Research on the Role Construction of College Counselors in the New Era

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Abstract
College counselors play an irreplaceable key role in the moral education of personnel training, and the country and society have high expectations for them. Counselors should fully understand their own role expectations, and then carry out role practice to complete the mission given to individuals by the times. Through the research, it is found that college counselors are faced with many dilemmas in the process of role construction, such as diversity of role expectation, insufficient role comprehension and heavy role practice. It is necessary for individual counselors to improve their role comprehension level and role practice ability, and to create a professional and professional growth environment for counselors, so as to help counselors get out of the dilemma of role construction under the joint action of internal and external factors.

Keywords
A New Era; College Counselors; Role Construction.

1. Introduction
"Role construction is the behavior that role players try to play their roles better and give them richer connotations in the process of playing social roles [1]." When an individual plays a social role, he first faces the expectation of the society or others, and then needs to comprehend the role expectation, then practice the role and construct the role in the process of role practice. In the new era, the ideological and political work in colleges and universities needs to answer the fundamental questions of what kind of people to train, how to train people and for whom. Colleges and universities need socialist builders and successors with all-round development of morality, intelligence, physique and beauty, and college counselors play an irreplaceable key role in the moral education of personnel training. Therefore, the role construction of counselors directly affects the level of personnel training in colleges and universities.

At present, there are few studies on the role construction of college counselors, but there are some research results on role expectation, role comprehension and role practice in role construction: Hu Pei believes that the role expectation of counselors mainly comes from society, schools, students and counselors themselves; Luo Siqing believes that counselors need to update their educational concepts, improve their work practices, enrich their management knowledge, and pay attention to the "love, care, patience and responsibility" in the work process; Dai Rui thinks that the role practice of the counselor's "life tutor" should be a kind of hidden role that is not shown for the time being, which requires the counselor to learn hard and use the ability of prediction, discrimination and new communication effectively under the open social mentality. These research results can help counselors to better construct their own roles, but there are still some shortcomings in academic theory and empirical research, which need further research.

This paper attempts to learn from Ralph Turner's role construction theory, which is the representative of the process role theory: analyzing the "role expectation" of the country and
society for college counselors in the new era through text research, understanding the actual situation of "role comprehension" and "role practice" of college counselors through questionnaire survey, and finding out many difficulties faced by the role construction of college counselors in the new era; Secondly, through in-depth interviews, this paper explores the role construction of excellent counselors in role practice, and summarizes the regular understanding and measures. And from the organization (education administrative departments, colleges and universities) and individual (counselors), this paper puts forward the path suggestions to construct the role of counselors in colleges and universities in the new era, so as to better complete the historical mission of cultivating socialist builders and successors with all-round development of morality, intelligence, physique and beauty.

2. Necessity of constructing the role of college counselors in the new era

The key to the cultivation of talents lies in the quality of teachers. To cultivate talents in the new era required by the operation of the socialist system, it is necessary to establish an ideological and political work team and a party work team with excellent quality in colleges and universities. In this team, as the backbone of ideological and political education for college students, the professionalization and professional development of college counselors is particularly urgent.

Since the establishment of the student political counselor system in Tsinghua University in 1953, the college counselor system has gone through 65 years. The role of college counselors has changed according to the needs of the times. The title of the role has changed from "political counselor" to "counselor", and the role function has changed from "unitary role" to "multiple role". As a college counselor who stands at the last mile of college students' ideological and political education, the state and society expect him not only to play the role of organizer, implementer and instructor of college students' daily ideological and political education and management, but also to strive to become a life mentor and intimate friend of healthy life for students.

"In sociology, it is generally believed that role is the key concept connecting individuals and society [2]." Ralph Turner's theory of role construction, the representative of process role theory, is enlightening. In his view, when individuals construct roles, they will first face role expectations, "stable roles will be given reasonable expectations [2]," and secondly, they need to comprehend roles. "Individuals have a general concept of the contents and elements that constitute proper performance of roles [2]." Finally, the role construction is carried out in the process of role practice. "Individuals tend to construct self-concept by selectively confirming the role that is more suitable for them in their system." "When playing a role, the individual will take actions to alleviate the role tension caused by role contradiction, role conflict and role deficiency, and play the role more fully [2]." Therefore, after understanding the role expectation, the individual first comprehends the role, and then carries out role practice. In the process of role practice, the individual also plays its own active role, thus continuously constructing the role.

In order to realize the professionalization and development of college counselors in the new era, counselors need to fully understand the role expectations given by the state and society, make individual role practice meet the requirements of role expectations, and on this basis, constantly construct counselors' roles and enrich their role connotations. Therefore, it is not difficult to see that constructing the role of college counselors in the new era is a necessary way for counselors to achieve professional and professional development, and it is also a necessary way to improve the ideological and political education level of college students, and it is also a necessary way to complete the historical mission of cultivating socialist builders and successors with all-round development of morality, intelligence, physique and beauty.
3. Status quo of role expectation, role comprehension and role practice of college counselors in the new era

When determining the role expectation of college counselors in the new era, this paper mainly based on the description of counselors' professional functions in the Professional Ability Standard of College Counselors (Provisional) promulgated in 2014 and the description of counselors' duties in the Regulations on the Team Construction of College Counselors revised in 2017, and determined it as a role set consisting of nine roles. In determining the role comprehension and practice of college counselors, this paper conducts a questionnaire survey. In order to make the survey results representative, the survey samples include variables such as different gender, working years, professional titles, school-running level of working schools and discipline attributes of work units. 216 counselors from 26 provinces across the country participated in this questionnaire survey. Table 1 shows the basic characteristics of the survey samples. The questionnaire mainly involves the basic work information of counselors; Comprehension and practice of counselor’s role set; The problems faced by counselors in the process of specialization and professionalization and the support they need to achieve specialization and professionalization. Through text research and questionnaire survey, it is found that in the process of role construction, college counselors in the new era have various role expectations, inadequate role comprehension and heavy role practice. Now we will discuss the above conclusions one by one:

Table 1. Basic characteristics of survey samples

<table>
<thead>
<tr>
<th>Survey items</th>
<th>Variable</th>
<th>Proportion</th>
<th>Survey items</th>
<th>Variable</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Man</td>
<td>38.99%</td>
<td>Work college (department)</td>
<td>College of Liberal Arts (Department)</td>
<td>38.99%</td>
</tr>
<tr>
<td></td>
<td>Woman</td>
<td>61.11%</td>
<td></td>
<td>College of Science (Department)</td>
<td>29.63%</td>
</tr>
<tr>
<td></td>
<td>1-3 years</td>
<td>38.89%</td>
<td></td>
<td>College of Engineering (Department)</td>
<td>31.48%</td>
</tr>
<tr>
<td>Working life</td>
<td>4-8 years</td>
<td>37.04%</td>
<td></td>
<td>Without</td>
<td>22.69%</td>
</tr>
<tr>
<td></td>
<td>Over 8 years</td>
<td>24.07%</td>
<td></td>
<td>Assistant</td>
<td>31.94%</td>
</tr>
<tr>
<td>&quot;Double First-class&quot; Construction of Colleges and Universities</td>
<td>25.46%</td>
<td>Lecturer</td>
<td>41.20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-running level of work unit</td>
<td>Ordinary undergraduate course colleges and universities</td>
<td>31.94%</td>
<td>Associate professor</td>
<td>4.17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Universities in independent undergraduate course</td>
<td>13.43%</td>
<td>Professor</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher vocational colleges</td>
<td>29.17%</td>
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</table>

3.1. Expectation: the diversity of college counselors' role expectations

At the beginning of the college counselor system, counselors were called "political counselors", and their role was a single "political guide". After entering the 21st century, China’s higher education has developed continuously, and the role of college counselors has changed from unitary to pluralistic. College counselors are not only "political guides" for college students, but also "managers engaged in daily ideological and political education and management of college students, educators who teach and educate people, and service providers who help students grow up healthily" [3]. Since the 18th National Congress of the Communist Party of China, the state has paid more attention to the construction of college counselors. In 2014, the Ministry of Education promulgated the Professional Ability Standard of College Counselors (Provisional) (hereinafter referred to as the Standard), which is the first authoritative document describing the professional ability standard of college counselors. The Standard is the basic basis for the training, admission, training and assessment of college counselors. This document defines nine
professional functions of counselors from the aspects of ideological and political education, party and class construction, academic guidance, etc. It also divides the professional levels of junior counselors, intermediate counselors and senior counselors according to their professional years of 1-3 years, 4-8 years and over 8 years and corresponding ability requirements. In 2017, the Ministry of Education revised and promulgated the Regulations on the Team Construction of College Counselors (hereinafter referred to as the Regulations). The basic spirit of the Regulations and the Standards come down in one continuous line. The job responsibilities of counselors are described as ideological and theoretical education and value guidance, party and class construction, study style construction, students' daily affairs management, mental health and consultation, network ideological and political education, campus crisis response, career planning and employment guidance, and theoretical and practical research, and the specific work content of each responsibility is specified. Whether it is the description of counselors' professional functions in the Standard or the description of counselors' job responsibilities in the Regulations, it can be regarded as the "role expectation" of the state and society for the social role of college counselors.

According to the relevant descriptions in the Standards and Regulations, this paper defines the "role expectation" of college counselors in the new era as nine aspects: 1. Ideological and theoretical education and value leaders; 2. Party and class builders; 3. Style builders; 4. Student daily affairs manager; 5. Mental health and counseling workers; 6. Network ideological and political educators; 7. Responders to campus crisis events; 8. Career planning and employment instructors; 9. Theoretical and practical researchers. Based on this role set, the actual situation of counselor's role comprehension and role practice is inferred from the data of questionnaire survey.

3.2. Unclear thinking: The inadequacy of role comprehension

Figure 1. Understanding the role of college counselors

There is a problem of insufficient understanding of counselors' roles, which leads to role distance in the process of counselors' role practice. Figure 1: Counselors do not 100% agree with their role expectations given by the state and society, that is to say, counselors do not fully agree with the role expectations given by the state and society. Turner believes that individuals
who play roles have self-concepts: "Roles that are inconsistent with individual self-concepts are likely to be played far from the requirements, while those roles that are regarded as the core of self-definition by individuals will be played very differently [4]." In addition to the ideological and theoretical education and the role of value leader, the counselor group almost completely agrees with the other eight roles, which will lead to the phenomenon of role distance in the process of role practice. For example, 23.61% of counselors do not recognize the role of theoretical and practical researchers, so it is difficult for them to persist in theoretical study and practical research after heavy work, thus making it difficult for them to improve their work level, stand out in the evaluation of professional titles, and easily fall into professional dilemma caused by poor professional ascending channel.

### 3.3. Unable to bear the heavy burden: The heavy nature of role practice

![Figure 2. Statistics on the number of college counselors taking classes](image)

Nearly 82% of the instructors exceeded the rated student capacity. As shown in Figure 2, only 18.06% of counselors with less than 200 students, and 81.94% of counselors with more than 200 students. Nearly 82% of counselors are responsible for the workload of more than 200 students, and even more, more than 500 students, which is far from the document requirement that full-time counselors should be set up according to the ratio of teachers to students of not less than 1:200. The work of student counselors itself involves ideological and political education and value guidance, party and class construction, daily affairs management and other aspects, which directly leads to the extremely heavy daily work of most counselors.

More than 50% of counselors undertake many administrative tasks in the college. In addition to serving as a student counselor, counselors also need to undertake other administrative tasks in the college. According to the survey, counselors need to undertake many tasks, such as party building, youth league division, enrollment and employment, class change, funding, publicity, psychology and so on. More than 50% of counselors are responsible for three or more administrative tasks of the college, and even more are in charge of many administrative affairs, such as the work of the Youth League Committee, students' scientific and technological innovation, study style construction, students' social practice and volunteer service, publicity, new media construction, and other tasks assigned by the leaders at the two levels of the college.
Counselors’ role practice and understanding are not completely consistent. According to the role theory, the situation of role comprehension determines the situation of role practice. For example, counselors who think that counselors should play the role of ideological and political education and value leader will help students to constantly strengthen their four self-confidences and firmly establish correct world outlook, outlook on life and values in practical work; To help students deal with specific problems such as ideological understanding, value orientation, study and life, choosing jobs and making friends. However, in the process of role practice, counselors are limited by external environment and personal ability, which makes it difficult to keep a high degree of consistency with the initial role comprehension. Figure 3: In the practice of counselor’s role, the top three items that take up the most counselor’s time are playing the daily affairs manager of students, playing the party group and class builder, and playing the style builder. However, in the understanding of counselors’ roles, the first three items are ideological and theoretical education and value leaders, party and class builders, and network ideological and political educators. There is only one overlap between role comprehension and role practice, which shows the difference between counselor’s role practice and role comprehension.

More than 90% of counselors are involved in students’ daily affairs management, while less than 10% are devoted to theoretical and practical research. Figure 3: 93.98% of counselors think that playing the role of student daily affairs management workers occupies the top three working hours. Counselors should not only complete the daily affairs management of as few as 200 students but as many as 500 students, but also complete the work issued by the school organization department, propaganda department, student affairs department, post-insurance department, enrollment and employment department and other tasks assigned by the leaders at the two levels of colleges and universities. These trivial daily affairs management work cost counselors a lot of time, and counselors have no energy to play other roles, which leads to great
differences in their own role comprehension and role practice. Counselors subjectively feel like the nanny of students and the handyman of colleges, and it is difficult to embody the role of teachers. Figure 3: Only 9% of counselors put theoretical and practical research in the top three in practical work, and it is difficult to help counselors upgrade their frontline practice into theoretical achievements and improve their education level without paying attention to theoretical and practical research; At the same time, it is difficult to make counselors stand out in the evaluation and employment of professional titles, realize the promotion of professional titles, and establish counselors' loyalty to the profession. Therefore, it will hinder the stability of counselors and affect the process of professionalization of counselors.

4. The path of constructing the role of college counselors in the new era

As mentioned in the above situation of role comprehension and role practice, counselors will encounter role tension caused by role contradiction, role conflict and role deficiency in the process of role practice, but counselors can not only face role tension passively. Turner believes that individuals can take actions to relieve role tension and play roles more fully. In this paper, 12 excellent counselors from different school-running levels (double first-class universities, ordinary undergraduate universities, independent undergraduate course universities and higher vocational colleges) who have worked for more than 4 years are interviewed in depth, and through in-depth communication with them, how to construct their roles when they are faced with role tension is explored. At the same time, this paper also considers the role of external factors in the role construction of counselors, and puts forward suggestions from the organizational point of view, in order to help counselors get out of the dilemma of role construction and realize their professional and professional development under the joint action of internal and external factors.

As mentioned in the second part of the article, the problems of role tension faced by counselors mainly include: 1. The role distance caused by insufficient understanding of role expectations; 2. The daily routine work is heavy due to excessive students and unclear responsibility boundaries, resulting in insufficient play of other roles; The survey also found that counselors are also faced with some problems, such as insufficient guidance from organizations to individual professional growth, insufficient accumulation of individual professional knowledge, and unsmooth ascending channels, which affect the effective construction of counselors' roles. This paper attempts to give some suggestions on the path of counselor's role construction from the perspectives of individual counselors, educational administrative departments and universities:

4.1. Counselor: Improve the level of role comprehension and enhance the ability of role practice

Respondents believe that in the role set of counselors with nine roles, ideological and theoretical education and value leaders are the fundamental roles of counselors, and are the initial career intentions and core of counselors; The role of theoretical and practical researchers is the inevitable way for counselors to return to their teacher status; With the development of the times, the roles of party group and class builders, study style builders, daily affairs managers of students, mental health and counseling workers, network ideological and political educators, campus crisis responders, career planning and employment instructors are given to counselors, and they all need to practice their roles one by one.

Many roles are given to one person, which will inevitably lead to role tension. Excellent counselors will relieve role tension, improve role practice ability and construct self-role through the following ways:
1. Establish work teams to reduce the time wear of transactional work. Counselors will set up a team of student cadres and part-time counselors to share daily business work. For example, in the face of the detailed systematic work of stipend evaluation, counselors need to carefully study the relevant national documents and school policies, design specific methods and methods of evaluation according to the characteristics of students, and lead the student cadre team to collect and sort out data; For another example, in the face of notification tasks from various functional departments every day, counselors can train office assistants for preliminary treatment, which can effectively release counselors’ working hours, so as to devote themselves to the ideological and political guidance of students, the top-level design of class management, and the attention of special students.

2. Seize the opportunity of growth and improve the practical ability of roles. First, seize the opportunities of the country in the system training of counselors, such as participating in the national demonstration training class of college counselors, applying for special topics and excellent projects of counselors, participating in the innovation forum of counselors’ work, and studying for doctoral degrees in ideological and political education; Second, according to the nine professional abilities in the Standard, we should study a certain field, such as ideological and theoretical education and value guidance, campus crisis response, mental health education and consultation, strengthen professional practice, obtain professional qualification certification, declare related topics and publish academic papers.

3. Participate in the work of students at school level, and expand the voice platform. The counselor’s policy design lies in the country and the policy landing lies in the school, but this does not mean that the counselor can only accept it. Counselors can expand their influence by participating in school work and actively make suggestions and suggestions in school policy making. At the same time, with the help of network new media, counselors can also express their opinions, which will have an impact on policy design through network communication.

4.2. **Organization: to create a professional and professional growth environment for counselors**

In role practice and role construction, organizations need to define the legitimacy of roles, assign roles and evaluate them. In the role construction of counselors, organizations can be regarded as education administrative departments and universities, and education administrative departments define counselors’ role expectations and provide support for counselors’ career development. Colleges and universities assign counselors’ roles and evaluate their practice. The following path suggestions are put forward on the construction of counselor’s role from the perspective of organization:

The education administrative department needs to supervise the colleges and universities to implement the policies of staffing, professional title evaluation and employment in the Standards and Regulations to avoid the policy "idling"; Promote the school to further clarify the work boundaries of counselors and avoid unlimited responsibility system for counselors’ work; Expand the coverage of daily training, enrich the level and content of training, and meet the needs of counselors at different stages of development; Training a group of doctoral tutors who are familiar with both Marxist theoretical knowledge and counselors’ work can strengthen the training of counselors’ doctors, strengthen the support of counselors’ scientific research projects and short-term exchange visits, and pave the way for counselors’ professional and professional growth.

Colleges and universities need to implement the spirit of the relevant documents of the Ministry of Education, equip counselors in full according to regulations, and clarify the working boundaries of counselors to avoid counselors completely falling into daily affairs; Help counselors deeply understand the role set and avoid the lack of role practice caused by the deviation of role understanding; Guide counselors with different years to plan their careers.
according to their own specialties, encourage them to adhere to research in a certain professional field, and grow into experts in this field to avoid counselors' professional confusion and burnout; Implement a separate plan for the evaluation and appointment of counselors' titles, set separate standards, and conduct separate reviews to avoid obstacles to the promotion of counselors' titles due to unification to professional teacher sequences; Establish a counselor working team, realize the simplification of counselors’ roles, and try to follow the principle of combining transactional counselors (undergraduates) with research counselors (masters and doctors), combining junior, intermediate and senior counselors, and combining counselors with different professional education backgrounds when configuring front-line counselors; Support counselors to upgrade their academic qualifications, short-term exchanges at home and abroad, short-term training and professional qualification certification, encourage counselors’ working teams to apply for special topics of counselors at national, provincial and school levels, and form a cultivation environment for counselors' professional and professional growth.

References

