

# A Study On College Counselors' Professional Well-Being Based On Tao Te Ching

Jing Liu<sup>1\*</sup>, Tsang-Kai Chang<sup>2</sup>

<sup>1</sup>University: Krirk University, Thailand, Email: 1981202055@qq.com

<sup>2</sup>University: Krirk University, Thailand, Email: charlie1126@gmail.com

**Citation:** Jing Liu, et al (2024), A Study On College Counselors' Professional Well-Being Based On Tao Te Ching, Educational Administration: Theory and Practice, 30(6), 495-504, Doi: 10.53555/kuey.v30i6.3745

## ARTICLE INFO

## ABSTRACT

College counselors play a vital role in the growth and success of college students as well as in supporting the teaching staff. The happiness of college counselors directly impacts their effectiveness and the stability of the counseling team, which in turn has a significant influence on achieving the moral education goals of the college. However, the increasing work pressure faced by college counselors in the rapidly developing higher education system in China has not been accompanied by a corresponding increase in their happiness level. To address this issue, this study takes a different perspective by examining the Tao Te Ching, a traditional philosophical text in China. The Tao Te Ching provides insight into the genuine significance of happiness. According to the authors of the Tao Te Ching, true happiness can be attained through cultivating peaceful thoughts, self-awareness, and self-reflection. It involves living a simple and authentic life, and approaching work with fluidity and an open mind. The aim of this study is to enhance the professional happiness of college counselors by examining and applying the principles of happiness found in the Tao Te Ching.

**Keywords:** Tao Te Ching, College counselors, professional well-being

## 1. Introduction

College counselors play a crucial role in the ideological and political education at colleges and universities. The effectiveness of college counselors is greatly influenced by their professional well-being. When college counselors have a higher level of professional happiness, it positively impacts their ability to effectively carry out their work. This, in turn, affects the stability and effectiveness of the counselor team building efforts. By exploring the teachings of the Tao Te Ching and integrating its ideas, college counselors can discover practical and effective ways to enhance their professional happiness. This not only contributes to the steady development of the counselor team building but also promotes the inheritance and innovation of traditional Chinese cultural values.

## 2. Research background and motivation

### 2.1 Research Background

Since the 18th Party Congress, socialism with Chinese characteristics has entered a new era. This new era has brought about new goals and a new journey, which have presented new requirements for higher education in terms of implementing the fundamental task of establishing moral character. In his important speech at the National Education Conference, Xi Jinping emphasized the importance of fully implementing the Party's education policy under the strong leadership of the Party. He stressed the need to adhere to the guiding position of Marxism and the path of development of socialist education with Chinese characteristics. Additionally, he emphasized the importance of adhering to the direction of socialism in running schools, based on the basic conditions of the country and in accordance with the laws of education. He also emphasized the need for reform and innovation, with the goal of uniting people's hearts and minds, improving their personalities, and developing manpower. The ultimate aim is to cultivate well-rounded socialist builders and successors who possess moral, intellectual, physical, social, and aesthetic qualities. This is all in pursuit of accelerating the modernization of education, building a strong education nation, and providing education that satisfies the people.

What kind of people to cultivate and how to cultivate people is the eternal theme of higher education. History and reality demonstrate that the youth's ideals and dedication are crucial for the future of the country and the hope of the nation. They serve as a constant and influential force in achieving our developmental objectives. In China, colleges and universities have become the primary institutions for cultivating new socialist talents. The Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students, issued by the Central Committee of the Communist Party of China (CPC) and the State Council, emphasize that counselors in our educational institutions must possess a strong political stance and adhere to the correct political direction. Their political orientation should align with the government's development direction and the Central Committee of the Communist Party of China. Any contradictions or conflicts in their political beliefs disqualify them from serving as college counselors. The college counselor team plays a crucial role in providing ideological and political education to college students and serves as the organizational backbone for strengthening and improving this aspect of education.

In 2016, During the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping emphasized the importance of building strong counselor teams in colleges and universities across the country. He stressed the need to accelerate this process in order to ensure the vitality and stability of the teams. At the meeting, he instructed us to strive for a high-level counselor team that possesses youthful enthusiasm and vitality. In 2017, the Ministry of Education revised the Provisions on the Construction of Counselor Teams in General Colleges and Universities, which highlighted the significant role of counselors in colleges and universities. These counselors are responsible for conducting ideological and political education, as well as the day-to-day management of college students. They serve as important organizers, implementers, and guides in these areas. The Provisions also emphasize that college counselors should grow alongside the students, developing their own professionalism. They should act as life tutors and close friends, playing a leading role in guiding students towards adulthood and a healthy life.

By delving into the Tao Te Ching, we hope to discover insights that can enhance the counselors' enthusiasm for their profession, contribute to the stable growth of the counseling team, and facilitate the innovation and preservation of traditional Chinese culture.

## 2.2 Research motivation

Since the beginning of the 21st century, with the rapid advancement of the knowledge economy and science and technology, the strength of a country increasingly relies on the quality of its workforce. China's universities and colleges are committed to promoting quality education, with a focus on cultivating practical abilities and fostering an innovative spirit among college students. The goal is to develop individuals who possess ideal, ethical, cultured, and disciplined qualities, and who can contribute to the socialist cause as builders and successors. After years of educational practice, it has become evident that the work of college counselors plays a crucial role. They dedicate themselves wholeheartedly to their daily tasks and continuously strive for career progress and success through their own efforts. They have gradually become the backbone of ideological education in colleges and universities, ensuring that both the party and the students are at ease. To ensure the smooth functioning of our education system, it is important to pay attention to the self-identity and job satisfaction of college counselors, as well as their professional happiness. This should not only be a priority for educational authorities, but also a matter of great importance for every college and university. Over the years, there has been a significant increase in the number of university students, leading to a higher workload for college counselors. This increase in workload has made their overall work situation more complex. In recent years, there has been a focus on building a professional college counselor team, but there is still a long way to go in terms of professionalization. As a result, counselors are facing increased pressure and the need for more knowledge in their work, which has led to serious anxiety and psychological crisis. This can eventually lead to burnout among college counselors. Burnout reduces their enthusiasm for work, affects their daily productivity, and hinders the overall development of student support. Therefore, it is crucial to study and find ways to improve the professional well-being of college counselors in order to address this dilemma.

Research on occupational happiness is a significant area of study in psychology. While there has been extensive research in this field, there is a lack of research specifically focused on the occupational happiness of senior counselors. The existing studies on career satisfaction of senior counselors indicate that college counselors experience low subjective happiness levels, which are declining over time. To address this issue, a thorough analysis of the professional well-being of college counselors is necessary in order to support the development of the counseling team. This study aims to explore the concept of happiness in the Tao Te Ching, a traditional Chinese philosophical classic, in order to improve the professional happiness of college counselors.

## 3. Research purposes and questions

### 3.1 Research purpose

Based on the literature analysis, this study has sorted out the deficiencies and gaps in the current research, and in order to enrich further research on the professional well-being of college counselors, this study will take professional well-being as the main axis and converge the following research objectives:

- (1) To explore the situation of differences in professional well-being among college counselors in terms of detecting demographic variables (gender, education, salary package, length of service, etc.).

- (2) To explore the positive effects of the Tao Te Ching's ideological content related to happiness on enhancing the professional happiness of college counselors.
- (3) To provide reference for college counselors and school administrators based on the results of the study.

### 3.2 Research questions

Based on the above research objectives, this study intends to further explore the following two questions:

- (1) To explore why there are differences in on-the-job occupational happiness among background variables (gender, education, salary, length of service, etc.).
- (2) To explore the positive impact of the Tao Te Ching's thoughts on happiness on enhancing the occupational happiness of college counselors.

## 4. Research review

### 4.1 Theoretical Basis

The primary theoretical framework employed in this study is the ERG theory, which was proposed by Clayton Alderfer, an American management scientist also known as the proponent of the "new humanistic theory". The ERG theory categorizes human needs into three levels, which are interconnected and mutually influence each other. Unlike Maslow's hierarchy of needs theory, the ERG theory emphasizes that needs can coexist, transform, and reverse. It highlights the dynamic nature of needs and challenges the assumption of a strict hierarchy.

Under the context of promoting the professionalization of college counselors in China, addressing the issue of improving their professional satisfaction has become an urgent matter. According to the ERG theory, human beings have core needs for survival, relationships, and growth. Considering the role of college counselors, we can categorize their identities into natural persons, social persons, and professional persons based on these three types of needs. By analyzing the various needs of college counselors and predicting the complex challenges they face in their professional lives, we can identify the main conflicts and propose targeted and feasible guidance strategies. Therefore, this study takes an ERG theory perspective to analyze the real problems that affect counselors' professional well-being in terms of survival, relationships, and growth needs, and explores ways to improve their professional well-being based on these findings.

Therefore, this study posits that the ERG theory can serve as a theoretical framework for examining the professional well-being of college counselors. By investigating the extent to which college counselors' growth needs, relational needs, and existential needs are satisfied, it can enhance our comprehension of how college counselors' professional well-being is formed. Consequently, this study can offer valuable insights and assistance in enhancing the professional well-being of college counselors. Additionally, the ERG theory can offer guidance to school administrators on meeting the different levels of needs of college counselors, thereby improving their professional well-being and job satisfaction. Ultimately, this can contribute to the enhancement of education and teaching quality.

### 4.2 Career Happiness

The term "professional well-being" originated in the early 20th century in the United States, introduced by Elton Mayo, an Australian psychologist. Mayo initially proposed the concept of "occupational satisfaction" and conducted experimental research to investigate how different working environments, conditions, and job content impact employees' satisfaction with their work. Mayo and his colleagues believed that higher employee satisfaction leads to increased work efficiency. During this process, they also introduced the concept of "social psychology," emphasizing the influence of the social environment on employees' attitudes and behavior towards work. Consequently, improving employees' job satisfaction and productivity requires addressing the entire organization and its environment. Over time, "occupational satisfaction" has evolved into "professional well-being," focusing on employees' happiness, satisfaction, and sense of belonging in the workplace. In modern society, there is increasing attention on the happiness and welfare of employees, as it is believed that for an enterprise to develop sustainably, employees must be physically and mentally healthy and satisfied with their work.

On the basis of sorting out related concepts and drawing on the views of related scholars, this study points out that professional well-being is the positive emotion and satisfaction arising from the satisfaction of the individual's need for self-fulfillment and the evaluation of career-related elements.

### 4.3 Career happiness of college counselors

The investigation into the professional well-being of college counselors originated in the 1990s, when researchers began examining issues related to educators' well-being, job satisfaction, and career development. During this period, there was increased recognition of the unique role of counselors as a professional group within the field of higher education. Researchers started to focus on their contributions to student development and mental health, thereby shedding light on the important role they play in college education. In recent years, the significance of the work carried out by college counselors has been increasingly recognized. As a result, there has been a growing interest in studying the professional well-being of college counselors in a more comprehensive and detailed manner. Researchers have started exploring various aspects of college counselors'

work, such as their job characteristics, career development, job satisfaction, and mental health status. The goal is to provide a sound scientific foundation and support for the career development and work environment of college counselors.

## 5. Research hypotheses

Based on the research objectives and research questions, the research hypotheses of this study are proposed through the process of literature exploration as follows:

Hypothesis 1 (H1): there is a correlation between the degree of college counselors' perceived need acquisition and college counselors' professional well-being.

Hypothesis 2 (H2): the degree of college counselors' perceived need acquisition positively affects college counselors' professional well-being.

## 6. Research design

### 6.1 Survey Objects

The subjects of this study are full-time instructors and teachers from two universities in Anyang, Henan Province. In this study, online questionnaires were prepared by Wenjuanxing and distributed online through wechat. A total of 172 valid questionnaires were collected, as shown in Table 1 for details.

Table 1: Basic information of the respondents

name	option	frequency	percent(%)
<b>1.Gender</b>	Male	58	33.72
	Female	114	66.28
<b>2.Academic Degrees</b>	Bachelor's degree	95	55.23
	Postgraduate	77	44.77
<b>3.Salary benefits</b>	Salary below 2000 yuan	35	20.35
	2000-4000 yuan	86	50
	More than 4000 yuan	51	29.65
<b>4.Seniority</b>	1-2 years	40	23.26
	3-5 years	90	52.32
	More than 5 years	42	24.42

### 6.2 Investigation Tools

The researcher created a customized survey to measure the professional happiness of college counselors. The survey consists of four scales: school care, professional confidence, social recognition, and professional belonging. It contains a total of 60 questions, which cover various aspects such as gender, education, salary, and length of service. The questions also explore the level of support and respect from the school, the counselors' perception of their importance to their own careers, their level of self-confidence and autonomy in decision-making, their proactive attitude towards their career, their sensitivity to external evaluations, and their belief in their own capabilities for career success.

To make the analysis of professional well-being easier, all the questions in the survey are answered using a 5-point Likert scale. Respondents indicate their agreement or disagreement with each statement by selecting a value ranging from "totally disagree" to "totally agree". A higher score on each question indicates a stronger endorsement of the statement, reflecting a higher level of recognition or agreement.

The results of this survey showed that the reliability of this scale was good, with a Cronbach's alpha value of 0.974, indicating that the questionnaire was sufficiently reliable. A validated factor analysis revealed that the total explained variance was 68.97%% and the KMO value was 0.795, indicating that this questionnaire has good structural validity and that all the scales reliably assessed the current status and value of participants' professional well-being.

### 6.3 Data Processing

The findings were analyzed using SPSS 22.0 software, including descriptive statistics, independent samples t-test, ANOVA, and multiple regression analysis. Amos was utilized to construct a structural approach model to explore the relationship between the variables.

## 7. Research and analysis

### 7.1 Statistical variables analysis of career happiness of college counselors

(1) Analysis of the current situation of humanistic care for college counselors

This study utilized statistical analysis to examine the level of professional satisfaction among college counselors. The findings, as presented in Table 2, indicate that the overall average of humanistic support

provided by the school is relatively low. Notably, the school is most optimistic about assisting college counselors during times of difficulty. Additionally, the school is relatively forgiving when counselors make mistakes with good intentions. However, the school's consideration of the goals and values of individual counselors is the weakest aspect of their support.

Furthermore, the study revealed a significant difference in perceptions of humanistic care between male and female counselors. Specifically, male counselors reported a significantly lower mean score compared to their female counterparts.

Table 2: Statistical analysis of school counselors' humanistic care

Measurement variable	M	SD	p	SE	CR	AVE
1.The school values my opinion.	3.750	0.868	0.084	-		
2.The school did look after my welfare.	3.556	1.112	0.011*	0.126		
3.The school will consider my personal goals 3.528 and values.		1.210	0.024*	0.138		
4.When I am in trouble, the school will help me.	3.903	0.906	0.002**	0.103		
5.If I do something wrong out of kindness, the 3.806 school will forgive me.		0.799	0.254	0.100		
6.The school will create opportunities, nurture 3.792 me, employ me.		1.113	0.000**	0.130		
7.The school takes great care of me.	3.889	0.943	0.004**	0.111		
8.If I have a special need, the school will help 3.903 me.		0.981	0.001**	0.115		
The average level of humanistic care for counselors in schools.					0.965	0.773

(2) Counselors' analysis of their professional self-confidence Table 3 indicates that counselors, on

average, have a low level of self-confidence in their profession. The highest level of confidence among counselors is in their ability to perform their job well. Following that, counselors express confidence in their ability to effectively carry out their job responsibilities. However, counselors feel they have the least control over what happens in their department.

Gender plays a significant role in counselors' career self-confidence, with male counselors having a significantly lower mean than female counselors.

Table 3: Statistical analysis of counselors' professional self-confidence

Measurement variable	M	SD	p	SE	CR	AVE
1.My work is very important to me.	4.333	0.692	0.370	-		
2.I have the skills needed for the job.	4.292	0.721	0.864	0.193		
3.I am confident to do my job well.	4.431	0.601	0.732	0.164		
4.I am confident in my ability to do a good job.	4.361	0.756	0.957	0.208		
5.I have a high degree of autonomy in my 4.000 work.		0.919	0.000**	0.242		
6.I can decide how I want to work.	3.903	0.937	0.012*	0.244		
7.I can choose my working methods 4.097 independently.		0.808	0.199	0.212		
8.I make a big difference to the department.	3.708	1.119	0.222	0.289		
9.I have a lot of control over what happens in 3.431 the department.		1.124	0.069	0.291		
Counselor's average level of professional confidence.					0.857	0.427

## (3) Analysis of counselors' sensitivity to others' evaluation

As can be seen from Table 4, counselors generally exhibit a high level of sensitivity to others' evaluations. The highest level of optimism among counselors is in their ability to complete work assignments diligently and on time. The second highest level of optimism is in their ability to proactively establish and maintain positive relationships with colleagues. However, counselors feel that they are least respected in their profession from time to time.

Table 4: Statistical analysis of counselors' sensitivity to others' evaluations

Measurement variable	M	SD	p	SE	CR	AVE
<b>1. When introducing myself, I would like to</b>						
4.083 <b>mention that I am a college counselor.</b>		0.884	0.484	-		
<b>2. I feel a sense of joy when I see or hear words</b>						
4.417 <b>praising the profession of college counselors.</b>		0.687	0.857	0.197		
<b>3. I've always felt respected as a counselor.</b>	3.917	1.058	0.125	0.212		
<b>4. I'm cut out to be a counselor.</b>	4.236	0.831	0.063	0.229		
<b>5. Working as a counselor can realize my life</b>						
4.194 <b>value.</b>		0.725	0.820	0.245		
<b>6. I am proud to be a college counselor.</b>	4.306	0.725	0.820	0.215		
<b>7. Do I care what others think of the job of</b>						
4.181 <b>counselor.</b>		0.757	0.228	0.265		
<b>8. I feel insulted when someone unjustifiably</b>						
4.153 <b>accuses the college counselor community.</b>		0.914	0.620	0.226		
<b>9. I care what other people think of the college</b>						
4.194 <b>counselor community.</b>		0.762	0.481	0.219		
Measurement variable	M	SD	p	SE	CR	AVE
<b>10. I am able to complete work tasks seriously</b>						
4.528 <b>and on time.</b>		0.604	0.273	0.209		
<b>11. I take the initiative to create and maintain</b>						
4.500 <b>harmonious relationships with colleagues.</b>		0.650	0.083	0.262		
<b>12. I can take the work within my responsibility</b>						
4.444 <b>seriously.</b>		0.710	0.449	0.248		
<b>13. In order to maintain the normal education and</b>						
<b>teaching order of the school, I will abide by</b> 4.236 <b>those</b>		0.864	0.633	0.209		
<b>informal rules.</b>						
<b>14. I think college counselors are very important</b>						
4.403 <b>for promoting individual human development.</b>		0.685	0.129	0.209		
<b>15. I think college counselor is one of the most</b>						
<b>important occupations in the social division of</b> 4.361 <b>labor.</b>		0.844	0.169	0.200		
<b>16. I think the work of college counselors plays an</b>						
<b>important role in the development of human</b> 4.347 <b>society.</b>		0.715	0.247	0.237		
<b>17. I think the work of college counselors is very</b>						
<b>important to promote the growth and</b> 4.444 <b>development of students.</b>		0.669	0.172	0.210		
<b>Counselor's average sensitivity to others' evaluations.</b>					0.953	0.558

## (4) Counselors' self-efficacy analysis of their career

As can be seen from Table 5, on average, counselors have a low level of self-efficacy towards their profession. The highest level of optimism among counselors is in their belief that students enjoy communicating and getting along with them. The next highest level of optimism is in their perception of having harmonious interpersonal relationships within their unit. However, counselors express the lowest level of satisfaction with the performance-based pay allowances they receive.



Table 5: Statistical analysis of counselors' self-efficacy toward their careers

Measurement variable	M	SD	p	SE	CR	AVE
1. Work makes me happy.	4.056	0.933	0.825	-		
2. I don't find my work boring or monotonous.	4.056	0.902	0.522	0.134		
3. I am satisfied with the ratio of effort to income.	3.875	1.210	0.217	0.182		
4. I am satisfied with the payment of merit pay (allowance).	3.639	1.282	0.017*	0.193		
5. I had the opportunity to participate in democratic decisions about the development of the school.	3.806	1.057	0.002**	0.157		
Measurement variable	M	SD	p	SE	CR	AVE
6. I was pleased with the workload assigned to the counsellors.	3.819	1.155	0.251	0.171		
7. I am satisfied with the school's teaching, office environment and teaching equipment.	3.958	0.985	0.802	0.149		
8. The school has a sound counselor management and promotion system.	3.625	1.326	0.023*	0.199		
9. I am proud to be a college counselor.	4.194	0.850	0.808	0.125		
10. I am interested in working as a college counselor.	4.389	0.640	0.606	0.095		
11. Work allows me to display my ambitions and ideals.	4.125	0.804	1.000	0.115		
12. My value is reflected in the work of college students.	4.125	0.871	0.670	0.126		
13. I can successfully complete the scheduled student work.	4.347	0.653	0.659	0.096		
14. I am satisfied with the results of my work with students.	4.333	0.712	0.222	0.107		
15. I was able to get support and encouragement from my leaders for my work.	4.264	0.671	0.539	0.097		
16. I consider myself to have harmonious interpersonal relationships in my unit.	4.403	0.620	0.642	0.094		
17. I feel that students like to communicate with me and get along with students.	4.417	0.599	0.680	0.090		
18. My family is very supportive.	4.389	0.662	0.234	0.099		
19. Physical fitness will not affect my professional status.	4.042	0.971	0.094	0.149		
20. Work doesn't negatively affect my health.	3.986	1.014	0.288	0.151		
Mean level of counselors' self-efficacy for their profession.					0.961	0.553

## 7.2 Analysis of Influencing Factors of Counselors' Occupational Happiness

The factors that impact the professional happiness of counselors are varied and include both subjective and objective factors. The survey revealed that subjective factors accounted for 85.19% of the influencing factors, while objective factors accounted for 14.83%. This indicates that counselors' occupational happiness is well reflected by both types of factors.

### (1) Analysis of subjective factors affecting counselors' professional happiness

The influence of counselors' professional well-being can be categorized into three main aspects: counselors' own occupational self-confidence, sensitivity to the evaluation of others, and occupational efficacy. These aspects were identified through the survey results (see Table 6 for more details).

Table 6: Subjective Factors Influencing Counselors' professional well-being Determination

influencing factor	questionnaire topic	t	significance	F	sig
professional confidence	other ( 13-21 )	51.783	0.037	1.846	0.000
people's opinions	career ( 22-38 )	47.116	0.221	1.508	0.000
effectiveness	( 39-58 )	50.692	0.165	1.935	0.000

When considering the subjective factors that contribute to counselors' professional well-being, three key factors were identified: professional self-confidence, evaluation by others, and professional efficacy. The validity of these three variables was tested, and the ANOVA test in Table 6 showed that there were significant differences among the variables ( $p=0.000$ ). This indicates that these variables have a meaningful and valid impact on online teaching.

From the effect of tutors' professional well-being influencing factors in descending order are: tutors' sense of professional efficacy, tutors' self-efficacy in their own profession, and tutors' sensitivity to others' evaluation, respectively. It can be seen that counselors' satisfaction with their own work and their subjective feelings about their work directly affect counselors' professional well-being, which is the most central and critical primary factor. The second most important factor is whether counselors recognize their own work ability, and whether they are "comfortable" or "incompetent" will have a greater impact on their professional well-being. Counselors' sensitivity to others' appraisal ranked third, and they longed for others' approval and recognition in their work. A word of encouragement from the outside world will often make them more energetic, and similarly, doubts from the outside world will make them doubt their own work performance.

## 8. Discovery Exploration

Through the analysis of the aforementioned questionnaire, this study has discovered several factors contributing to the counselors' low level of professional happiness:

Firstly, the school perceives counselors solely as individuals responsible for completing educational and teaching tasks, rather than recognizing them as "human beings" with emotions, thoughts, and independent personalities. While it is important to have strict requirements for work, it is equally important to provide post-work support. This not only enhances work efficiency but also ensures that counselors do not feel neglected and instead feel cared for.

Secondly, there is a lack of willingness to listen to counselors. Often, counselors may express minor grievances or negative emotions. As a qualified leader, it is crucial to not only acknowledge these feelings but also actively listen to counselors' voices and address the issues at hand. In fact, minor changes can often greatly influence counselors' confidence and sense of belonging.

Furthermore, it is evident that the school administration failed to acknowledge and consider the valuable insights and ideas put forth by the counselors. While the school leader may possess superior skills and abilities, it is crucial to recognize that each counselor brings their own unique strengths to the table. As such, it is imperative to actively listen to the counselors' opinions and ideas, as doing so can lead to unexpected and positive outcomes.

Additionally, the existing rules and regulations within the school are inadequate in terms of being scientifically formulated and comprehensive. Furthermore, there is a lack of corresponding rewards and recognition for the counselors' contributions and achievements. It is important to note that counselors are driven not only by the desire to fulfill their own potential, but also by the prospect of receiving appropriate rewards. Therefore, it is essential to promptly reward counselors who make significant contributions, as this not only instills a sense of honor within them but also serves as a source of motivation for other team members.

## 9. Research Suggestions

According to the principles of Tao Te Ching, counselors can enhance their professional happiness by focusing on the following aspects within themselves:

Firstly, "If you do nothing, you will not be ruled." In our daily work, we should have the courage to refrain from unnecessary actions. Laozi, in the second chapter, introduced the concept of inaction for the first time and emphasized that the wise person should be able to align with the natural order and handle situations without going against the essence of their development. The third chapter further expands on the idea of inaction, stating that human nature is neither inherently good nor evil, but rather a blank slate. It encourages us to avoid pursuing material wealth, virtuous behavior, or desirable outcomes, and instead focus on embracing our true nature.



"Do nothing" does not mean being inactive, but rather refraining from interfering with the natural course of events. Counselors should adopt the educational philosophy of "do nothing" to understand the growth and development of contemporary students, avoiding being presumptuous. Currently, the primary focus of counselors is on the post-90s and even post-2000s students, who are young individuals growing up in the era of new ideas. College counselors should tailor their teaching methods based on the social environment, societal needs, and student mindset in order to cultivate skilled professionals that meet the community's specific needs. The key aspect of student management is to conduct scientific research to understand the underlying laws, rather than making hasty decisions or taking impulsive actions.

Secondly, "seek the difficult when it is easy, and do more than the smallest thing", develop students' potential and advocate self-management.

In Chapter 63, Lao Tzu proposed the concept of seeking difficulty when things are easy and achieving greatness through attention to the smallest details. This idea is also applicable in the daily work of counselors. College life is a crucial phase in the personal development of every student. During this period, students are exposed to a more intricate world filled with both opportunities and challenges. They are faced with numerous choices that they need to make. It is during this stage that the importance of self-management skills becomes increasingly apparent for college students. However, due to their limited psychological development in adapting to the complexities of society, conflicts may arise. Resolving these conflicts requires the enhancement of self-management skills among college students, thereby pushing them to improve their abilities in this area. Currently, college counselors dedicate a significant amount of effort to managing students' daily affairs, but they often lack the opportunity to deeply reflect on their work, conduct research, and engage in critical thinking. However, it is not necessary for counselors to handle everything themselves. Instead, we can cultivate students' potential and encourage them to take control of their own management, allowing counselors to serve as facilitators and oversee the overall situation and coordination.

Thirdly, "those who know others are wise and those who know themselves are wise", so as to strengthen their own learning and maintain their own vitality.

This concept is inspired by the 33rd chapter of Tao Te Ching, where it is emphasized that understanding others is intelligent, but understanding oneself is true wisdom. College counselors should not only strive to gain a deeper understanding of their students, but also learn to observe them keenly. Furthermore, it is crucial for counselors to approach their role with love and empathy, connecting with their students on a deeper level. By incorporating effective techniques and strategies, counselors can enhance their ability to address student issues and adapt to their role more efficiently.

In the face of the rapidly developing situation of higher education and the ever-changing groups of college students, college counselors must study carefully, experience patiently, emancipate their minds, and innovate constantly in order to become the life tutor and heartfelt friend of students on the road of growth. Therefore, in order to improve their own ability, find their own positioning, as a counselor should continue to strengthen their own cultivation, and strive to improve their own comprehensive quality, to do a good job for the students as a good example, as a good student guide; should continue to improve their ideological and political quality and theoretical and cultural level, and continue to cultivate their own noble moral character and charisma, and continue to enrich their own business knowledge and working ability. Set up a positive image of counselors to guide students to grow and become successful. The road is long, the future is promising, always keep the love of counselor work and the beginning of the heart, to move forward, in order to help students grow and success. Fourthly, "if you are in favor or in disgrace, you are in great trouble if you are in body", adjust the rhythm of life and maintain an optimistic mindset.

In the chapter where this sentence is found, Laozi primarily elucidates the correlation between "favor" and "disgrace". This also exemplifies the spiritual quest that Laozi promotes - the integration of oneself into the world, prioritizing the world's interests over self-interest. The metaphor of the body representing the world emphasizes the idea of entrusting oneself to the world.

Fan Zhongyan with a "record of Yueyang Tower" sparingly said all his way of dealing with the world. He surpassed the limited scope of writing about landscapes and buildings and embraced a noble mindset of prioritizing the well-being of the world before seeking personal happiness. This mindset became an enduring concept of governance, shaping the smooth functioning of political affairs and the well-being of the people. Chinese readers have embraced the guiding ideologies of Mencius, who believed in using wealth for the benefit of the world, and Fan Zhongyan, who emphasized not being swayed by personal circumstances. Fan Zhongyan's belief in worrying about the world's concerns and finding joy in its happiness represents a significant advancement in the philosophies of Confucius and Mencius.

Please return this matter to the college counselor. First and foremost, it is important to understand the significance of one's own existence. By letting go of the desire for recognition and fame, one can embrace a selfless perspective that encompasses the vastness of the world. If we do not allow excessive selfishness to occupy our hearts, we will not be affected by losses. Secondly, it is crucial to recognize our own path. We should not solely focus on gaining happiness or avoiding losses, and we should not place too much importance on success or failure. It is essential to not be overly concerned with what others think of us. As long as we work hard and pursue what we love, we should follow our own path without being disturbed by external opinions. In conclusion, the college counselor should keep in mind the following phrase: "Do not be disturbed by gains

and losses, simply observe the blossoming and falling of flowers before the court; without attachment, wander freely with the clouds in the sky."

Although the work of a counselor may seem insignificant and ordinary, it is closely connected to the success of each student in adulthood, as well as the happiness of their families, the future of the country, and the aspirations of the nation. It is a voluntary and conscious commitment for each of us, driven by genuine emotions, deep love, and a sense of responsibility towards the students and the work. The counselor must constantly contemplate, introspect, and learn from their experiences in order to mature in their established role. A counselor needs to maintain a sense of calmness and serenity, as this reflects their state of mind. They must be firm and disciplined when necessary, while also showing love and care in subtle ways. Additionally, they must adhere to their principles, even in the face of challenges or opposition.

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