

ความคาดหวังในบทบาทของผู้ให้คำปรึกษาร่วมสมัยของนักศึกษา มหาวิทยาลัย X ในประเทศจีน

The Role Expectations of Contemporary Counselors among Students of X University in China

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บทคัดย่อ

สืบเนื่องจากการที่มีนักศึกษาในประเทศจีนได้รับการศึกษาในระดับที่สูงขึ้นและมีจำนวนเพิ่มมากขึ้นเรื่อย ๆ นั้น บทบาทของผู้ให้คำปรึกษาแก่นักศึกษาโดยตรงเริ่มเป็นที่ยอมรับและได้รับความสนใจจากผู้ที่มีบทบาททางสังคม และในขณะเดียวกัน คุณลักษณะที่นักศึกษาคาดหวังจากผู้ให้คำปรึกษา ก็ได้รับความสนใจเป็นอย่างมาก การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความคาดหวังของนักศึกษาในระดับอุดมศึกษา ต่อบทบาทของผู้ให้คำปรึกษา 2) วิเคราะห์คุณสมบัติขั้นพื้นฐานของบทบาทที่คาดหวังของผู้ให้คำปรึกษาในระดับอุดมศึกษานักเรียนมีความพึงพอใจต่อการเรียนผ่านบทเรียนออนไลน์ Mobile Learning ในระดับมาก

ผู้วิจัยได้ประยุกต์ใช้ระเบียบวิธีวิจัยแบบผสมในการดำเนินการวิจัย ณ มหาวิทยาลัย X และดำเนินการเก็บข้อมูลในเดือนพฤษภาคม พ.ศ. 2565 ผู้วิจัยได้จำแนกข้อมูลเชิงปริมาณออกเป็น 4 ส่วนดังต่อไปนี้ 1) ข้อมูลพื้นฐานส่วนบุคคล 2) ความคาดหวังของนักศึกษาที่มีต่อคุณลักษณะพื้นฐานของผู้ให้คำปรึกษา 3) ความคาดหวังของนักศึกษาต่อการเปลี่ยนแปลงบทบาทของผู้ให้คำปรึกษา 4) ความคาดหวังของนักศึกษาต่อกระบวนการจัดการของผู้ให้คำปรึกษา

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ผลการศึกษาพบว่า 1) นักศึกษาในระดับอุดมศึกษาคาดหวังให้ผู้ให้คำปรึกษา มีความรู้ระดับมืออาชีพในด้านการสอนและจิตวิทยา มีความสามารถในการสื่อสารและมีความเข้าใจ มีทักษะในการจัดการ รวมไปถึงความสามารถในการสั่งการและประสานงานได้ 2) นักศึกษาคาดหวังที่จะมีความสัมพันธ์ฉันท์มิตรกับผู้ให้คำปรึกษา และคาดหวังให้ผู้ให้คำปรึกษามีแนวปฏิบัติที่ดีในการให้คำปรึกษาด้านสุขภาวะจิต การแนะนำแนวทางงาน และข้อมูลที่เป็นประโยชน์ต่อนักศึกษา 3) นักศึกษามีความเห็นด้วยเป็นอย่างยิ่งกับการใช้วิธีการบริหารจัดการแบบทีมเวิร์ค ร่วมกับผู้ให้คำปรึกษา นอกจากนี้ยังเห็นพ้องต้องกันในการนำแนวทางการจัดการ “เชิงความสัมพันธ์” มาปรับใช้กับผู้ให้คำปรึกษา อย่างไรก็ตาม ทิศนคติต่อแนวทางการจัดการแบบ “ทางสายกลาง” ของผู้ให้คำปรึกษา ยังคงมีอยู่อย่างหลากหลาย กล่าวคือ โดยพื้นฐานแล้วนักศึกษาไม่เห็นด้วยกับแนวทาง “การเชื่อฟังผู้มีอำนาจ” และ “การเพิกเฉย” ต่อการจัดการ ไปสรุปของผู้ให้คำปรึกษา ผู้ให้คำปรึกษาควรพัฒนาทักษะวิชาชีพและความสามารถในการจัดการอย่างต่อเนื่องเพื่อช่วยให้นักศึกษาสามารถพัฒนาตนเองให้ดีขึ้นได้

คำสำคัญ (Keyword) : การศึกษา รูปแบบการจัดการ แบบสอบถาม

Abstract

As more and more students in China receive higher education, the role of college counselors who directly manage students has gradually been recognized and received attention from other social actors. There has been a lot of interest in what characteristics students expect from their counselors. The purpose of this study: 1) To study the expectations of contemporary college students on the role of college counselors; 2) According to the opinions of contemporary college students, to analyze the basic characteristics of the role expectations of college counselors.

A mixed methods study was initiated at X University in May 2022. The quantitative data analyzed included 4 parts of the study. 1) basic personal information; 2) expectations of contemporary college students on the basic characteristics of college counselors; 3) expectations of contemporary college students on the role change of college counselors; 4) expectations of contemporary college students on

the management methods of college counselors. The results of this study were found that 1) contemporary college students expect counselors to have professional knowledge of pedagogy and psychology, and the ability of communication and understanding, management and organization, command and coordination. 2) contemporary college students expect to get along with counselors as friends. contemporary college students expect counselors to do a good job in mental health counseling, employment guidance and information services for students, and 3) contemporary college students strongly agree with the use of "teamwork" management methods by counselors. There is general agreement on adopting a "relationship-oriented" management approach to counselors. There are different attitudes toward the counselor's "middle-of-the-road" approach to management. They basically disagreed with the "authority obedience" and "inaction" approach to management adopted by the counselor. Counselors should continuously improve their professional skills and management level to better help college students grow

Keyword : Education; Management style; Questionnaire

Introduction

With the gradual increase of China's higher education rate, the role of college counselors who directly manage students is recognized by the majority of students. College counselors are the organizers, implementers and guides of ideological and political education and management of students. At the same time, as a service provider, it provides information consultation and guidance services for students. (Wang Peixian, 2019).

As the "post-00s" college students enter the campus, their growth environment and basic education environment are different from those of the "post-80s" and "post-90s". Compared with students in the 1990s, students born in the 2000s pay more attention to freedom. Therefore, studying the role of contemporary college students on the needs of college counselors can help counselors understand the

real needs of students and facilitate better communication with students. At the same time, studying the needs of contemporary college students for the role of counselors can help counselors continuously improve and enhance the image in the minds of students and improve teaching effects. This paper also provides relevant ideas for the management of college counselors.

Literature review

This paper first reviewed the two core concepts of role and role expectation, and then reviewed the role development of college counselors in China. At present, the related research on the role of college counselors in China could be roughly divided into four aspects: 1) Researched on the role of college counselors. (Zhu Zhimei,2016) 2) Researched on the problems faced by the role of college counselors.(Sun Hongliang,2005) 3) Researched on the historical evolution of the counselor system.(Wang Daoyang & Wei wei,2016) 4) Researched on the professionalization and specialization of the instructor team.(Zeng yuanyuan,2010) At present, the researched on the role expectation of college counselors in China could be roughly divided into four aspects: 1) the researched on the role expectation of college counselors.(Chen Suquan,2007) 2) Researched on the role positioning of counselors. 3) Researched on the challenges facing the role of counselors. (Zhang Lipeng,2015) 4) Researched on countermeasures to improve the current situation of the counselor team.(Xing Bing,2004) Internationally, in other institutions of higher education in the colleges and universities in developed countries and regions did not exist as the role of Chinese college counselor of the same nature characters(Roger B.,Jr.Winston,2014), but there were similar to the responsibilities of the role, the common ground was to ensure that students could better development, but the students in Chinese universities instructors focused on the ideological and political lead and daily affairs management, counseling counselors in other countries and regions were available to provide favorable services for students. (Xu Songwei,2012)

Through literature research, researcher grasped the research hotpots and key issues of contemporary college students' expectations of counselors.

Secondly, the questionnaire of previous researchers was analyzed and integrated. Researcher set up the questionnaire from four aspects: the first part was the basic personal information, corresponding to the 1-5 questions in the questionnaire, from the age, gender, grade, nationality and political status for the five aspects of the survey of students' basic information. The second part studied the expectations of contemporary college students on the basic characteristics of college counselors, corresponding to questions 6-15 in the questionnaire. (Li Wenhong,2017) The third part studied contemporary college students' expectations about the role and role change of college counselors, corresponding to questions 16-19 in the questionnaire(Zheng Xiaona,2015) The fourth part studied the expectations of contemporary college students on the management style of college counselors, corresponding to question 20 in the questionnaire. (Liu Yankun & Zhu jinxiu & Zou Tao, 2013) The author focused on the problems in the fourth part.

Questionnaire method

This study was conducted at X University in China using the questionnaire method. The author distributed 500 questionnaires with 13 questions to students from freshmen to seniors at the university. The author collected 492 questionnaires and 450 valid questionnaires were returned. The author used SPSS 26.0 to analyse the data from the questionnaires.

Results

The questionnaire were distributed in May 2022 and the data analysis of 450 students is shown in Table 1 – Table 13. Regarding the age expectation of college counselors, 41.8% of students have no attitude towards the age of counselors, and 33.3% of students hope that the age of counselors is under 30 (Table 1).

Table 1 Statistics on the educational background of counselors in higher education in terms of expectations

	Percent%
A.Age 30 and under	33.3
B.31-39	23.8
C.Above 40 years old	1.1
D.Other	41.8

In terms of expectations for the educational background of college counselors, 42% of students have no attitude towards their educational background, and 38.9% of students expect their educational background to be a master's degree. (Table 2)

Table 2 Study on the expectations of the educational background of counselors in higher education

	Percent%
A.Bachelor degree	10
B.Master degree	38.9
C.Doctor degree or above	9.1
D.Other	42

In terms of professional knowledge expectations for counselors, 98.2% of students expect counselors to have professional knowledge in pedagogy and psychology, and 72.2% of students expect counselors to have humanities knowledge in philosophy and social sciences. (table 3)

Table 3 Study of counselors' professional knowledge expectations

	Percent%
A.Bachelor degree	10
B.Master degree	38.9
C.Doctor degree or above	9.1
D.Other	42

In terms of expectations for counselors' professional abilities, 98.7% of students expected counselors to have communication and understanding skills, 89.6% expected counselors to have management and organizational skills, and 84.2% expected counselors to have command and coordination skills. (Table 4)

Table 4 Study on the expectations of professional competence of counselors

	Percent%
A.Communication and understanding	98.7
B.Command and coordination ability	84.2
C.Organizational management ability	89.6
D.Other	2.7

In terms of expectations for the role of counselors, 96.2% of students expect counselors to be a bridge between the life and study of college students, 86.7% of students expect counselors to be close friends of college students, and 62.7% of students expect counselors to be managers of college students . (table 5)

Table 5 Study of expectations of counselor role types

	Percent%
A.Bridge the life and study of college students	96.2
B.College students a bosom friend	86.7
C.The management of college students	62.7
D.Other	0.7

In terms of expectations for the work focus of counselors, 92.2% of students expect counselors to focus on ideological guidance and psychological guidance for students, 87.3% of students expect counselors to focus on helping students in their lives, and 74.4% of students expect counselors to focus on helping students. Student learning aids. (Table 6)

Table 6 Study of expectations of counselors' work priorities

	Percent%
A.Help students learn	74.4
B.Help students live	87.3
C.Ideological counseling and psychological counseling	92.2
D.Other	0.4

In terms of expectations for counselors' ideological and political education, 92.2% of students expect counselors to be able to resolve students' conflicts and handle emergencies. 88.2% of students hope that counselors can help students establish a correct outlook on life, the world and values. 84.4% of the students hope that counselors can provide timely education and guidance on hot issues that students care about. (Table 7)

Table 7 Study of counselors' expectations of ideological and political education

	Percent%
A.Help students set up correct three views	88.2
B.Timely education and guidance for students' hot issues	84.4
C.Resolve conflicts among students and deal with emergencies	92.2
D.No counselor intervention is required	0.4

In terms of student learning and life guidance, 90.2% of students hope that counselors can provide employment guidance and information services for students, 83.1% of students hope that counselors can guide students to establish correct ideals and beliefs, and 78% of students hope that counselors can excavate and inspire students Intrinsic motivation to learn. (Table 8)

Table 8 Research on aspects of student learning and life guidance work

	Percent%
A.Explore students' internal motivation for leaning	78.0
B.Provide employment guidance and information services for students	90.2
C.Guide students to set up correct ideals	83.1
D.No counselor intervention is required	0.9

In terms of expectations of counselors' work on students' mental health, 92.7% of students expect counselors to help students correctly understand the social environment, 85.8% of students expect counselors to help students with emotional and economic difficulties complete their studies, and 83.8% of students expect counselors to help students with emotional and economic difficulties complete their studies. Counselors are expected to help students with issues such as study, making friends, and healthy living. (Table 9)

Table 9 Study on the expectations of counselors' work on students' mental health

	Percent%
A.Help students understand the social environment correctly	92.7
B.Help emotionally and financially challenged students complete their studies	85.8
C.Help students deal with problems such as study, making friends and healthy life	83.8
D.No counselor intervention is required	0.7

In terms of expectations for the frequency of changing counselors, 67.8% of students expect not to change counselors during the four years of college, and 23.3% of students expect to change counselors as little as possible. (Table 10)

Table 10 Study of expectations of frequency of changing counselors

	Percent%
A.The best don't change	67.8
B.The less the better	23.3
C.The more the better	1.3
D.Doesn't matter	7.6

In terms of their expectations for communication methods, 52.2% of students expected to communicate face-to-face with counselors, and 36.9% expected to use new media to communicate with counselors. (Table 11)

Table 11 Study of communication style expectations

	Percent%
A.Written communication	3.6
B.Face to face communication	52.2
C.Telephone communication	7.3
D.New media communication	36.9

In terms of ways to get to know counselors, 70.7% of students expect to know counselors through online communication, 52.2% of students expect to know counselors through private communication, and 51.8% of students expect to know counselors through individual conversations. (Table 12)

Table 12 Study of ways of getting to know counselors

	Percent%
A.Make personal contacts	52.4
B.Online communication	70.7
C.Talk privately	51.8
D.Other	0.9

In terms of counselor's help expectations, 85.1% of students expect to get counselor's help in employment, 82.4% of students expect to get counselor's help in academic aspects, and 26.4% of students expect to get counselor's help in love affairs. (Table 13)

Table 13 Study of counselors' expectations of help

	Percent%
A.Leaning	82.4
B.Employment	85.1
C.Love	26.4
D.Other	2.9

In terms of expectations for the counselor's management style, the counselor adopts the "team cooperation style", that is, the teachers and students complete the management of the students through consultation, and the average score is 4.21 points, which shows that the college students show "team cooperation style". Agree to strongly agree. Manage counselors with a "relationship orientation" that focuses on both counselor and student satisfaction in management. The average score was 3.54, indicating that college students generally agree with the "relationship-oriented" management style. Adopt an "authoritative obedience" management model for tutors, that is, tutors use personal reputation to command students. The average is 2 points, indicating that college students basically disagree with the "authority obedience" management model. Counselors adopt a "moderate" management model, only managing students according to the basic requirements of the school, and there is no innovation in their work. The average score is 2.39 points, which shows that college students show a basically disagree to basically agree attitude towards the management mode of "the golden mean". The "inaction style" is adopted for the counselors, that is, the counselors basically do not manage the students, and the students manage by themselves. The average score is 1.90 points, which shows that the college students show a strong disagreement to basic disagreement attitude towards the "inaction style" management .

College students of different genders have no significant difference in expectations of counselors' management styles.

College students of different age groups have no significant difference in their expectations of the three management styles of "teamwork", "relationship orientation" and "authority obedience", but there are significant differences in the expectations of the two management styles of "moderation" and "inaction" .

College students in different grades showed significant differences in how they managed counselors' "teamwork," but not in other management styles.

College students of different nationalities have no significant differences in their expectations of counselors' management styles.

College students with different political status have no significant difference in their expectations of the counselor's management style.

Discussions and Conclusions:

The expectations of contemporary college students on the basic characteristics of college counselors.

According to the survey, contemporary college students do not have too much requirement on the age of counselors.

Some contemporary college students expect counselors to have a certain academic background in order to convince students, while some think it doesn't matter.

Counselors should have professional knowledge and be able to better communicate with students and provide psychological counseling.

Counselors should have communication and understanding skills, management and organizational skills, command and coordination skills, so as to help them better manage and serve students.

In the eyes of students, the most important role of counselors is to be close friends of college students. Counselors and students should get along as friends, respect and understand each other. In college, students may have various psychological problems, so they hope that counselors can pay attention to

ideological counseling and psychological counseling. Counselors also need to allocate energy to help students adjust to campus life and help students make academic progress.

In the anticipation of the focus of ideological and political education, students expect that the guiding focus of ideological and political education is to solve students' conflicts and deal with emergencies, which is very different from the traditional way of guiding students by organizing party members and league members to participate in learning and practical activities. very different. This means that contemporary college students hope to receive ideological and political education by solving specific conflicts among students and dealing with students' emergencies. Emergency incidents to carry out ideological and political education for students.

Students expect counselors to provide them with employment guidance and information services, which shows that students have both expectations and worries about the future. In terms of students' mental health work, students hope that counselors will focus on helping students understand the social environment. For students, they have been living on campus and lack understanding of the social environment. They hope that counselors can lead them to understand the social environment and open their minds.

Contemporary college students' expectations of college counselor roles and role transitions. Most students do not want to change counselors during the four years of college, because changing counselors requires more time to get to know the new counselor and more time to adapt to the management style of the new counselor. More than half of the students expect face-to-face communication with counselors, followed by new online media such as WeChat APP and QQ.

In terms of emotion, attitude and value communication, students hope to have face-to-face communication with counselors, and students can get warm words and emotions from counselors.

In terms of student statistics and other issues, they want counselors to have the ability to use the Internet for online management. This saves time and reduces costs for students. Most students expect to get to know their counselors through online communication. Therefore, most students choose to get to know their counselors through online communication. Also, both students and counselors live on campus, and students expect to get to know their counselor through personal interaction or individual conversations.

The management mode of "teamwork" is accepted by most students. It pays attention to the communication and negotiation between counselors and students. Comments and suggestions. The "relationship-oriented" management model must be recognized by the students and maintain a harmonious relationship between the tutor and the students. The basic attitude of student management is the satisfaction and agreement of the teachers and students. The process is based on the convenience and satisfaction of the counselor. In the way of management, students should have few opinions. College students largely disagree with the "authority-obedience" approach to management. College students don't want counselors to rely on their personal reputation to direct them when managing college students. This shows that college students need a certain amount of freedom in management, and tough management methods cannot be accepted by contemporary college students. College students generally disagree to basically agree with the "middle line" management model.

Most students hope that counselors should not only manage students step by step according to the school's rules and regulations, but also be artistic and innovative in management. College students do not agree with the management model of "no action", which shows that contemporary college students have a correct understanding of the role of counselors. They can understand the responsibility of counselors for the management and service functions of college students, and they cannot adopt the method of completely allowing students to

manage independently . It also means that students need the education and help of a counselor.

Students of different age groups had significantly different expectations for counselors adopting "moderate" and "inaction" management styles. There is a significant difference between students under the age of 19 and those over the age of 22 who adopt the "golden mean" expectation management method for the counselors, and students over the age of 22 are more inclined to adopt the "golden mean" approach management style. The reason is that students over the age of 22 are more mature in mind, and I hope that counselors can give them as much freedom as possible and reduce the interference in students' study and life. Students over the age of 22 have a stronger and clearer ability to plan for the future. Students over the age of 22 are used to the management style of counselors and do not need counselors to have more innovative thinking at work. They are worried that the innovation of counselors' work will cause trouble to their daily schedule, and hope that counselors can give them More time and space to get into the workplace and find a deal. In contrast, students under the age of 19 are immature psychologically and are relatively unfamiliar with the campus environment and the learning and living patterns of universities. Therefore, they hope that the counselors can manage them in the way they like, and make some innovations in the counselors' original working mode. In the "do nothing" management, students over the age of 22 prefer the "moderate" management than students under the age of 19. Older students hope that the counselor will not intervene, while younger college students need more care from the counselor. them, pay attention to their growth.

Students in different grades varied significantly in their expectations for a counselor to adopt a "teamwork" management style. Freshman and sophomore students had significantly different expectations for counselors to take a "teamwork" approach to management. Freshmen were more likely than juniors to adopt a

"teamwork" management style. The first-year students have just arrived at the school, and they are not familiar with the school's situation and rules and regulations, so they need counselors to participate more in management. From the formulation of class rules to the progress of learning, they hope to formulate behavioral norms with counselors to form class cohesion. Juniors have already had two years of on-campus study experience. After entering the junior year, their personal plans gradually become clear, and the strength of the class and team is no longer the main driving force for their progress. According to different plans for the future, some juniors have the goal of taking the postgraduate entrance examination, and some are preparing for job hunting. Therefore, in the management mode of counselors, they are not inclined to "teamwork", and they are more eager for counselors to guide alone and sort out clear development ideas for students.

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