

The Counselors Leadership Development Guidelines for Administrators in Universities under Hubei Province

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Abstract

The objectives of this research were: (1) to explore components and indicators of counselors leadership development guidelines for administrators in universities under Hubei province; (2) to propose guideline to improve counselors leadership development guidelines for administrators in universities under Hubei province. The research was a mixed methodology research. The population were 577 administrators counselor and counselors. The sample was 238 administrators and counselors. Determined sample size with Krejcie and Morgan's table, and obtained by stratified random sampling technique. 7 key informants were mainly heads of academic and engineering departments, department secretaries, deputy secretaries, and counselors with more than five years of student work experience in five normal public universities in Hubei Province. Selecting by purposive sampling. The instruments were semi-structured interview form, five-point rating scale questionnaires and Focus Group Discussion form.

The response rate of questionnaires was 100%. Statistics for data analysis included frequency, percentage, mean, Standard Deviation, Exploratory factor Analysis, and content analysis was employed. The research findings were: (1) counselors leadership development for administrators in universities under Hubei province consists of five components and 44 indicators: ideological and political guidance, interpersonal relationships and action skills, the appeal that unites people's hearts, educational management ability and situational factors; (2) There were five guidelines to improve counselors leadership development guidelines for administrators in universities under Hubei province.

Keywords: Counselor Leadership Development; Administrators Universities under HuBei Province

Introduction

The report of the 20th National Congress of the Communist Party of China (2022) pointed out: "Education is a major plan of the country and a major plan of the Party. What kind of people to train, how to train people, and for whom to train people are the fundamental issues of education." "The foundation of educating people lies in establishing morality." Colleges and universities are the main place for cultivating moral character, and counselors play an important role as the main body of education and management of college students. The expansion of college enrollment and educational reform have gradually evolved the identity of counselors from the traditional ideological and political educator to the multiple identities of educator, manager and service provider (Yang Xuelian. 2014). The rapid development of the Internet

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and information technology has a profound impact on the growth model of college students and brings new challenges to the educational management work of counselors. In the context of the current deepening of higher education reform and the increasingly diversified characteristics of college students, the roles and responsibilities of counselors have also evolved (Geng Keyao 2015). The leadership level of counselors will be directly related to the growth and success of college students, and counselor leadership is affected by many factors, including personal internal factors and external work environment (Yang Lu, Liu Ting. 2020). Facing the characteristics of college students in the new era, what challenges will counselors face in their educational management work? What factors will affect the leadership of counselors? How to improve counselors' leadership skills? Exploring these issues will become very necessary and meaningful. The discussion of this study can effectively help counselors and colleges and universities better deal with new situations and new problems in student education management.

In order to solve this problem, the researchers conducted an in-depth study of the quality and leadership level of counselors through semi-structured interviews with educational managers and counselors. The researchers used exploratory analysis to study the components of counselor leadership. Provide scientific leadership training programs for colleges and universities through focus group discussions, help counselors better cope with work challenges in the new situation, and promote the improvement of the quality of talent training in colleges and universities. Therefore, research on counselor leadership not only has theoretical value, but also has guiding significance for practical work.

Research Objectives

- 1.To explore components and indicators of counselors leadership development guidelines for administrators in universities under Hubei province.
- 2.To propose guideline to improve counselors leadership development guidelines for administrators in universities under Hubei province.

Research Methodology

1. Population and sample

The population is 577, they are counselor administrators and counselors. They came from five public normal universities in Hubei Province. The researcher used Krejcie & Morgan's table (1970). Stratified sampling technique was used and the sample size was 238 administrators and counselors. The seven main informants are secretaries, deputy secretaries and counselors with rich experience in student management from five universities in Hubei Province. The key informants were nine experts who participated in a focused group discussion to discuss the five components obtained through exploratory factor analysis and provide guidance on improving counselor leadership.

2. Research instruments

The researcher used a three-part questionnaire; Part 1: General Information of respondents (6 items), and Part 2: The Counselor Leadership Development In Universities Under Hubei Province (Five-point rating scale) (44 items). Part 3: Suggestions and additional comments (Open Ended).

The instrument starts from step (1) as a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. For content validity, it was checked by 5 experts and analyzed using index item objective congruence (IOC), and the item value between 0.60-1.00. For reliability, Cronbach's Alpha was used for analysis at 0.889.

3. Data collection

Data collection is done by researcher, make contact with key informants and identify themselves. Send the questionnaire by email. The steps of data collection are as follows:

Step 1: Applied to the BTU Faculty of Education for permission to continue research and to conduct research in accordance with the directed procedures and research plan.

Step 2: The sample has been directly informed of its content scope and research objectives, and has received a formal permission letter from the university to the sample, allowing them to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority.

Step 3: To distribute questionnaires online at the same time.

4. Data analysis

The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of effectiveness management were analyzed by descriptive statistics; mean, Standard Deviation (S.D.), skewness (Sk.), kurtosis (Ku.). The components of counselor leadership were analyzed through exploratory factor analysis (EFA).

Research Conceptual Framework

Leadership: Susan R. Komives, Nance Lucas(2014) defines leadership as the process of persuasion, or the process by which an individual persuades an organization to pursue goals set by the leader or goals shared by the leader and his or her followers. Zou Yuan(2015) defines leadership refers to the combined efforts of various factors performed by an individual or a group to guide and lead an individual, team or organization toward a goal and to achieve it.

Counselor leadership: Lei Youliang(2016) the counselors leadership refers to the ability of a counselor to educate and guide students to establish correct worldviews, outlooks on life and values, guide students in scientifically formulating career plans and personal development goals, supervise and help students successfully complete their studies, and achieve the goals of various stages of university. refer to the leadership of University counselors is the ideological and political education work carried out by University counselors in order to achieve the fundamental task of cultivating moral character and cultivating people. In the process, the sum of various factors such as values, personality charm and talent quality that exert a positive influence on students mainly includes political leadership, ideological guidance, moral charisma and talent guidance.

Counselors leadership development: refer to a systematic and purposeful process aimed at improving the ability and potential of counselors to play a leadership role in the educational process, to better fulfill their responsibilities in university education management, and to effectively guide Students grow healthily and develop in an all-round way. This development encompasses many dimensions, including personal qualities, professional skills, organizational abilities, and influence on students and the educational mission.

Hubei public normal university: refer to a university in Hubei Province that is funded by the national finance or local government and focuses on training teachers for primary and secondary education. There are five public normal universities in Hubei Province. These five universities are both directly managed by the Ministry of Education and directly managed

by local governments. They are all relatively comprehensive universities. Studying the development of counselor leadership in these universities will be representative in higher education in Hubei Province.

Research Results

Section 1: Result of Content Analysis for Research Objective 1

The researchers reviewed the literature and found 67 sub-variables, of which 55 were derived from relevant literature and 12 new variables were derived from interviews with key informants. The researchers combined the content analysis of the literature review with the analysis of semi-structured interviews with experts and identified a total of 60 variables. Based on the above indicators, the researchers compiled a questionnaire using a five-point Likert scale and sent the questionnaire to 5 research experts for IOC verification. The items with scores lower than 0.5 were revised and items with scores higher than or equal to 0.6 were retained. s project. Finally, 44 variables were obtained, and prepared a research instrument as a five-point rating scale questionnaire.

Section 2 : Result of Data Analysis for Research Objective 1

According to statistics, the five public normal universities in Hubei Province currently have more than 577 counselor administrators and counselors. In this survey, the researchers distributed 238 questionnaires and recovered 238 questionnaires as the final questionnaire results.

Part I: Result of Data Analysis on Questionnaire: Demographic Information

By analyzing the distribution and structural characteristics of universities in Hubei Province that a total of 238 respondents participated in the survey, including 118 males (49.6%) and 120 females (50.4%). Among them, 100 people aged lower than 30 years old accounted for 42%, 97 people aged 31-40 accounted for 40.8%, 30 people aged 41-50 accounted for 12.6%, and at least 11 people aged 51-60 accounted for 4.6%. Judging from the age distribution, there are relatively many people under the age of 40 among the sample population interviewed this time. Among the respondents, 59 had undergraduate course degrees, accounting for 24.8%, 150 had master's degrees, accounting for 63%, and 29 had doctoral degrees, accounting for 12.2%. From this set of data, we can see that current university counselors and managers generally have higher academic qualifications. According to the jobs, 158 people as Counselor, accounting for 66.4%, 80 people as Administrative Leader, accounting for 33.6%. It can be seen from the position distribution that the data is basically consistent with the sample size of this study. For the professional title, it was found that 56 people were assistants with 23.5%, 156 people were instructors, with 65.5%, 26 people were associate professors, with 10.9%. According to the years of working experience, 49 people have 1-3 years, accounted for 20.6%, 85 people have 4-8 years, accounted for 35.7%, 56 people have 9-15 years, accounted for 23.5%, 37 people have 16-20 years, accounted for 15.5%, 11 people have more than 20 years, accounted for 4.6%. From the perspective of working years and professional titles, the interviewees generally have rich work experience, and the distribution of professional titles is generally lecturer or above. The sample population has a high professional level.

Part II Result of Data Analysis on Questionnaire: Exploratory factor Analysis (EFA)

Table 1 Result of Data Analysis on Questionnaire: Analysis of the components and indicators of leadership of university counselors in Hubei Province

Coding	Variable	\bar{x} Mean	S.D.	Sk.	Ku.	T-test	Level
V01	Sharp political awareness and firm political stance	2.996	1.355	0.47	-1.225	3.662**	Moderate
V02	Adhere to the educational philosophy of cultivating morality and nurturing talents	4.294	0.944	-1.831	3.722	3.27**	Highest
V03	Having a broad perspective and the courage to take on responsibilities	4.034	1.039	-1.525	2.389	3.39**	High
V04	Has strong principles, adheres to fair and just handling of affairs, and is fair and just	3.79	1.034	-1.046	1.198	3.347**	High
V05	Integrity and self-discipline, leading by example	2.987	1.224	0.47	-0.853	2.8**	Moderate
V06	Having a solid theoretical foundation and strong theoretical persuasiveness	3.832	0.979	-0.989	1.312	3.526**	High
V07	Have good affinity and are deeply liked and trusted by students	3.903	1.163	-1.221	0.87	6.532**	High
V08	Optimistic and open-minded, with a sense of humor	3.748	1.112	-0.882	0.34	4.525**	High
V09	Having unique personality charm and work style, able to drive and infect others	4.311	0.935	-2.034	4.683	6.265**	Highest
V10	Kind and upright	3.79	1.101	-0.951	0.545	4.926**	High
V11	Strong ability to withstand pressure, good work resilience, able to continue promoting team building under pressure	4.05	1.182	-1.349	1.027	5.315**	High
V12	Emotionally stable and good self-regulation ability	2.945	0.802	-0.099	1.779	4.243**	Moderate
V13	Good empathy, good at listening and empathy	3.735	1.133	-0.921	0.401	8.059**	High
V14	Able to self reflect and constantly summarize experiences	3.815	1.102	-0.963	0.589	4.966**	High
V15	Consistent on the outside and keeping promises	3.807	1.135	-0.925	0.314	5.436**	High
V16	Be enterprising, not satisfied with the status quo, and want to become an influential person	3.782	1.073	-0.92	0.559	5.621**	High

V17	Possess professional knowledge in a wide range of humanities and social sciences disciplines such as psychology, education, management, and law	3.87	1.029	-0.978	0.817	6.055**	High
V18	Be able to transform work experience or cases into research results, and be able to integrate theory with practice	3.895	0.986	-0.826	0.624	5.03*	High
V19	Understand educational trends and grasp student characteristics	4.092	1.059	-1.346	1.447	6.537**	High

Coding	Variable	\bar{x} Mean	S.D.	Sk.	Ku.	T-test	Level
V20	Actively participate in job related training and practical activities	3.878	1.054	-0.909	0.539	5.902**	High
V21	Strong organizational skills and good teamwork skills	3.794	0.97	-0.64	0.439	4.977**	High
V22	Skilled in cultivating and guiding student backbone, emphasizing the development of student autonomy and team spirit	3.815	1.006	-0.9	0.828	4.245**	High
V23	Emphasize the construction of class and club organizations, with a good academic atmosphere	3.992	0.955	-0.834	0.621	4.508**	High
V24	Have keen insight and be able to detect students' mental state and emotional changes and formulate coping strategies	3.803	1.022	-0.79	0.55	5.667**	High
V25	Have psychological counseling skills and be able to carry out psychological counseling work on common psychological problems.	3.794	1.029	-0.75	0.447	3.268**	High
V26	Can provide students with targeted career planning and employment guidance	2.987	1.284	0.457	-0.949	5.801**	Moderate
V27	Able to analyze, evaluate and judge crisis events and formulate strategies	3.584	1.165	-0.528	-0.487	8.244**	High
V28	Familiar with crisis management processes and able to resolve crises in a timely manner	3.664	1.241	-0.741	-0.336	9.289**	High
V29	Good at handling interpersonal relationships and strong coordination ability	3.639	1.196	-0.72	-0.232	8.704**	High
V30	Action ability is better than expression ability, and good at handling specific problems	3.563	1.27	-0.616	-0.603	8.566**	High
V31	Being able to keep up with the times, constantly updating work concepts and methods	3.555	1.119	-0.566	-0.198	8.812**	High

V32	In the face of organizational inertia, reflection, organization and innovation are often used to think and solve problems.	3.752	1.372	-0.947	-0.358	10.326**	High
V33	Strong investigative and research abilities	2.937	1.309	0.117	-1.12	6.83*	Moderate
V34	Have strong execution ability (no evasion)	3.655	1.252	-0.819	-0.24	7.47*	High
V35	Get along well with leaders and colleagues and accurately understand organizational intentions	3.563	1.107	-0.574	-0.107	7.62*	High

Coding	Variable	\bar{x} Mean	S.D.	Sk.	Ku.	T-test	Level
V36	Communicate smoothly with parents and leverage the joint efforts of home and school education	3.634	1.112	-0.649	0.001	8.219**	High
V37	Being able to work deeply with students makes him a good teacher and helpful friend in the hearts of students.	3.55	1.251	-0.663	-0.432	6.82**	High
V38	I can coordinate resources that will help carry out the work	2.992	1.312	0.151	-1.142	10.056**	Moderate
V39	Willing to help students develop and help solve students' difficulties	3.588	1.147	-0.718	-0.082	9.036**	High
V40	The school has a good humanistic environment, counselors are valued, and the sense of self-worth is high	4.256	0.86	-1.724	3.99	3.881**	Highest
V41	Counselors have certain autonomy over student education and management methods	3.945	0.891	-1.01	1.685	4.489**	High
V42	The promotion mechanism for counselors is sound and career development is clear. I am willing to continue working in this position.	4.336	0.749	-1.549	3.832	3.76**	Highest
V43	The school attaches great importance to the ability training of counselors and has specialized leadership-related training.	3.924	0.883	-1.188	2.278	4.454**	High
V44	The incentive mechanism for counselors is good, and the counselors are highly professional and professional.	3.937	0.895	-1.155	2.085	4.712**	High

From Table 1, it is found that overall, the arithmetic mean (\bar{x}) of the 44 variables is between 2.945 - 4.336, which indicates that the arithmetic mean (\bar{x}) of the level value of the variable was moderate to high, The standard deviation (S.D.) is between 0.749 - 1.372. The larger the standard deviation (S.D.) value, the greater the dispersion of the data. From the standard deviation (S.D.) of about 1, we can see that the data is good, but the degree of dispersion is not high. The skewness (Sk.) is between -2.034 - 0.47, the kurtosis (Ku.) is between -1.225-4.683, It can be considered that the questionnaire data Approximately follows a normal distribution. From the table above, we can see the T test that V01-V44 all show significance ($p < 0.05$), which means that the above 44 variables have good discrimination.

Table 2: The KMO test and the Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.892
Bartlett's Test of Sphericity	Approx. Chi Square	5341.171
	DF	703
	Sig.	0.000

Relevant statistical monitoring based on KMO and Bartlett-Kaiser-Meyer-Olkin's test values, Sampling Adequacy (MSA) measurements between 0-1 and Bartlett's Test of Sphere, test statistics, test variables to see if they are related, the KMO test result for the data collected from the study was 0.892.

Among them, the KMO value is used to compare simple correlation coefficient and partial correlation coefficient terms, and its value is between 0 and 1. The criteria for factor analysis are: greater than 0.90, very suitable; 0.70-0.90 is appropriate; 0.60-0.70 is inappropriate; less than 0.6 is inappropriate. Bartlett's sphere test value is used for testing. Between items The correlation coefficient of is significant. If significant (sig.<0.05), it is suitable for factor analysis. The analysis at this stage uses principal component extraction factor orthogonal rotation and varimax rotation for analysis (PCA). The criteria used are considered as follows: (1) It is very important that the number of factor loadings is above 0.55 or higher, (2) according to Kaiser's criterion, the eigenvalue is greater than 1, (3) there are more than three components. Through the analysis of the sample data, the results are considered to be very good of.

Table 3 Rotation sums of squared Loadings

Total variance explained									
Items	Initial eigenvalue			Extract the sum of squared loads			Rotating load sum of squares		
	Eigenvalues	Percentage of Variance	Percentage of Cumulative	Eigenvalues	Percentage of Variance	Percentage of Cumulative	Eigenvalues	Percentage of Variance	Percentage of Cumulative
1	9.23	20.978	20.978	9.23	20.978	20.978	8.274	18.803	18.803
2	6.054	13.76	34.737	6.054	13.76	34.737	6.182	14.05	32.853
3	4.813	10.938	45.676	4.813	10.938	45.676	5.551	12.615	45.468
4	3.941	8.956	54.632	3.941	8.956	54.632	3.379	7.68	53.148
5	2.589	5.884	60.516	2.589	5.884	60.516	3.242	7.368	60.516
6	0.98	2.227	62.743						

Table 3 shows the factor extraction. Through analysis, we can see the effectiveness of the leadership components and indicators of university counselors in Hubei Province. A total of 5 factors were extracted from the factor analysis, and the eigenvalue roots are all greater than 1. The researchers used principal component analysis to analyze the constituent elements, and used the maximum variance orthogonal rotation method to extract a total of 5 factors. It is generally believed that the total variance explanation factor extraction rate is greater than 50%, indicating that sufficient information has been extracted. After the scale is rotated, 60.516% of the information can be explained, and its validity is considered good

Discriminant validity refers to the low correlation or significant difference between the potential traits represented by a dimension and the potential traits represented by other dimensions. If the Chi-square value difference is larger and reaches a significant level, it indicates that there is a significant difference, and the discrimination validity is higher. The evaluation condition is that the internal correlation of each dimension is greater than its correlation with other dimensions, and the items with small correlation coefficient of observed variables in the dimension that does not meet the conditions and lower correlation coefficient than the external dimension are eliminated.

Table 4 Shows the factor loads and variables described in each major component after rotating the shaft

Factor loading					
Indicator	Component				
	1	2	3	4	5
V32	0.861				
V30	0.810				
V28	0.808				
V37	0.807				
V33	0.800				
V34	0.800				
V29	0.797				
V27	0.781				
V31	0.778				

V38	0.777				
V39	0.768				
V35	0.742				
V36	0.711				
V07		0.823			
V11		0.821			
V13		0.817			
V08		0.806			
V15		0.800			
V16		0.799			
V14		0.789			
V10		0.767			
V12		0.750			
V09		0.602			

Factor loading					
Indicator	Component				
	1	2	3	4	5
V07		0.823			
V11		0.821			
V13		0.817			

V08		0.806			
V15		0.800			
V16		0.799			
V14		0.789			
V10		0.767			
V12		0.750			
V09		0.602			
V19			0.816		
V23			0.750		
V21			0.744		
V17			0.741		
V20			0.728		
V22			0.718		
V25			0.709		
V18			0.709		
V24			0.705		
V26			0.685		
V44				0.826	
V43				0.825	
V41				0.793	
V40				0.748	

V42				0.746	
V04					0.806
V03					0.788
V02					0.768
V06					0.716
V01					0.666
V05					0.665

According to research standards, when the number of variables contained in a dimension is less than 3, the dimension will not be used. At the same time, items with factor loading scores lower than 0.5 are deleted, and items with scores higher than 0.5 are retained. Observing the factor analysis results of the questionnaire on the components of leadership of university counselors in Hubei Province, it was found that the distribution of some items was disrupted. According to the items, factors and related indicators, there were a total of 5 components after the transformation. The researchers formed the new Dimensions are classified and named.

The first part: consists of 13 factors V32, V30, V28, V37, V33, V34, V29, V27, V31, V38, V39, V35, V36. The researchers analyzed the content and dimensions of each variable. This part mainly examined the communication skills of counselors and other personnel, including teachers, parents, schools, and students, as well as their ability to handle and coordinate when encountering problems. and other dimensions that reflect the counselor's action ability. Researchers named this dimension: **Interpersonal relationships and action ability;**

The second part: consists of V07, V11, V13, V08, V15, V16, V14, V10, V12, V09 consists of a total of 10 factors. The researchers analyzed the content and dimensions of each variable. This part mainly examined the emotional traits, personality traits, and moral qualities of counselors. The researchers named this dimension: **The appeal that unites people's hearts;**

The third part: consists of V19, V23, V21, V17, V20, V22, V25, V18, V24, V26, a total of 10 factors. The researchers analyzed the content and inspection dimensions of each variable. This part mainly examined the knowledge, learning abilities, organizational abilities, educational abilities, and practical guidance abilities of counselors in their daily work. The researchers included this The dimension is named: **Educational Management Capability;**

The fourth part: consists of V44, V43, V41, V40, V42 , composed of a total of 5 factors. The researchers analyzed the content and investigation dimensions of each variable. This part mainly examined the external influencing factors of counselor leadership, including campus culture, reward mechanisms, promotion mechanisms, training mechanisms and other policy and institutional factors. The researchers included this dimension Named: **Situational factors;**

The last Part 5: composed of a total of 6 factors, V04, V03, V02, V06, V01, V05, The researchers analyzed the content and inspection dimensions of each variable. This part mainly examined counselors' political literacy, ideological quality, theoretical level, reflecting the political literacy requirements for counselors. The researchers named this part: **Ideological and political guidance**.

Table 5 Components of counselor leadership

Order	Assembly	Number of variables	Factor loading
1	Component 1	13	0.711--0.861
2	Component 2	10	0.602--0.823
3	Component 3	10	0.685--0.816
4	Component 4	5	0.746--0.826
5	Component 5	6	0.747--0.847
	All	44	0.665--0.806

According to Table 4.13, there are 5 components. Component 1 includes 13 indicators, and the factor loading coefficient is between 0.711--0.861; Component 2 includes 10 indicators, and the factor loading coefficient is between 0.602--0.823; Part 3 includes 10 indicators, with factor loading coefficients between 0.685--0.816; component 4 includes 5 indicators, with factor loading coefficients between 0.746--0.826; component 5 includes 6 indicators, with factor loading The coefficient is between 0.747--0.847. Then the researchers conducted data analysis on each component and analyzed the variable factor loading interval, maximum eigenvalue and total variance explanation rate of each component after rotation. And explain the indicators with the largest and smallest eigenvalues.

Based on exploratory factor analysis, variables are extracted into key components by analyzing the most likely conditions. (Maximum likelihood) to obtain important variables, the researchers analyzed, summarized, and named the various components and variables obtained, and finally obtained the five components of leadership components of university counselors in Hubei Province, as shown in Figure 1 :

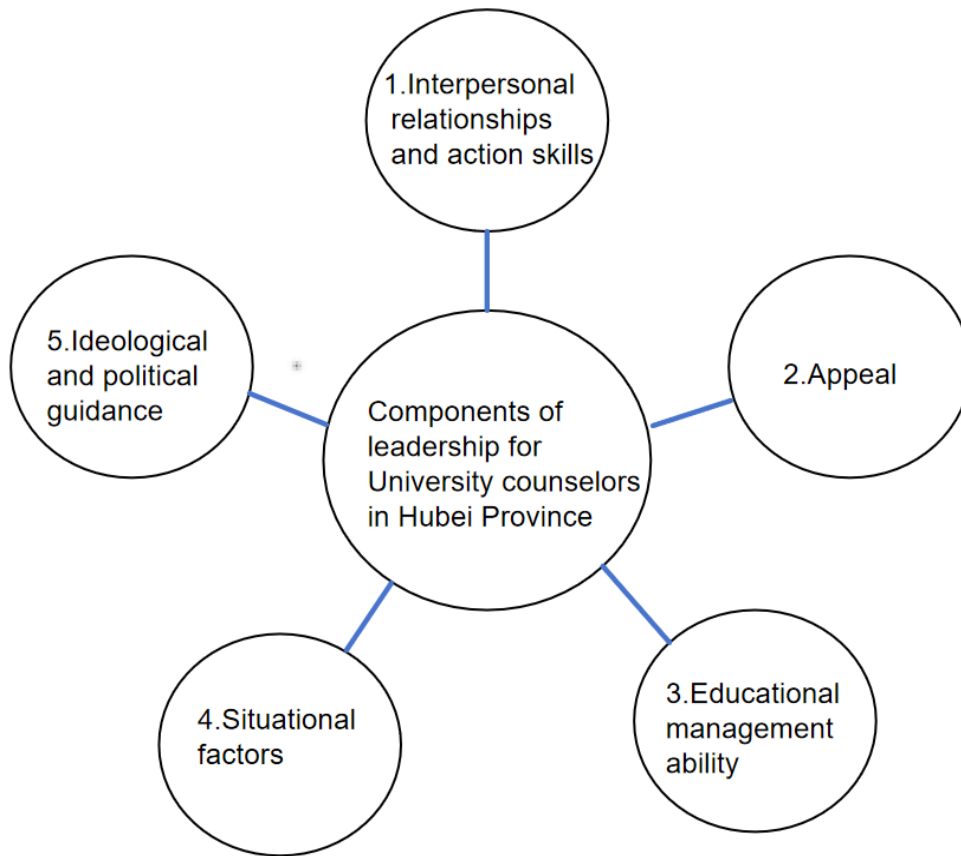


Figure 1 : Components of counselor leadership in Hubei Province

Section 3: Result of Data Analysis for Research Objective 2

Focus group discussions were moderated by the researcher. The key informants are nine experts from universities, including: heads of student management departments, college secretaries, and counselors. They are professionals with more than 10 years of work experience, more than 5 years of team management experience and student management experience. Focus groups discussed the five components and 44 indicators of the exploratory factor analysis provided by the researchers. Based on the principle of freedom and voluntariness, the experts spoke freely, and by exploring the composition of counselor leadership, combined with the current situation and existing problems of counselor leadership, they proposed policies for cultivating counselor leadership in ordinary colleges and universities in Hubei Province.

The researcher sorted out and analyzed the discussions of 9 experts and reached the following conclusions: In conclusion, there were total 25 managerial guidelines, The final summary is summarized into one guideline for each component: (1) Improve interpersonal relationships and mobility: Improve communication skills, focus on teamwork, enhance coordination skills, and improve problem-solving efficiency. (2) Cultivate emotional charisma: Improve counselors' personality charm, pay attention to students' emotional needs, respond positively, and enhance their influence and charisma on students. (3) Improve education management capabilities: maintain learning ability, broaden knowledge base, grasp

educational laws and management principles, improve education management capabilities, and ensure the comprehensive and healthy development of students. (4) Effectively respond to situational factors: Create a good working environment, improve the counselor management mechanism, stimulate counselors' enthusiasm for work, and improve work efficiency. (5) Strengthen ideological and political leadership: Strictly select and hire counselors, focus on examining the counselors' ideological quality and political character, strengthen the educational concept of cultivating moral character, and ensure that students are guided correctly ideologically. As shown in Figure 2:



Figure 2: The guidelines for improving the leadership of university counselors in Hubei Province.

Discussion

Based on the research objectives, the discussion will be presented as follows:

Section 1 Discussion about major findings of objective 1:

In Section 1, Combined with literature review and semi-structured interviews with 7 key informants, the researchers found that the leadership components of university counselors in Hubei Province consist of five parts: (1) Interpersonal relationships and action skills; (2) The appeal that unites people's hearts; (3) Educational management ability; (4) Situational factors; (5) Ideological and political guidance.

Component 1: Although the variables in this component are inconsistent with existing research constructs, they reflect that different research perspectives produce different research conclusions. Counselors are the bridge connecting students and schools, schools and parents. A counselor's communication, coordination and cooperation abilities, that is, a counselor's interpersonal skills, are important abilities for their job qualifications. The conclusion of this study is consistent with Li Xiaojie (2020). The job of counselors is to carry out student management and service work, which is inseparable from cooperation with other teachers and

departments. The conclusions of the study on counselors' cooperation literacy are consistent with the relevant content of He Meng's (2016) study. Counselor leadership is affected by non-power factors, among which counselors' interpersonal skills, affinity, and communication skills are important influencing factors. This is consistent with the relevant research content of Yang Lu and Liu Ting (2020). Through the discussion of relevant research by Xie YaZhuo (2022) and Tan Huan(2014), it was found that the scientific research ability and innovation ability that counselors should possess are important manifestations of counselors' abilities and qualities. The constituent indicators in this part include counselors' Practical and scientific research capabilities. At the action level, it is also reflected in the execution ability and the ability to identify and solve problems. Through the analysis of relevant research on counselor leadership, scholars generally believe that the above action components are important indicators of counselor competency. This conclusion of the researcher is consistent with the research conclusion of Liu Liwei (2022).

Component 2: According to leadership-related theories such as leadership trait theory and great man theory, it is believed that leadership is closely related to the leader's personal traits. The ten indicators in this part cover the personality traits, emotional traits and moral qualities that a qualified leader should possess. Every indicator included in this dimension is a hidden educational force that plays a very important role in promoting the ideological and political education of college students. Indicators V07 and V08 reflect personality characteristics. Improving the affinity and sense of humor of counselors can not only enhance the actual effect of ideological and political education teaching, management and service activities, but also promote the development of good teacher-student relationships and promote the development of affinity and affinity for ideological and political education. Education can have the effect of spring breeze and rain on students. This research conclusion is consistent with related research by Guo Juanxia (2022). Variables V12, V13, V10 and V09 reflect the emotional characteristics of counselors, including personality charm, emotions, etc. Personality charm refers to a person's attractiveness in terms of personality, temperament, ability, moral quality, etc. Counselors' educational guidance to college students is mostly reflected through words and deeds. Therefore, the charisma of counselors is of extraordinary significance in mobilizing and motivating students. The research conclusion is consistent with the research conclusion of Meng Yuan (2019). Variables V15, V16 and V14 examine the counselor's moral character, which are non-power factors. It refers to the subtle influence that counselors have on students when they manage and educate students through their own moral character, knowledge, emotions, etc. This is consistent with Li Shengnan's (2019) research results on the non-powerful influence of counselor leadership.

Component 3: Variables V19, V17, V20, and V22 examine the counselor's learning ability, variables V23, V21, and V26 examine the counselor's organizational ability and practical guidance ability, and variables V25 and V24 examine the counselor's psychological counseling ability. These variables were examined based on the counselor's position and job requirements. They are a realistic reflection of counselors' work abilities and professional abilities. This research conclusion is consistent with the Ministry of Education's (2017) Order No. 43 on counselors' job responsibilities. Lei Youliang's (2016) research pointed out that as a counselor, learning ability is the basis of all work, and good learning ability is the guarantee for completing the work efficiently. Striving to achieve the requirements of "learning, research, and leadership" is the goal of improving the work ability of college counselors. The conclusion

of this study is consistent with the research conclusions of Lei Youliang (2016) and Zhang Mingzhi (2016) on counselors' competency.

Component 4: The position power of counselors is the foundation of counselor leadership. In the process of student education management and services, the influence of counselors on students is inseparable from the identity and work responsibilities of teachers as "counselors." This conclusion of the researchers is consistent with relevant research by Hu Guoying (2009). In the research on counselor leadership, most scholars focus on studying counselors from the perspective of non-power factors and ignore the impact of power factors or external factors on counselor leadership. The researchers conducted comprehensive research from both internal and external perspectives, which has certain reference value for the study of counselor leadership. This is consistent with Xu Siqi (2019) on improving the humanistic environment of colleges and universities, improving the social status of counselors, and improving the counselor training mechanism. Some views on incentive mechanisms coincide, and systems such as promotion mechanisms are important ways to enhance counselors' sense of professional value and accomplishment. This conclusion is consistent with the relevant research conclusion of Lei Youliang (2016). Yang Xuelian (2014) talked about that any leadership is composed of power influence and non-power influence. The power and influence of counselors refers to the coercive influence that counselors' status, qualifications and other factors have on students.

Component 5: From the literature, we learned that the counselor position was mainly engaged in political work for college students at the beginning and was the "political leader" of college students. This research conclusion first complies with the relevant provisions of the "Ministry of Education Order No. 43" issued by the Ministry of Education of China (2017). Song Ying's (2021) research pointed out: Ideological guidance is a core component of college counselor leadership, and its expression is consistent with this study. Sha Jun Research (2022) pointed out: Ideological and political work is the fine tradition, distinctive characteristics and prominent political advantages of the Communist Party of China. It is the lifeblood of all work. Colleges and universities are important places for talent training, and counselors are the backbone of ideological and political education for college students. Li Shengnan (2019) pointed out in the study of counselor leadership that counselors' ideological leadership is the core element of counselor leadership. It is important to promote the high-quality development of college students' ideological and political education and achieve the goal of educating people for the party and the country. of great significance. This research conclusion is also consistent with the results of this study.

Section 2 Discussion about major findings of objective 2:

Based on the main research results, the researchers discussed the five components of counselor leadership, and through group discussions came out five guiding principles for improving counselor leadership. From a theoretical and related research perspective, the results of this study are consistent to a certain extent, but are different from previous studies. This study proposes a more comprehensive and effective approach to further improve the construction and development of counselor leadership teams. Suggestions for cultivating and improving counselor leadership are expounded from the perspectives of external environment and internal personal quality, and summarized into the aforementioned five guiding principles. Relevant research conclusions and Zhao Jinghua's (2016) counselor's own personality charm enable students to have a strong sense of identification with the counselor, thereby improving the counselor's authority and influence; Yang Dong (2019) pointed out that counselors must

first aspire to be a A person with noble moral sentiments. They must be diligent, respect students, be willing to contribute at work, and constantly strengthen personality cultivation to infect and influence the surrounding college students; the relevant research conclusions of Yang Lu, Liu Ting, Tao Jianlan, and Ge Lei (2020) are consistent. Research with Fan Huiping (2015) believes that knowledge training for counselors should be strengthened to improve their learning abilities and enrich their knowledge reserves; Lu Yao (2017) pointed out that training plans and The training content adopts a variety of training methods to improve counselors' professional knowledge, business capabilities, management skills and other related research conclusions.

Recommendation

Part I: Recommend for Policies Formulation

- 1.Improve counselors' interpersonal skills and action abilities, and improve problem-solving efficiency.
- 2.Pay attention to cultivating the inner qualities of counselors, enhancing their personality charm, and enhancing their influence and charisma on students.
- 3.Strengthen counselors' education and management capabilities, broaden counselors' knowledge systems, master educational laws and management principles, and ensure the comprehensive and healthy development of students.
4. Create a good working environment, improve the counselor management mechanism, stimulate counselors' work enthusiasm, and improve counselors' sense of professional value
5. Improve the counselor selection and appointment system, adhere to the principle of "having both ability and political integrity, and matching the person with the position", select talents with high ideological and political quality and strong comprehensive ability, and ensure that students receive correct ideological guidance

Part II: Recommendation for Practical Applications

- 1.Strengthen the training of counselors' leadership capabilities: including training on leadership theory, communication skills and decision-making skills, etc.
2. Establish a counselor leadership evaluation mechanism and use the evaluation results as an important basis for counselor promotion, rewards and punishments.
3. Encourage counselors to participate in student management, including student organizations, activity planning, psychological counseling, etc., to improve leadership and management capabilities.
4. Strengthen cooperation and communication with other departments to obtain support from more departments and better serve students.
5. Serve the goal of talent training, always be student-centered, adjust work strategies and methods according to actual conditions, and ensure the effective display of leadership.
6. To cope with the challenges of the new era, the improvement of counselor leadership will help colleges and universities cultivate more high-quality talents that meet social needs.
7. To promote educational reform and innovation, the improvement of counselors' leadership capabilities will provide impetus for educational reform and innovation and improve the overall effectiveness of educational management.

Part III: Recommend for Further Research

1. Applied research on improving counselors' interpersonal relationships and building action capabilities:

1.1 Research on the application of artificial intelligence in the cultivation of counselors' interpersonal relationships and motivation. Discuss how to use artificial intelligence technology to improve counselors' interpersonal relationships and action capabilities, and provide new possibilities for counselors' training and development.

1.2 A prospective study on crisis management and counselors' mobility. Study the impact of crisis management on counselors' mobility, as well as the forward-looking mobility and scientific crisis handling that counselors should have when facing various crises.

2. Applied research on strengthening and cultivating counselors' emotional charisma:

2.1 Research on the impact of positive psychological qualities on counselors' emotional charisma. By investigating and comparing the positive psychological qualities of different counselors, analyzing their performance in emotional charisma, and proposing effective ways to cultivate the positive psychological qualities of counselors.

2.2 Construction and optimization of counselors' emotional charisma in the new media era. Explore the impact of new media on counselors' emotional appeal and develop targeted training programs to adapt to the new needs of students' emotional experience in the digital era.

3. Applied research on enhancing the capacity building of counselor education and management:

3.1 Research on the training and development of counselors' education and management capabilities. Propose targeted training courses and development strategies, and explore effective training methods and means to improve counselors' educational management capabilities.

3.2 Research on the correlation between counselor team building and education management capacity building. Study the impact of counselor team building on education management capacity building, and provide theoretical support for building collaborative and efficient teams to adapt to the complex management environment of modern universities.

4. Strengthen research on external construction to improve counselor leadership:

4.1 Research on the mechanism of campus culture on counselors' leadership development. By comparing the development status of counselor leadership under different campus cultures, we analyze the impact of various elements of campus culture on the development of counselor leadership, and build a campus culture system that is conducive to the development of counselor leadership.

4.2 Research on policy support and incentive mechanisms for counselor leadership development. Provide suggestions for universities to optimize and improve counselor policy support and incentive mechanisms by exploring the role of policy support and incentive mechanisms in different universities on counselor leadership development.

5. Applied research on strengthening the ideological and political leadership building of counselors:

5.1 Research on the evaluation index system of counselors' ideological and political leadership. This topic selection aims to construct a scientific and reasonable evaluation index system for counselors' ideological and political leadership. The research results can

provide reference for the selection, training and evaluation of counselors, and promote the improvement of counselors' ideological and political leadership.

5.2 The practice and challenges of ideological and political leadership in a cross-cultural environment. Examine how counselors provide cross-cultural ideological and political leadership in an international campus environment, and the practical challenges faced by this leadership model.

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