidies and so on. Thus, improving the satisfaction of counselors' salary package. Finally, schools and related education departments need to make full use of social media and online platforms to establish the professional image of counselors, and encourage counselors to actively participate in public service and community activities, so as to enhance the social participation and social visibility of counselors.

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