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An Exploration of the Motivation of College Counselors' Professional Identity Enhancement in the Perspective of Positive Psychology

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Abstract: Comprehensively improving the quality of ideological and political work in colleges and universities, and promoting a high degree of integration between "three-rounded education" and talent cultivation are the new propositions for colleges and universities to implement the fundamental task of cultivating morality and educating people. Through the analysis of professional identity, this study explores the influencing factors of professional identity in the positive psychology perspective of college counselors' professional identity, focuses on three dimensions: cultivating positive personality traits, cultivating positive emotional experience and optimizing counselors' professional system, and focuses on the connotations of setting up correct professional cognition, enhancing strong professional emotion and shaping good professional behavior for college counselors, to further enhance the overall development of college counselors and to improve the quality of their work. It further provides theoretical references for the comprehensive development of college counselors and the enhancement of the professionalization and vocationalization of the counselor team.

Keywords: Foster Virtue Through Education; University Counselors; Positive Psychology; Professional Identity.

1. Introduction

To create a high-quality ideological and political work and party committee work team" "to improve the career development system of full-time college counselors, the establishment of grade, title 'double line' promotion method". College counselors have the dual identity of teachers and management cadres, shouldering the dual mission of college and university moral education and teaching and educating people, and effectively enhance the professional identity of college counselors has an important research significance.

2. Analysis of Counselors' Professional Identity

Career identity (career identity, vocational identity), also known as vocational identity, is a relatively important concept in the field of career development research, which is closely related to an individual's career decision-making, career exploration and career success.[1] Vocational identity first appeared in the field of psychology and was developed from Erikson's theory of "self-identity". Specifically, it means knowing and recognizing the function, significance and value of the occupation one is engaged in, that is, in the process of engaging in the occupation, one knows what one should do and what one should not do, what is worth doing and what is not worth doing, what one must insist on and what one must avoid.[2]Therefore, occupational identity is a process and the same state, which contains a comprehensive and positive psychological state of cognition, emotion, motivation, expectation, value, and satisfaction with the occupation engaged in.

Similarly, with the study of this positive psychological state, it gradually penetrates into the field of education. Counselor professional identity is a positive evaluation of the work that counselors do [3], The so-called counselor professional identity refers to a counselor's recognition of the work he or she is engaged in, the state and process of their own regulation of professional adaptation and development.[4] The professional identity of counselors is influenced by a combination of many factors such as individual factors, school type, geographic region, and salary package.[5]

At present, the academic research on the professional identity of college counselors is mainly divided into the following two main categories. (1) Extrinsic motivation. The connotation of college counselors' professional identity is rich, including meeting needs, improving ability, guaranteeing treatment, and recognizing status[6];To enhance the professional identity of counselors and solve their professional development dilemma, it is necessary to scientifically define the role of counselors, build a standard system of professional competence, meet professional expectations and solve identity confusion.[7] Some scholars analyze the characteristics inherent in the professional identity of college counselors from the demographic variables, and they believe that, with the practice of the Professional Competency Standards for Counselors in Colleges and Universities (Provisional), the inclusion of college counselors in the National Occupational Classification Dictionary will become inevitable, and the social identity of the college counselor's profession is bound to be further enhanced.[8]College counselor as a specialized occupation, is in the process of promoting the professional identity of counselors gradually to be determined, one is the state of the college counselor job setting regulations continue to be clear, and the second is the college counselor job management of the specificity of the policy has been gradually clarified.[9](2) Intrinsic motivation. Under the co-created learning atmosphere, counselors carry out theoretical research and time exploration around the core literacy system, and in the process continue to enhance their sense of professional identity, sense of belonging, and sense of achievement, and ultimately realize the comprehensive enhancement of

vocational ability and professionalism[10];It further strengthens the counselors' own ideological understanding of core professional competence enhancement, stimulates the endogenous motivation of counselors to pursue development, and truly enhances the sense of professional identity of counselors.[11]The counselors elaborated on their understanding of the competency of college counselor positions from their own work situation, emphasizing their own sense of identification with the profession, their ability to communicate with students, and their caring for and understanding of students.[12]Encourage counselors to go to new environments to show their professional image, to learn and enhance their professional competence, to increase the social influence of counselors' work, and also to enhance the professional identity of the counseling team through exchanges, sharing and learning.[13]

To summarize, the research results of these scholars provide very valuable reference for the study of this paper. However, it is not difficult to see that the research hotspots of academics on counselors' professional identity focus on the aspects of college counselors' role positioning, professional ability improvement and career development path. So, what factors have an impact on the professional identity of college counselors? And how to improve the professional identity of college counselors? This paper tries to provide reasonable suggestions for improving college counselors' professional identity through the relevant theories of positive psychology.

3. Analysis of the Influencing Factors of College Counselors' Professional Identity from the Perspective of Positive Psychology

In 1998, Martin Seligman, a leading contemporary American psychologist, first used the concept of Positive Psychology, and together with Kennon M. Sheldon and Laura King, defined the essential characteristics of Positive Psychology: Positive psychology is the science devoted to the study of the vitality and virtues of ordinary people. As more and more psychologists became involved, positive psychology gradually became a new trend in the field of psychology. The emergence of this trend of research has inspired people to avoid their own shortcomings and weaknesses, and to explore, understand, develop, and cultivate the potential strengths that human beings have in themselves.[14]

In the field of education, the theory of positive psychology provides an ideal goal and frame of reference for the study of teachers' professional identity. Teachers' awareness of their profession, their emotions, their expectations, and their comprehensive knowledge and perception of their own professional competence encompass elements of how to become a teacher, how teachers should act, and how they perceive the work of teaching.[15] This provides a new theoretical perspective for studying the professional identity of college counselors.

3.1. Personality Factors: Role Perception Bias

The role perception of college counselors includes career choice, career competence and career goals.

3.1.1. Career Choice

The deviation of college counselors' career cognition appears from the early stage of career choice. Some college counselors regard their work as a "springboard" and treat the counselor position as a temporary job to make a living, hoping that after a period of time, they will either change their jobs or find another career.[16]In their view, the identity of college counselor is just a stable job, cannot accurately recognize and grasp to the counselor work object, work content and work methods, once in the early career cannot be quickly integrated into the role, will not be able to obtain a sense of professional identity and sense of belonging.

3.1.2. Career Competence

The professional ability of college counselors should contain three basic elements: the ability to do the job, the professional quality of doing the job and the management of their own career. With the improvement of college disciplines and specialties and talent cultivation goals, the college counselor team knot in the actual work also shows the problems of insufficient management experience, simple work style, and insufficient professional skills. With the diversification of the work content of college counselors, negative feelings such as "I really want to do a good job, but I'm a little overwhelmed", "I feel it's too difficult to do students' ideological work", "Students question me, what should I do? Negative feelings such as "I really want to do a good job, but I'm a bit overwhelmed", "I feel it's too difficult to do students' ideological work", "Students question me, what should I do?" and other negative feelings reflect their lack of professional competence and fear of their skills.

3.1.3. Career Goals

The career goals of college counselors should be based on the three career level standards for junior, intermediate and senior counselors in the "Competency Standards for Counselors in Colleges and Universities (Provisional)", and on the basis of self-assessment, organizational assessment and environmental assessment, they should reasonably set short-term (2-3 years), medium-term (3-5 years) and long-term (more than 7 years) career goals, but this process often takes a longer career life cycle. In fact, the career life cycle of college counselors is not complete, with the growth of age, rich experience, and reasonable return to the understanding of professional values and expectations.

3.2. Emotional Factors: Lack of Positive Professional Emotional Experiences

Positive emotional experience is mainly expressed in two aspects: sensory pleasure and psychological enjoyment. College counselors in the work of frustration and tension and other emotional decay phenomenon, the heart is more irritable, lower sense of well-being, life and work enthusiasm attenuation, lack of motivation, and then unconsciously less professional participation.[17]College counselors bear the double pressure from the work and life, negative, adverse emotional experience tends to affect each other, transform each other, once the "frustration", "nervousness" and other emotional decay of sensory enjoyment cannot be effectively eliminated, will be transformed into a "low sense of well-being", "lack of motivation" of the adverse psychological feelings, resulting in the reduction of the professional identity of college counselors.

3.3. Occupational System Factors: Inadequate Building of Occupational System Systems

At the level of counselor career system, college counselors have the "dual identity" of teachers and cadres, and at this stage, there are personnel agency and labor dispatch status in

the college counselor team, which is not recognized by the organization department and is a denial of the "cadre status". At the level of work system, college counselors take on work that is not highly related to their duties, which greatly squeezes and consumes their time and energy in carrying out ideological and political education and student management. At the level of education and training, the implementation of the three-level education and training system at the national, provincial, municipal and school levels is insufficient, and there is the phenomenon of hot at the top, warm at the middle and cold at the bottom. At the level of the family system, the degree of social recognition is low, and the work is not supported by the family.

4. Enhancing College Counselors' Professional Identity from the Perspective of Positive Psychology

Studying the intrinsic motivation and external support system from the three dimensions of positive personality, positive emotional experience and optimization of counselor career system is a new strategy to enhance the professional identity of college counselors.

4.1. Cultivating Positive Personality Traits: Establishing Correct Career Cognition of College Counselors

Positive personality is the basic element for college counselors to do their job well, through enhancing positive work experience and cultivating good self-esteem, so as to improve the career cognition of college counselors.

4.1.1. Promote Positive Work Experience

Positive work experience comes from the joy of students' growth and the affirmation of one's own work. We should take the promotion of the overall development of college students as the fundamental criterion for college counselors to test their moral integrity, educate and guide students to cultivate good political quality and moral character, improve learning skills and professionalism, and promote the all-around development of students to grow up and become successful. At the same time, in the face of diversified work content, they should be good at discovering and summarizing the highlights of their work, forming new work programs and experiences, and enhancing positive work experiences, so as to continuously improve the quality of their work and gain a greater sense of accomplishment at work.

4.1.2. Developing Good Self-esteem

Self-esteem is really an attitude toward the self that results from an individual's evaluation of his or her own skills, abilities, relationships, etc. [18] The key to cultivating good self-esteem of college counselors is to enhance the sense of belonging and control, which requires college counselors to continuously improve their self-worth and self-competence in their work. College counselors should combine their work and their own reality, set reasonable work goals, make good career planning, and realize the unity of business ability and investigation and research ability, so as to gain students' recognition, peers' affirmation, and self-appreciation.

4.2. Fostering Positive Emotional Experiences: Enhancing Strong Professional Emotions in College Counselors

Positive emotions are conducive to fully mobilizing the motivation to participate in the work, eliminating or inhibiting emotional decay, improving mental health, enhancing strong professional emotions, and promoting the professional identity of college counselors.

4.2.1. Improve the Mechanism to Enhance Professional Happiness

Only when counselors are happy with the profession they are engaged in can they be physically and mentally happy, carry out all their work more actively and diligently, and grow and progress in their work.[19]Occupational happiness runs through the whole process of their career cycle, so they should improve their ability to actively adapt to their work, find the combination of their work and their own interests, improve their working ability in work practice, improve and innovate their working methods, and achieve effective work. Colleges and universities should also pay attention to both material rewards and spiritual incentives, and implement the national policies on the identification of counselors, salary, title promotion, learning and training, etc., to enhance the sense of professional happiness of college counselors.

4.2.2. People-oriented, Focusing on Humanistic Care

Colleges and universities should adhere to the humanistic approach, carry out flexible management, objectively and scientifically appraise the work performance of counselors, reasonably carry out performance appraisals, and at the same time pay attention to the personal development, sense of self-worth, sense of work efficacy, sense of achievement and emotions of counselors.[20]Pay attention to and strengthen the humanistic care of college counselors, meet their needs for learning, improvement and development, set reasonable work goals, pay attention to the transmission of work pressure, optimize the policy environment and work environment, pay attention to career development, and take care of mental health; encourage them to integrate their personal career development vision with the fundamental task of cultivating morality and educating people and the development goals of the school, and to work hard to realize their own value and the pursuit of their life based on the duties of their positions.

4.3. Optimizing the Professional System of Counselors: Shaping Good Professional Behavior of College Counselors

Constructing a positive social system in terms of career system and school system can fully stimulate the work vitality of college counselors and enhance their professional identity.

4.3.1. Adhering to "Integrated" Management to Enhance the Professional Competence of College Counselors

A professional qualification training and certification system has been established to classify college counselors according to the Competency Standards and to promote training and certification of professional qualifications. Implement stratified and categorized training, set up different levels of vocational competence training modules according to the primary, intermediate and advanced vocational grades, and scientifically and reasonably arrange theoretical learning, business training and practical exercises. Explore the establishment of an exit mechanism, in accordance with the principles of "up and down", "superiority" and "inferiority", formulate the criteria for "exit", standardize the "exit" method, adhere to the distinctive orientation of selection and employment, and promote the college counselors to really become experts in teaching and educating people with morality and ethics.

4.3.2. Implementing the Construction of "New Academic Work" to Improve the Quality of Talent Cultivation

In view of the new situation of the development of the times, the new requirements of the Party's administration, the new characteristics of students' growth and development, the new orientation of higher education reform, and the new situation of ideological and political work, the student work in colleges and universities should have the courage of self-revolution, vigorously push forward the construction of the "new student work", accelerate the transformation and upgrading of student work, and strive to cultivate new people of the times who will take on the great responsibility of national rejuvenation. Focusing on the capacity building of counselors, it creates a capacity training platform for work practice, practical exercise and theoretical research, so that counselors can enhance their business ability, refine their professional skills and improve their research level in their work. We will build a mechanism for collaborative education, adhere to the overall leadership of the party committee of the university, fully integrate the strengths of the departments of academic work, teaching affairs, scientific research, the Youth League Committee, and logistical support, coordinate the promotion of talent cultivation, and build a three-pronged pattern of educating people. Improve and perfect the efficient protection system, pay high attention to the working environment and career development of counselors, and implement the smoothness of the title, standardization of learning and training, diversification of assessment and evaluation, and legalization of treatment and allowance.

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