



The Model of The Evaluation Professional Abilities of College Counselor Staffs in Guizhou Institutes

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Abstract

This research consists purposes were 1. to study the current status of career development and identify the key challenges in the professional ability development of college counselor staffs in Guizhou institutes 2. to analyze the factors that influence the development and performance of counselors' professional abilities 3. to identify the main dimensions of professional abilities among college counselor staffs in Guizhou institutes and 4. to propose the model of the evaluation professional abilities of college counselor Staffs in Guizhou Institutes. This research is quantitative research by surveying a sample of 353 college counselors from four universities in Guizhou Province, selected using Morgan table. Data were collected using a 5-point Likert scale questionnaire and in-depth semi-structured interviews. Statistical analyses included frequency, percentage, mean, standard deviation, t-test, one-way and confirmatory factor analysis. The results of the research were as follows 1) The overall professional ability of college counselor staffs in Guizhou was at a moderately high level. The highest mean was for Educational Knowledge and Ability, followed by Teacher Ethics and Attitude and the lowest for Personality Traits and Motives 2) Significant differences in competency scores were found among counselors grouped by gender, years of work experience, and institutional type, for example, counselors with more than 5 years' experience had higher overall competency than those with less than 3 years 3) Individual factors (e.g., academic background, motivation), organizational factors (e.g., leadership support, training opportunities), and social factors (e.g., policy support, social recognition) were identified as significant influences. Counselors who received regular training had a higher competency mean compared to those without and 4) practical recommendations were proposed to (1) strengthen targeted professional training (2) establish a multi-dimensional competency evaluation system (3) enhance institutional support and policy advocacy (4) address



regional and institutional disparities (5) integrate evaluation results with career development pathways and 6) promote sustainable professional growth for college counselor staffs in Guizhou institutes.

Keywords: Model, College Counselor, Professional Ability

Introduction

Since the establishment of the People's Republic of China, our country has attached great importance to ideological and political education in universities. As the “main force” of ideological and political work in higher education institutions, after more than 70 years of development, the construction of the counselor team has gradually moved towards professionalization, specialization, and specialization. (World Bank., 2019) In recent years, the Central Committee of the Communist Party of China has attached great importance to the construction of the counselor team, issued a series of documents aimed at improving the counselor's capacity building, and elevated the counselor's capacity building to a new height and stage. (Arteaga - Checa, M., and Manzano-Sánchez, D., 2023)

Since the 18th National Congress of the Communist Party of China, the Party Central Committee and the State Council have attached great importance to the construction of the team of university counselors. (Zhu, G. W., & Gong, T. M., 2020) In recent years, a series of policy documents have been issued regarding the construction standards, salary guarantees, and professional competence improvement of counselor teams. (Han, D., & Bi, X. H., 2018) For example, in March 2014, the Ministry of Education issued the “Provisional Standards for the Professional Competence of College Counselors”, On October 1, 2017, the Ministry of Education issued the “Regulations on the Construction of Counselor Teams in Ordinary Higher Education Institutions” and other documents. General Secretary Xi Jinping also has a series of important instructions on ideological and political work in colleges and universities. (Ho, C. M., 2024) For example, in December 2016, General Secretary Xi Jinping delivered an important speech at the National University Ideological and Political Work Conference Subsequently, in February 2017, the Central Committee of the Communist Party of China and the State Council issued the “Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation”. (Zhao, Y. W., and Liu, Y. H., 2020) As the main force of ideological and political work in colleges and universities, counselors should work together with ideological and political course teachers to cultivate students throughout the entire process, strive for professional abilities, and better meet the requirements of ideological and political work in colleges and universities in the new era. (Jin, Y. J., 2020)



The Ministry of Education and eight other departments issued the “Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities”, proposing to strictly implement the central government's various indicator requirements for the allocation of ideological and political work and party work teams in colleges and universities, improve the career development system of full-time counselors in colleges and universities, establish a “dual line” promotion method for job levels and titles, and schools should set up a certain proportion of senior professional and technical positions for full-time counselors based on actual situations. (Magill, M., Mastroleo, N. R., and Martino, S., 2022) Each university should set up special funds for the construction of ideological and political work and party work teams according to the standard of not less than 20 yuan per student per year based on the total number of students. Building a high-quality team for ideological and political work and party affairs. (Zhou Jialun, 2020)

Overall, the educational level and overall quality of college counselors are constantly improving, but they still face challenges from historical, practical, policy, and group dimensions. (Zhao, X., 2021) Only by continuing to promote the professional competence improvement of counselors and strengthening the construction of counselor teams can we more effectively ensure the quality of talent cultivation in universities. In this regard, this study takes “counselor professional competence” as the research object, and uses a mixed empirical research method of questionnaire survey and interview to explore the current situation and influencing factors of counselor professional competence, find appropriate policy support, carry out reform and improvement, promote the professionalization, specialization and specialization of the counselor team in universities in the new era, and achieve the sustainable development of the counselor team.

The Purposes

1. To study the current status of career development and identify the key challenges in the professional ability development of college counselor staffs in Guizhou institutes.
2. To analyze the factors that influence the development and performance of counselors' professional abilities.
3. To identify the main dimensions of professional abilities among college counselor staffs in Guizhou institutes.
4. To propose the model of the evaluation professional abilities of college counselor Staffs in Guizhou Institutes



Literature Review

Thorough literature review was conducted to identify theoretical models applicable to evaluating counselor competencies. Research from the fields of educational psychology, human resource development, higher education administration, and student affairs in both domestic and international contexts was systematically analyzed. The review revealed that professional competency is a multidimensional construct comprising observable behaviors, embedded values, and stable personality traits. After evaluating various competency frameworks such as Spencer and Spencer's competency dictionary, Boyatzis' behavioral model, and McClelland's foundational theory the Iceberg Model of Competency was selected as the theoretical basis for this study. The Iceberg Model classifies competencies into three layers: skills and knowledge (above the surface), social roles and attitudes (below the surface), and traits and motives (deep below the surface). This layered structure provides both a measurable framework and a psychological foundation for assessing counselor performance in complex environments like universities. The model's strength lies in its ability to integrate observable behaviors with intrinsic factors, making it well-suited for analyzing the multifaceted demands of college counselor roles, particularly in regions like Guizhou Province where educational conditions are variable and culturally specific.

Methodology

1. Population and sample groups in the research include: The population of this study comprises all college counselor staffs employed at universities and institutes across Guizhou Province. Although precise statistics are unavailable, the Ministry of Education mandates a minimum ratio of one counselor per 200 college students. Given the current student population of approximately 911,200, the estimated number of counselors in the region is around 4,556. This study involves both quantitative and qualitative sampling methods. Quantitative Sampling: Using the Morgan table for determining sample sizes in random sampling, a population of approximately 4,556 counselors yields a recommended sample size of 354 respondents. This sample was drawn from four representative universities in Guizhou Province: Guizhou University, Guizhou Qian nan Economic College, Guizhou University of Finance and Economics, Guizhou Institute of Technology.

2. Research tools include: To effectively assess the professional abilities of college counselors from multiple perspectives, two versions of the questionnaire were designed for this study. Version A is targeted at college counselors themselves and is used to capture their self-evaluation across key competency areas. Version B is designed for teachers and students, aiming to collect their perceptions of counselors' professional abilities using the same competency framework. The questionnaire used in this study was designed based on



the conceptual framework developed in Phases 1 and 2. It aimed to measure the professional competencies of college counselors along three core dimensions: Educational Knowledge and Ability, Teacher Ethics and Attitude, and Personality Traits and Motives. The final version of the instrument was composed of four parts, using a combination of closed-ended and Likert-scale questions to facilitate structured data analysis.

3. Data Collection: This study employed both quantitative and qualitative data collection methods in line with its mixed-methods design. The quantitative data were collected primarily through an online platform to maximize reach and standardization, while the qualitative data were gathered through semi-structured interviews to provide deeper insight into contextual influences: 1) Quantitative Data Collection. The primary tool for quantitative data collection was the WenJuanXing the online survey platform, a professional Chinese system widely used in academic and institutional research. The finalized questionnaire was uploaded to WenJuanXing, where functions such as logical branching, mandatory responses, and submission tracking were used to ensure data integrity. An invitation link was distributed through the student affairs departments of the four target universities Guizhou University, Guizhou University of Finance and Economics, Guizhou Institute of Technology, and Guizhou Qiannan Economic College. Participants were informed about the study's purpose, the anonymous nature of the survey, and the importance of honest responses. They completed the questionnaire voluntarily and anonymously on their mobile phones or computers. 2) Qualitative Data Collection. Qualitative data were collected through semi-structured interviews designed to explore the third research objective-understanding how individual, organizational, and social factors influence the formation and expression of counselors' professional competencies. A total of 12 participants were selected using purposive sampling from the survey pool to represent a range of backgrounds and institutional contexts.

4. Data Analysis: Descriptive statistical analysis serves as the foundational stage in the quantitative data processing of this study. It provides a comprehensive overview of the sample characteristics and the general response patterns to the competency scale items. This analysis not only establishes a demographic profile of the surveyed counselors but also offers an initial understanding of the distribution and variability of professional competency levels across the respondent group. This stage of analysis allows the researcher to identify which competencies are perceived as strengths (e.g., items with consistently high means and low SD) and which areas may require further support or training. For instance, if items related to "crisis intervention skills" show lower mean scores or wider dispersion, this may highlight an area for targeted professional development.

5. Statistical used in research: Structural Equation Modeling (SEM) is employed in this study as an advanced statistical technique to test the overall structure and relationships proposed in the competency model of college counselors. SEM combines both confirmatory factor analysis and path analysis to evaluate



not only the measurement model (i.e., how well the observed variables reflect latent constructs), but also the structural model (i.e., how these constructs relate to one another).

Results

This Research The researcher can classify the research results as follows

1. Study the current status of career development and identify the key challenges in the professional ability development of college counselor staffs in Guizhou institutes.

This section presents the demographic characteristics of the surveyed college counselors. A total of 379 valid responses were collected through Questionnaire Version A. The analysis focuses on eight key variables to establish the profile of the participants. Frequency and percentage distributions are shown below, followed by interpretive summaries.

In Summary, the demographic profile of the 379 valid respondents presents a comprehensive view of the counselor workforce in Guizhou province's higher education institutions. The data indicate that most counselors are full-time employees, predominantly female, and relatively young, with the majority under the age of 30. While there is a balanced distribution across years of work experience, a considerable portion are in the early to middle stages of their careers.

In terms of academic qualifications, more than half hold a master's degree, and a diverse range of academic disciplines-particularly political education, psychology, and management-serve as their foundational training. A notable proportion of counselors hold no academic title, reflecting both the administrative nature of their roles and potential limitations within promotion pathways. Additionally, most respondents have worked in undergraduate institutions, underscoring the practical emphasis of student affairs work at that educational level.

Taken together, these demographic characteristics highlight the evolving nature of the counselor profession: increasingly young, professionally qualified, and interdisciplinary. This background sets the stage for deeper analysis into the perceptions, competencies, and development trajectories of college counselors in the region.

2. Analyze the factors that influence the development and performance of counselors' professional abilities.

The greatest differences were again found in competencies associated with professional growth, technical ability, and institutional contribution-such as the capacity to turn experience into research, apply new



technologies, and maintain crisis management readiness. Additionally, teachers rated counselors higher on items reflecting personal and ethical qualities.

Table 1 Statistical Significance of Differences (Counselors vs. Teachers)

No.	Question	Mean (Counselor)	Mean (Teacher)	T - Value	P - Value
1	1. Firm political stance	4.56	4.91	-5.65	0.000
2	2. Adherence to moral education concepts	4.56	4.88	-4.84	0.000
3	3. Sense of the big picture, courage to take responsibility	4.55	4.88	-4.92	0.000
4	4. Strong principles, fairness, and impartiality	4.55	4.88	-5.15	0.000
6	6. Strong execution (not shirking or evading)	4.52	4.85	-4.95	0.000
8	8. Respects students, empathizes with students	4.56	4.85	-4.37	0.000
11	11. Team spirit, strong cooperation awareness	4.48	4.75	-3.52	0.001
14	14. Careful and patient, keen insight and analytical judgment	4.54	4.88	-5.55	0.000
15	15. Kind, honest, and upright, decent conduct	4.50	4.80	-3.96	0.000
18	18. Consistency in words and actions	4.50	4.81	-4.49	0.000
19	19. Can self-reflect, takes initiative to take responsibility, etc.	4.49	4.75	-3.29	0.001
30	30. Familiar with party/youth work, good at cultivating and guiding student leaders	4.45	4.78	-4.39	0.000
31	31. Can detect students' psychological states and emotional changes, adopts early warning strategies promptly	4.45	4.79	-4.75	0.000

33	33. Can guide students in reasonable academic planning	4.45	4.73	-3.48	0.001
37	37. Strong writing ability	4.38	4.69	-3.60	0.000

The table 1 findings indicate that teachers, as professional peers and collaborators, also hold counselors to a high standard. Their elevated expectations may reflect both professional ideals and an institutional desire for counselors to demonstrate leadership in areas like innovation, communication, and crisis response.

Summary this section presents a comprehensive analysis of the professional competency status of college counselors in Guizhou Province as perceived by counselors themselves, students, and teachers. Through descriptive statistics, it was found that counselors rate all 40 assessed competencies as highly important, with average scores demonstrating strong agreement on the centrality of ethical values, professional conduct, and interpersonal skills to effective counseling. While specialized skills such as academic writing, research output, and the use of new media technology were rated somewhat lower, they still received positive evaluations, underscoring their relevance in the modern higher education context.

To provide a broader perspective, the same competency scale was administered to students and teachers. Results indicated that both of these groups consistently rated the importance of counselor competencies even higher than counselors did themselves. This was especially evident for items related to crisis management, research and innovation, and the ability to utilize modern technology-domains where contemporary demands on counselors are rapidly evolving. The consensus was strongest regarding core values and ethical responsibilities, yet clear gaps emerged in areas where external expectations appear to be particularly ambitious.

To determine whether these observed gaps were meaningful, statistical significance testing was applied to the items showing the greatest differences between groups. Independent samples t-tests confirmed that all major differences between counselors and both students and teachers were highly statistically significant, with p-values well below 0.01. This finding demonstrates that these perception gaps are robust and unlikely to be due to chance alone.

3. Identify the main dimensions of professional abilities among college counselor staffs in Guizhou institutes.

Within Guizhou Province's diverse higher education landscape, university type plays a significant role in shaping the environment for counselor professional competency development. Comprehensive, technical, and teacher training universities differ in their institutional missions, governance structures, and professional development opportunities. Analyzing competency differences across university types allows us to understand



how institutional context either fosters or constrains the growth of key counselor abilities. This directly addresses our central research aim of identifying the regional factors that influence the development and performance of counselors' professional competencies, and provides evidence for targeted capacity-building strategies suited to different educational settings.

Table 2 Comparative Analysis by University Type

University Type	N	Teacher Ethics & Attitude	Personality Traits & Motives	Educational Knowledge & Ability
		M, (SD)	M, (SD)	M, (SD)
Comprehensive	78	4.45 (0.38)	4.21 (0.44)	4.09 (0.51)
Technical	62	4.38 (0.43)	4.11 (0.50)	4.00 (0.54)
Teacher Training	40	4.51 (0.34)	4.28 (0.41)	4.16 (0.49)

Counselors at teacher training universities report the highest mean scores across all three competency dimensions, especially in Teacher Ethics and Attitude. Comprehensive universities follow closely, while technical colleges report the lowest averages. ANOVA results indicate significant differences in the Personality Traits & Motives dimension ($p < 0.05$), suggesting that the type of institution can shape certain facets of counselor competency more than others.

4. Propose the model of the evaluation professional abilities of college counselor Staffs in Guizhou Institutes

The final theoretical model for evaluating the professional abilities of college counselor staff in Guizhou institutes was developed through empirical analysis and expert evaluation as detailed. This expert validation ensured that the model's structure, dimension selection, and indicator content are both scientifically rigorous and highly applicable to the actual counselor workforce in Guizhou.

Theoretical Model of College Counselor Competency (Iceberg Model)

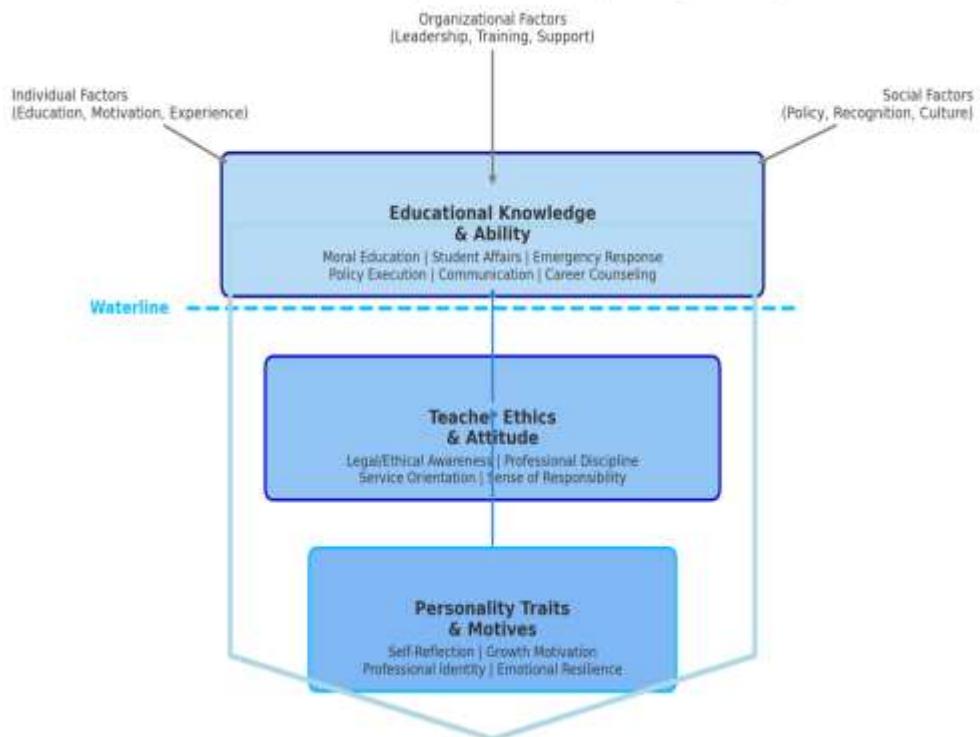


Figure 1 The Final Model (Yingying Luo, 2025)

4.1 Layered Iceberg Structure Above the Waterline: Educational Knowledge & Ability: The visible and directly observable skills, such as moral education guidance, student affairs management, emergency response, policy execution, communication, and career counseling.

Teacher Ethics & Attitude: Core values and professional discipline including legal/ethical awareness, service orientation, and sense of responsibility.

Personality Traits & Motives: The deepest layer, reflecting intrinsic qualities like self-reflection, growth motivation, professional identity, and emotional resilience.

4.2 The model's final version was explicitly reviewed and affirmed by a panel of domain experts. Their feedback led to improvements in both structure and indicator selection, enhancing the practical value and scientific robustness of the model.

This validated model provides a comprehensive, multi-dimensional tool for competency assessment, training system design, and policy development regarding college counselor professionalization in Guizhou. The visual representation highlights the iceberg principle: most essential qualities are beneath the surface and require structured assessment to reveal and cultivate.



Conclusion

This Research The researcher can summarize the results of the research study according to the following objectives

1. The overall professional ability of college counselor staffs in Guizhou was at a moderately high level (mean = 3.87, SD = 0.54). The highest mean was for Educational Knowledge and Ability (mean = 4.02, SD = 0.61), followed by Teacher Ethics and Attitude (mean = 3.92, SD = 0.58), and the lowest for Personality Traits and Motives (mean = 3.68, SD = 0.60). The overall professional ability of college counselor staffs in Guizhou was at a moderately high level. The highest mean was for Educational Knowledge and Ability, followed by Teacher Ethics and Attitude, and the lowest for Personality Traits and Motives.

2. Significant differences in competency scores were found among counselors grouped by gender, years of work experience, and institutional type ($p < 0.05$); for example, counselors with more than 5 years' experience had higher overall competency (mean = 4.11) than those with less than 3 years (mean = 3.77). Significant differences in competency scores were found among counselors grouped by gender, years of work experience, and institutional type, for example, counselors with more than 5 years' experience had higher overall competency than those with less than 3 years.

3. Individual factors (e.g., academic background, motivation), organizational factors (e.g., leadership support, training opportunities), and social factors (e.g., policy support, social recognition) were identified as significant influences. Counselors who received regular training had a higher competency mean (mean = 4.14) compared to those without (mean = 3.65). Individual factors (e.g., academic background, motivation), organizational factors (e.g., leadership support, training opportunities), and social factors (e.g., policy support, social recognition) were identified as significant influences. Counselors who received regular training had a higher competency mean compared to those without.

4. The final theoretical evaluation model, based on the Iceberg Model and validated by expert review, showed good reliability (Cronbach's $\alpha > 0.85$) and model fit ($CFI = 0.942$, $TLI = 0.929$, $RMSEA = 0.062$), with all standardized factor loadings above 0.65.

Based on these results, practical recommendations were proposed to: 1) strengthen targeted professional training, 2) establish a multi-dimensional competency evaluation system, 3) enhance institutional support and policy advocacy, 4) address regional and institutional disparities, 5) integrate evaluation results with career development pathways, and 6) promote sustainable professional growth for college counselor staffs in Guizhou institutes. These findings provide both theoretical and practical guidance for improving the professionalization of counselors in western China.



Practical recommendations were proposed to: (1) strengthen targeted professional training, (2) establish a multi-dimensional competency evaluation system, (3) enhance institutional support and policy advocacy, (4) address regional and institutional disparities, (5) integrate evaluation results with career development pathways, and 6) promote sustainable professional growth for college counselor staffs in Guizhou institutes

Discussion

This Research The researcher can discuss the research results as follows

1. Discussion of the Current Status of Career Development and Identify the Key Challenges in the Professional Ability Development of College Counselor Staffs in Guizhou Institutes The empirical data presented demonstrate that the career development of college counselor staffs in Guizhou is on a path of steady, though not uniform, improvement. A majority of counselors surveyed possess at least a bachelor's degree, with a substantial portion holding master's degrees and more than three years of relevant experience. These findings correspond with national trends noted in the literature, indicating a progressive shift toward the professionalization and academicization of the counselor role in Chinese higher education.

2. Discussion of the Factors that Influence the Development and Performance of Counselors' Professional Abilities The development and performance of college counselors' professional abilities are the result of a complex interplay of individual, organizational, and social factors, as highlighted by both existing scholarship and the empirical results of this study of the dissertation provides robust quantitative and qualitative evidence that aligns closely with the conceptual framework and is visually represented in the final theoretical model. Individual factors-such as educational background, professional motivation, and self-identity-play a critical role in shaping counselor competencies.

3. Discussion of the Main Dimensions of Professional Abilities among College Counselor Staffs in Guizhou Institutes The main dimensions of professional abilities among college counselor staffs in Guizhou institutes, as revealed in this study and supported by the relevant literature, demonstrate both the complexity and multi-layered nature of counselor competency frameworks in China's higher education sector. Building upon the Iceberg Model and validated by both quantitative analysis and expert assessment, the study identifies three core dimensions: Educational Knowledge and Ability, Teacher Ethics and Attitude, and Personality Traits and Motives.

4. Discussion of the Model of the Evaluation Professional Abilities of College Counselor Staffs in Guizhou Institutes The evaluation of professional abilities among college counselor staffs in Guizhou institutes, as examined in this study, reveals both significant progress and important areas for ongoing refinement. Drawing



from both the literature and the empirical results of this research, the process of evaluating counselor competencies has moved toward a more systematic and scientific model, aligning with national trends in higher education talent management. In this study, the final evaluation model, grounded in the Iceberg Model and validated through both quantitative analysis and expert consultation, offers a comprehensive framework for assessing the multi-dimensional nature of counselor professionalism.

Discoveries or New Knowledge

Based on these results, practical recommendations were proposed to 1) strengthen targeted professional training 2) establish a multi-dimensional competency evaluation system 3) enhance institutional support and policy advocacy 4) address regional and institutional disparities 5) integrate evaluation results with career development pathways and 6) promote sustainable professional growth for college counselor staffs in Guizhou institutes. These findings provide both theoretical and practical guidance for improving the professionalization of counselors in western China.

Suggestion

1. Suggestions for use

1.1 Strengthen Targeted Professional Training Programs. Institutions should develop and implement systematic, tiered training programs tailored to the different stages of counselor career development. Training should focus not only on explicit knowledge and skills, but also on enhancing intrinsic competencies such as self-reflection, motivation, and emotional resilience, as supported by both survey and interview data.

1.2 Establish a Comprehensive, Multi-Dimensional Evaluation System. Colleges and universities should adopt the validated multi-dimensional evaluation model developed in this study, incorporating both surface-level competencies (educational knowledge and ability) and deep-level attributes (ethics, attitudes, and personality traits) into counselor assessment processes. Regular, formative evaluations with actionable feedback should be institutionalized.

1.3 Enhance Institutional Support and Leadership Engagement. University leadership must provide strong, consistent support for counselor professionalization by improving working conditions, clarifying role expectations, and actively involving counselors in decision-making processes. Recognizing and rewarding outstanding performance will further encourage professional growth.

1.4 Promote Policy Advocacy and Social Recognition. Stakeholders should advocate for stronger policy support at both provincial and national levels, ensuring counselors' roles are clearly defined and valued. Efforts



to raise public awareness and promote the social recognition of counselor contributions will enhance professional identity and motivation.

1.5 Narrow Regional and Institutional Disparities. Targeted interventions are needed to address resource gaps between key universities and local colleges. This includes equitable allocation of training resources, mentorship opportunities, and support for early-career counselors to ensure balanced professional development across the region.

1.6 Integrate Evaluation Results with Career Development Pathways. The outcomes of competency assessments should be systematically linked to counselor career planning, promotion mechanisms, and individualized professional development plans. This integration will motivate continuous learning and provide clear advancement routes for counselor staffs.

2. Suggestions for future research

2.1 Expand the Research Scope to Other Regions and Institution Types. Future research should broaden the geographic scope beyond Guizhou and include a more diverse range of universities, including those in more developed and underdeveloped provinces, as well as different institutional types. This will help verify the generalizability and adaptability of the competency evaluation model across China's higher education system.

2.2 Conduct Longitudinal and Mixed-Methods Studies. It is recommended that future studies employ longitudinal and mixed-methods approaches to track the long-term development and impact of counselor competencies. Such designs will provide deeper insights into causal relationships, changes over time, and the effectiveness of interventions aimed at improving counselor abilities.

2.3 Investigate Additional Influencing Factors and Mediators. Future research should explore more deeply the role of contextual and psychological factors, such as institutional culture, policy implementation, and counselor mental health, which may mediate or moderate the relationship between training, organizational support, and professional ability development.

2.4 Develop and Validate Innovative Evaluation Tools. There is a need for the continuous development and validation of innovative, context-sensitive assessment tools-including behavioral simulations, peer evaluations, and self-reflection portfolios-to capture both explicit skills and deep-seated personal qualities in a more holistic and reliable manner.

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