Organizational Support, Work Engagement, and Self-efficacy among University Counselors in Northern China

Li Wangze[1] & Dr. Annalie D. Patena[2]

Graduate School**,** Lyceum of the Philippines University – Batangas
949371327@qq.com[1], adpatena@lpubatangas.edu.ph[2]

***Abstract** – This study investigated the levels of organizational support, work engagement, and self-efficacy among university counselors in northern China. It determined the degree of organizational support available to college counselors from organizations, supervisors, colleagues, and students; assessed work engagement through sub-variables such as vigor, dedication, and absorption; evaluate self-efficacy by exploring counselors' confidence in handling challenges and examining self-efficacy beliefs in different work aspects; and explored the interrelationships among organizational support, work engagement, and self-efficacy. A descriptive-correlational research design was employed, with data collected through surveys distributed to university counselors in northern China. Findings revealed that counselors generally perceive moderate to high levels of organizational support, particularly from supervisors and colleagues. Work engagement levels were relatively high, with strong scores in vigor and dedication. Self-efficacy levels varied, with higher confidence observed in handling student-related tasks compared to administrative duties. Significant positive correlations were found among organizational support, work engagement, and self-efficacy. Key areas for improvement include job security, promotion opportunities, and competitive salaries. While this study provides valuable insights into these areas, it is important to acknowledge certain limitations. The sample, drawn exclusively from five universities in northern China, may not fully represent university counselors across the entire country. Future research should include a more diverse sample from various regions and university types to improve generalizability. Additionally, although correlations among the variables were identified, these do not imply causation.*

***Keywords** – Organizational Support, Self-efficacy, University Counselors, Work Engagement*

INTRODUCTION

In Chinese higher education institutions, the role of counselors is crucial. These professionals are responsible for ideological and political education, daily student management, career guidance, mental health support, and the construction of student organizations. As of March 2022, there are 240,800 full-time and part-time counselors in Chinese higher education institutions, including universities and vocational colleges according to Ministry of Education of the People's Republic of China. This substantial workforce underscores the significance of counselors in the educational system, where they play a pivotal role in students' academic and personal development. The work of counselors mainly focuses on students, accompanying students, and serving students. They are the group of teachers who have the most contact with students in the daily life of Chinese universities. Since entering the new era, China has increasingly paid attention to students' ideological and political education and the construction of counselors.

Counselors in China are unique compared to similar roles in other countries. While school counselors in Western contexts typically focus on academic advising, mental health counseling, and career planning, Chinese counselors encompass a broader range of responsibilities, integrating ideological and political education into their daily tasks. This multifaceted role demands high levels of engagement, support, and self-efficacy.

The heavy and diverse workload of Chinese counselors, combined with the increasing emphasis on student well-being and ideological education, necessitates a deeper understanding of factors that influence their professional effectiveness and job satisfaction. This study focuses on three main variables: organizational support, work engagement, and self-efficacy, and their interrelationships in the context of college counselors in northern China. Organizational support includes resources and assistance from the institution, supervisors, colleagues, and students. Work engagement, characterized by vigor, dedication, and absorption, reflects counselors' commitment to their

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work. Self-efficacy pertains to counselors' confidence in handling their professional challenges.

Organizational support usually refers to the support and resources an organization provides to its members to help them complete work tasks, solve problems, learn new knowledge, and adapt to the organizational culture. Previous research indicates that organizational support significantly impacts counselors' job satisfaction and emotional health. High levels of perceived organizational support (POS) lead to better work engagement and job performance. Chen and Wang [1] studied the paradox of dual-track promotion for university counselors, indicating that career advancement opportunities and organizational support significantly affect counselors' work engagement and self-efficacy. Chen [2] mentioned in his study on the professionalization path of university counselor teams that strengthening organizational support can significantly enhance counselors' professional level and work engagement.

Work engagement refers to a counselor's active commitment, enthusiasm, and full devotion to work, which is usually expressed as a high degree of work motivation and career satisfaction. Previous research indicates that Work engagement is crucial for counselors, influencing their job performance and career satisfaction. For university counselors, high levels of work engagement are associated with better student support and enhanced job performance. Silva et al. [3] found that work-life balance is closely related to counselors' work engagement. Zhang [4] pointed out that by enhancing counselors' abilities, organizational support can significantly increase their work engagement. Yang et al. [5] also emphasized that work engagement plays a key role in counselors' job satisfaction and career development. Ding [6] studied the impact of psychological empowerment on the turnover intentions of Chinese university counselors, finding that psychological empowerment is related to organizational support and can reduce burnout while increasing work engagement. Han et al. [7] although their main subjects were students, showed that good organizational support and work environments can significantly enhance individuals' work engagement.

Self-efficacy refers to an individual's confidence and belief in his or her abilities in a specific field. In the counselor profession, self-efficacy refers to counselors' confidence in their ability to effectively help students solve problems and cope with challenges. Recent research by Hu et al. [8] indicates that self-efficacy is a strong predictor of job satisfaction and performance

among university counselors. High self-efficacy levels enable counselors to manage their responsibilities effectively, leading to improved student outcomes and professional fulfillment.

Understanding the dynamics of organizational support, work engagement, and self-efficacy among university counselors in Northern China is crucial for developing strategies to enhance their professional practice and well-being. Despite the critical role of university counselors in supporting student development and ensuring the smooth functioning of educational institutions, there is a lack of comprehensive research examining the interplay between organizational support, work engagement, and self-efficacy in the context of Chinese higher education.

Existing studies often overlook the unique challenges faced by counselors in China, such as the pressure to balance administrative duties with student support, the impact of cultural expectations on their professional roles, and the limited resources available for professional development. Additionally, while there is substantial literature on these variables in Western contexts, the findings may not be directly applicable to the Chinese educational system due to cultural and organizational differences.

By addressing these three factors comprehensively, this study aims to contribute to a deeper understanding of the professional dynamics of university counselors in China and offer practical recommendations for enhancing their effectiveness and job satisfaction. The significance of this study lies in its potential to inform policy and practice, guiding the development of targeted interventions to support university counselors. This, in turn, can lead to improved mental health and academic outcomes for students, fostering a more supportive and effective educational environment.

OBJECTIVES OF THE STUDY

The main purpose of the study was to investigate the organizational support, work engagement, and self-efficacy levels of university counselors in northern China.

Specifically, the study described the profile of the counselors in terms of sex, academic qualifications, professional titles, years of experience; determined the organizational support in terms of perceived organizational support, supervisory support, peer support, and student support; assessed work engagement as to vigor, dedication, and absorption; identify self-efficacy in terms of task-specific self-efficacy, social self-efficacy, and emotional self-

efficacy; tested the significant difference on organizational support, work engagement and self-efficacy when grouped according to profile; tested the significant relationship among the three variables; and proposed a counselors' development program.

MATERIALS AND METHODS
Research Design
This study used a descriptive research method. Abu-Bader [9] pointed out that descriptive statistical methods are crucial for summarizing and interpreting data. By utilizing measures of central tendency (such as mean, median, and mode) and measures of variability (such as range, variance, and standard deviation), researchers can clearly and concisely summarize data, thereby identifying patterns and trends. Additionally, he emphasizes the importance of graphical representations (such as histograms, bar charts, and scatter plots) to make data more intuitive and understandable. Adams and McGuire [10] asserted that descriptive statistics are the first step in any data analysis process. They describe descriptive statistics as tools for summarizing and organizing data, making it easier to understand and communicate findings. The core task of descriptive research is to accurately and objectively describe the overall characteristics of a phenomenon, rather than exploring relationships between variables. Both authors agree that descriptive statistical methods are essential for understanding complex data and laying the foundation for more advanced statistical techniques.

This study adopted a quantitative descriptive research design to examine organizational support, work engagement, and self-efficacy among college counselors in northern China. The reason for using a quantitative approach is that the data collection tools are best suited for this approach. Questionnaires are distributed through the Questionnaire Star platform, objective numerical data are collected online for counselors of North China University of Science and Technology in China, and then summarized and described through statistical analysis, charts, weighted mean scores, and other methods. It should be noted that this study did not involve causal analysis, but mainly focused on the description and summary of data.

Participants
To achieve the research objectives, the study employed random sampling techniques and established clear criteria for selecting and excluding respondents. The participants in this study were university counselors working in Northern China. The sampling process ensured that every university counselor had an equal chance of being selected, thereby maintaining the representativeness and randomness of the sample.

Selection Criteria for Respondents: 1. Full-time and part-time university counselors currently working in universities in Northern China. 2. Counselors with a certain level of work experience to ensure the data collected reflects the insights and perceptions of individuals familiar with counseling duties. 3. Willingness to participate in the research and provide true and accurate information. 4. Counselors aged between 25 and 60 years.

Exclusion Criteria for Respondents: 1. Individuals not working as university counselors. 2. Counselors under 25 years old or over 60 years old. 3.Counselors with cognitive or communication disorders who are unable to accurately understand and answer the questionnaire. 4. Individuals who refuse to participate in the research or provide inaccurate information.

Sample Size and Characteristics: After applying the selection and exclusion criteria, a total of 526 university counselors were included in the study. These counselors represented a diverse group in terms of gender, age, educational background, years of experience, and professional roles. The diversity of the sample was crucial for achieving the research objectives, as it provided a comprehensive understanding of the organizational support, work engagement, and self-efficacy among university counselors.

The sample's diversity, determined through random sampling techniques and clear selection and exclusion criteria, was essential for deeply understanding the organizational support, work engagement, and self-efficacy of counselors.

Despite the careful sampling process, the study had some limitations: 1. The research was conducted in Northern China, which may not be applicable to other regions or countries. 2. Although diverse, the sample did not comprehensively cover all possible variations in demographic and professional backgrounds.

Data Gathering Instrument
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The pilot testing and reliability analysis confirmed that the questionnaire is reliable, providing a solid foundation for further research on organizational support, work engagement, and self-efficacy among university counselors. Generally speaking, a Cronbach alpha value greater than 0.7 indicates high reliability of the scale, The results indicated high internal consistency among the measurement items, with most indicators performing well or excellently. However, some indicators had slightly lower Cronbach's alpha values. For example, for family and personal life support and balance, this result is not very ideal, so the scale deleted it.

Reliability Test Result

Indicators	Cronbach Alpha	Remarks
Organizational support	0.867	Good
Colleague support and cooperation	0.898	Good
Superior support and communication	0.764	Acceptable
Student support and interaction	0.729	Acceptable
Family and personal life support and balance	0.479	Unacceptable
Vigor	0.941	Excellent
Dedication	0.845	Good
Absorption	0.813	Good
Cognitive	0.735	Acceptable
Emotional	0.781	Acceptable
Physical	0.893	Good
Cognitive dimension	0.923	Excellent
Emotional dimension	0.872	Good
Behavioral dimension	0.910	Excellent
Communication dimension	0.891	Good
Decision-making dimensions	0.906	Excellent

The revised survey questionnaire, validated through pilot testing and reliability analysis, effectively measures organizational support, work engagement, and self-efficacy among university counselors.

Data Gathering Procedure

The data collection procedure was meticulously designed, employing a survey questionnaire distributed through the Questionnaire Star platform to ensure scientific and authentic sampling. Prior to data collection, the research plan was reviewed and approved by the Ethics Review Committee of Lyceum of the Philippines University-Batangas, ensuring compliance with all ethical standards and guidelines for conducting research involving human participants. The Questionnaire Star survey link was distributed to counselors via WeChat, along with information about the study's objectives, procedures, and ethical considerations, ensuring that all participants were informed and consented before participating. Participation was voluntary, and participants could withdraw from the survey at any time without any negative consequences.

The Questionnaire Star platform is secure and user-friendly, facilitating easy online surveys. To accommodate the busy schedules of university counselors, the survey period extended from December 2023 to January 2024, ensuring counselors had ample time to participate.

Before participating in the survey, participants

received an explanation of the study. The questionnaire included sections on personal information, organizational support, work engagement, and self-efficacy, designed to gather data relevant to the research. The confidentiality and anonymity of participants were strictly maintained throughout the process. Personal information was securely stored to protect participants' privacy.

Data was securely stored on the Questionnaire Star platform, accessible only to the researchers and used solely for research purposes. After the data collection period ended, the collected data was downloaded from the online platform and prepared for analysis. The data was cleaned, coded, and entered into statistical software for analysis. Both descriptive and inferential statistical techniques were used to analyze the data, providing a deep understanding of university counselors' levels of organizational support, work engagement, and self-efficacy, as well as the relationships among these variables.

Data Analysis

The data analysis in this study was conducted to examine the relationships among organizational support, work engagement, and self-efficacy among university counselors in Northern China. Frequency and percentage distribution were used to describe the demographic profile of the respondents, including key characteristics such as age, gender, educational background, and years of experience. These descriptive statistics provided a foundational understanding of the sample's demographic composition. Weighted means and rankings were utilized to assess the levels of organizational support, work engagement, and self-efficacy among the respondents. The responses were aggregated to determine the overall trends in these key variables, helping to identify which aspects of support and engagement were most prominent among university counselors.

To assess the normality of the data distribution, the Shapiro-Wilk Test was conducted, revealing that the p-values for the major variables were less than 0.05, indicating that the data set was not normally distributed. Consequently, non-parametric tests were employed for further analysis. A Likert Scale was used to measure the respondents' perceptions, with the following ranges: 3.50-4.00 for Strongly Agree, 2.50-3.49 for Agree, 1.50-2.49 for Disagree, and 1.00-1.49 for Strongly Disagree. This scale facilitated the quantification of respondents' attitudes towards organizational support, work engagement, and self-efficacy. All data were processed and analyzed using SPSS version 26, with an alpha level set at 0.05 to ensure statistical significance and reliability. The SPSS software enabled a comprehensive interpretation of the results, contributing to a deeper understanding of the factors influencing university counselors' professional roles.

Ethical Considerations

The research plan was reviewed and approved by the Ethics Review Committee of Lyceum of the Philippines University – Batangas. This ensures that the study adheres to all ethical guidelines for conducting research involving human participants. Participants were provided with detailed information about the study's objectives, procedures, potential risks, and more. Participation in the research was entirely voluntary, and informed consent was obtained from participants before they participated. All personal information collected during the study was kept confidential and securely stored, minimizing any risks to participants. Responses were made anonymous and did not contain sensitive information. The data collected through the questionnaire were securely stored and remained unmodified as raw data. The data were used solely for the purposes of this study, as clearly communicated to the participants. The study complied with regulations and ethical guidelines, and these measures maintained the credibility and reliability of the research results.

RESULTS AND DISCUSSION

Table 2
Organizational Support for Counselors

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Organizational policies	3.44	Agree	1
2. Colleague support and cooperation	3.41	Agree	3
3. Leadership support and communication	3.39	Agree	4
4. Student support and interaction	3.42	Agree	2
Composite Mean	**3.42**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents the organizational support by counselors, encompassing four aspects: organizational policies, colleague support and cooperation, leadership support and communication, and student support and

interaction. The overall average score is 3.42, indicating that counselors generally agree that their organization provides a high level of support.

Organizational policies received the highest score, at 3.44. This result suggests that counselors believe their institutions perform well in providing training and development opportunities, encouraging employees to raise issues and suggestions, and valuing employee well-being. This aligns with Cai [11] study that pointed out optimizing organizational policies as essential for enhancing counselors' career development paths from the perspective of social cognitive theory.

Colleague support and cooperation scored 3.41, ranking third. Counselors feel supported and cooperated with by their colleagues, which helps improve their job satisfaction and engagement. Zhuang [12] noted that peer cooperation and support are significant factors in the impact mechanism of service-oriented leadership on counselors' job engagement in universities, further supporting the findings of this study.

Leadership support and communication scored 3.39, slightly lower than other aspects but still within the "agree" range. Counselors generally believe their superiors perform well in providing career development opportunities, focusing on counselors' well-being, and maintaining regular communication.

Student support and interaction scored 3.42, ranking second. This indicates that counselors feel positively supported in their interactions with students, viewing this interaction as a crucial driver of job engagement. Xu [13] also mentioned that good interactions between counselors and students can enhance counselors' professional self-efficacy and job satisfaction.

Table 3
Work Engagement of Counselors

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Vigor	3.39	Agree	4
2. Dedication	3.42	Agree	2
3. Absorption	3.37	Agree	5
4. Cognitive	3.40	Agree	3
5. Emotional	3.43	Agree	1
6. Physical	3.33	Agree	6
Composite Mean	**3.39**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 provides the work engagement of university counselors across various dimensions. The composite mean score is 3.39, indicating a general agreement with the statements across all dimensions of work engagement. Emotional engagement ranks the highest with a mean score of 3.43, while physical engagement ranks the lowest with a mean score of 3.33. The other dimensions—dedication (3.42), cognitive (3.40), vigor (3.39), and absorption (3.37)—all show strong agreement as well.

The offers a comprehensive view of the work engagement of university counselors, highlighting strengths and areas for potential improvement. The overall composite mean of 3.39 suggests that counselors generally agree with the positive statements about their work engagement.

Emotional engagement, with the highest mean score of 3.43, underscores the significant emotional investment counselors have in their roles. This finding is consistent with research by Zhang [4], who highlighted the crucial role of emotional well-being in job satisfaction and engagement among university staff. Institutions should continue to foster a supportive environment that recognizes and rewards emotional commitment, which can further enhance overall engagement levels.

Dedication, with a mean score of 3.42, also ranks high, reflecting counselors' strong commitment to their work. This finding aligns with the study by Nidhi and Kaur [14], which emphasized the importance of psychological capital in enhancing dedication. Providing opportunities for professional growth and acknowledging counselors' dedication can sustain high levels of engagement.

Cognitive engagement, scoring 3.40, indicates that counselors are intellectually invested in their work. This aligns with the findings of Xu [13], who discussed the role of positive psychological capital in enhancing cognitive engagement. Institutions can support cognitive engagement by offering continuous professional development and encouraging innovative thinking.

The mean score for vigor is 3.39, indicating that counselors generally feel energetic and resilient in their roles. This is supported by research from Liu and Zhong [15], who found that motivation and psychological well-being significantly impact vigor. Providing wellness programs and promoting a healthy work-life balance can help maintain high vigor levels among counselors.

Absorption, with a mean score of 3.37, reflects that counselors are deeply engrossed in their work. Yang and Zhang [16] highlighted the importance of boundary

control in maintaining high levels of absorption. Institutions should provide resources and training to help counselors manage their work and personal life boundaries effectively.

Physical engagement, although the lowest among the dimensions with a mean score of 3.33, still indicates a strong physical commitment. The finding aligns with Kameli, Abadi, and Davari [17], who discussed the role of organizational support in enhancing physical engagement. Institutions should ensure that counselors have the necessary physical resources and support to perform their duties effectively.

Overall, the high levels of engagement across all dimensions suggest that university counselors are highly committed to their roles. However, continuous efforts are necessary to maintain and enhance these engagement levels. Institutions should focus on providing comprehensive support that addresses all aspects of engagement—emotional, physical, cognitive, and more.

Table 3
Counselor's Self-Efficacy

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Cognitive dimension	3.41	Agree	3
2. Emotional dimension	3.39	Agree	5
3. Behavioral dimension	3.42	Agree	1
4. Communication dimension	3.41	Agree	3
5. Decision-making dimensions	3.41	Agree	3
Composite Mean	**3.41**	**Agree**	

Table 3 provides the different dimensions of self-efficacy among university counselors, including cognitive, emotional, behavioral, communication, and decision-making dimensions. The weighted means for these dimensions are as follows: cognitive (3.41), emotional (3.39), behavioral (3.42), communication (3.41), and decision-making (3.41). All dimensions fall within the "Agree" category, with the highest mean for the behavioral dimension (3.42) and the lowest for the emotional dimension (3.39). The composite mean for overall self-efficacy is 3.41, indicating overall agreement. It is clear that while there is overall agreement in self-efficacy across all dimensions, there are areas that require more focus and improvement. The

highest mean in the behavioral dimension suggests that counselors feel most confident in their ability to take positive actions and support students effectively. This is encouraging, as it highlights the proactive nature of counselors in addressing student needs.

However, the slightly lower mean in the emotional dimension indicates a need for more support in managing emotional challenges and maintaining confidence and optimism during difficult tasks. According to Wang [18], providing counselors with emotional resilience training can significantly enhance their ability to cope with workplace challenges and improve their overall effectiveness.

Cognitive and communication dimensions, both with a mean of 3.41, also highlight the importance of continuous professional development in these areas. Cognitive self-efficacy is crucial for problem-solving and critical thinking, while communication self-efficacy is essential for building strong relationships with students. Li [19] emphasized that targeted training in these areas can lead to significant improvements in counseling outcomes.

The decision-making dimension, with a mean of 3.41, underscores the importance of equipping counselors with the skills to make informed and effective decisions. This is particularly important in complex and emergency situations. Ding [20] discussed how high decision-making self-efficacy can enhance a counselor's ability to manage crises effectively and provide timely support to students.

In summary, the summary table on counselor's self-efficacy provides a comprehensive overview of the strengths and areas for improvement among university counselors in Northern China. While there is overall agreement in self-efficacy across all dimensions, continuous professional development and supportive organizational environments are essential for further enhancing these skills. Focusing on emotional resilience, cognitive abilities, communication skills, and decision-making capabilities can lead to better counseling services and improved student success.

Table 4 presents the association between Organizational Support and work engagement. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the organizational support, the more that they are engaged.

Adequate resources are the foundation for counselors to perform their duties effectively. The positive correlation indicates that counselors with

sufficient resources exhibit higher levels of vigor, focus, and engagement in their work. Gao [21] emphasized that the availability of resources directly impacts counselors' job satisfaction and engagement.

Table 4
Relationship Between Organizational Support and Work Engagement of Counselors

Organizational policies	rho-value	p-value	Interpretation
Vigor	.741**	0.000	Highly Significant
Dedication	.719**	0.000	Highly Significant
Absorption	.690**	0.000	Highly Significant
Cognitive	.598**	0.000	Highly Significant
Emotional	.569**	0.000	Highly Significant
Physical	.402**	0.000	Highly Significant
Colleague support and cooperation			
Vigor	.732**	0.000	Highly Significant
Dedication	.745**	0.000	Highly Significant
Absorption	.722**	0.000	Highly Significant
Cognitive	.569**	0.000	Highly Significant
Emotional	.583**	0.000	Highly Significant
Physical	.418**	0.000	Highly Significant
Leadership support and communication			
Vigor	.756**	0.000	Highly Significant
Dedication	.757**	0.000	Highly Significant
Absorption	.720**	0.000	Highly Significant
Cognitive	.573**	0.000	Highly Significant
Emotional	.570**	0.000	Highly Significant
Physical	.756**	0.000	Highly Significant
Student support and interaction			
Vigor	.786**	0.000	Highly Significant
Dedication	.789**	0.000	Highly Significant
Absorption	.750**	0.000	Highly Significant
Cognitive	.590**	0.000	Highly Significant
Emotional	.604**	0.000	Highly Significant
Physical	.445**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Continuous professional development is crucial for maintaining high levels of work engagement. Counselors who perceive ample opportunities for professional growth are more likely to exhibit higher engagement levels. Zhang [4] pointed out that the professionalization, specialization, and expert development of counselors enhance their skills and knowledge, thereby increasing their vigor and dedication.

Administrative support plays a crucial role in counselors' work engagement. Strong administrative support correlates with higher engagement levels, suggesting that counselors who feel supported by their administration are more motivated and dedicated to their roles. Hilts et al. [22] emphasized that administrative support is a key factor influencing job performance and engagement among counselors.

A positive working environment is essential for fostering work engagement. Counselors who perceive their working environment as supportive and conducive to their professional needs are more likely to exhibit higher levels of cognitive, emotional, and physical engagement. Li [19] highlighted the importance of a supportive working environment in enhancing job satisfaction and reducing turnover among counselors. This can be achieved by creating a conducive work-life balance, recognizing exemplary performance, and organizing morale-boosting activities like team-building exercises and birthday celebrations.

From a practical perspective, these findings suggest that colleges and universities should prioritize enhancing organizational support to boost work engagement among counselors. Providing adequate resources, continuous professional development opportunities, strong administrative support, and a positive working environment are crucial strategies.

Table 5 displays the association between Organizational Support and Counselors Self-Efficacy. The computed r-values indicate a strong direct correlation and the resulted p-values were less than the alpha level. This means that a significant relationship exists and implies that the better is the organizational support, the better is the counselors self-efficacy.

The strong correlation between organizational support and self-efficacy highlights the critical role that a supportive environment plays in enhancing counselors' confidence in their abilities. When counselors perceive strong organizational support, their self-efficacy increases significantly.

Adequate resources are crucial for counselors to perform their duties effectively and confidently. The positive correlation suggests that counselors with sufficient resources are more likely to exhibit higher self-efficacy in cognitive, emotional, and behavioral dimensions. Gao [21] emphasized that the availability of resources directly impacts counselors' confidence in their ability to perform their duties effectively.

Continuous professional development is essential for maintaining high levels of self-efficacy. Counselors who perceive ample opportunities for professional growth are more likely to exhibit higher self-efficacy across all dimensions. Zhang [4] pointed out that

professional development enhances counselors' skills and knowledge, thereby boosting their confidence in their abilities.

Table 5
Relationship Between Organizational Support and Counselors Self-Efficacy

Organizational policies	rho-value	p-value	Interpretation
Cognitive dimension	.672**	0.000	Highly Significant
Emotional dimension	.686**	0.000	Highly Significant
Behavioral dimension	.682**	0.000	Highly Significant
Communication dimension	.661**	0.000	Highly Significant
Decision-making dimensions	.667**	0.000	Highly Significant
Colleague support and cooperation			
Cognitive dimension	.705**	0.000	Highly Significant
Emotional dimension	.712**	0.000	Highly Significant
Behavioral dimension	.691**	0.000	Highly Significant
Communication dimension	.690**	0.000	Highly Significant
Decision-making dimensions	.700**	0.000	Highly Significant
Leadership support and communication			
Cognitive dimension	.686**	0.000	Highly Significant
Emotional dimension	.707**	0.000	Highly Significant
Behavioral dimension	.714**	0.000	Highly Significant
Communication dimension	.702**	0.000	Highly Significant
Decision-making dimensions	.717**	0.000	Highly Significant
Student support and interaction			
Cognitive dimension	.747**	0.000	Highly Significant
Emotional dimension	.747**	0.000	Highly Significant
Behavioral dimension	.841**	0.000	Highly Significant
Communication dimension	.686**	0.000	Highly Significant
Decision-making dimensions	.707**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Administrative support plays a crucial role in enhancing counselors' self-efficacy. Strong administrative support correlates with higher self-efficacy, indicating that counselors who feel supported by their administration are more confident in their roles. Hilts et al. [22] emphasized that administrative support is a key factor influencing job performance and self-efficacy among counselors.

A positive working environment is essential for fostering self-efficacy. Counselors who perceive their working environment as supportive and conducive to their professional needs are more likely to exhibit higher self-efficacy in cognitive, emotional, and behavioral dimensions. Li [19] highlighted the importance of a supportive working environment in enhancing counselors' confidence and reducing burnout.

From a practical perspective, these findings suggest that colleges and universities should prioritize enhancing organizational support to boost self-efficacy among counselors. Providing adequate resources, continuous professional development opportunities, strong administrative support, and a positive working environment are key strategies.

Table 6 presents the association between Work Engagement and Counselors Self-Efficacy. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that a significant relationship exists and implies that the more that they are engaged, the better is the counselors self-efficacy.

In the context of student affairs in higher education, the strong correlation between work engagement and self-efficacy highlights the critical role that engagement plays in enhancing counselors' confidence in their abilities. When counselors are highly engaged in their work, their self-efficacy significantly increases.

Vigor and dedication are fundamental aspects of work engagement that directly influence self-efficacy. Counselors who exhibit high levels of vigor and dedication are more likely to be confident in their cognitive, emotional, and behavioral capabilities. Gao (2024) emphasized that energetic and dedicated counselors are more effective and confident in their roles.

Absorption and cognitive engagement are crucial for maintaining high levels of self-efficacy. Counselors who are fully absorbed and cognitively engaged in their work are more likely to exhibit higher self-efficacy across various dimensions. Zhang [4] noted that deep engagement in work tasks enhances counselors' confidence and problem-solving abilities.

Emotional and physical engagement are also significant factors influencing self-efficacy. Counselors

who are emotionally and physically engaged in their work are more likely to feel confident in their communication and decision-making skills. Hilts et al. [22] highlighted that emotionally and physically engaged counselors are more resilient and effective in their roles.

Table 6
Relationship Between Work Engagement and Counselors Self-Efficacy

Vigor	rho-value	p-value	Interpretation
Cognitive dimension	.809**	0.000	Highly Significant
Emotional dimension	.805**	0.000	Highly Significant
Behavioral dimension	.781**	0.000	Highly Significant
Communication dimension	.775**	0.000	Highly Significant
Decision-making dimensions	.782**	0.000	Highly Significant
Dedication			
Cognitive dimension	.526**	0.000	Highly Significant
Emotional dimension	.526**	0.000	Highly Significant
Behavioral dimension	.526**	0.000	Highly Significant
Communication dimension	.789**	0.000	Highly Significant
Decision-making dimensions	.807**	0.000	Highly Significant
Absorption			
Cognitive dimension	.795**	0.000	Highly Significant
Emotional dimension	.794**	0.000	Highly Significant
Behavioral dimension	.774**	0.000	Highly Significant
Communication dimension	.773**	0.000	Highly Significant
Decision-making dimensions	.772**	0.000	Highly Significant
Cognitive			
Cognitive dimension	.679**	0.000	Highly Significant
Emotional dimension	.684**	0.000	Highly Significant
Behavioral dimension	.639**	0.000	Highly Significant
Communication dimension	.653**	0.000	Highly Significant
Decision-making dimensions	.675**	0.000	Highly Significant
Emotional			
Cognitive dimension	.678**	0.000	Highly Significant
Emotional dimension	.654**	0.000	Highly Significant
Behavioral dimension	.626**	0.000	Highly Significant
Communication dimension	.649**	0.000	Highly Significant
Decision-making dimensions	.661**	0.000	Highly Significant
Physical			
Cognitive dimension	.537**	0.000	Highly Significant
Emotional dimension	.502**	0.000	Highly Significant
Behavioral dimension	.471**	0.000	Highly Significant
Communication dimension	.487**	0.000	Highly Significant
Decision-making dimensions	.506**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

From a practical standpoint, these findings suggest that institutions should prioritize enhancing work engagement to boost self-efficacy among counselors. Providing opportunities for counselors to increase their vigor, dedication, absorption, and overall engagement in their work is crucial.

CONCLUSION AND RECOMMENDATION

Counselors generally agree that they receive substantial organizational support, particularly in terms of organizational policies, colleague support, leadership support, and student interaction. The highest-rated support aspect is organizational policies indicating that counselors appreciate the training, development opportunities, and supportive measures provided by their institutions. The overall work engagement of counselors is positive, with counselors demonstrating high levels of vigor, dedication, and absorption in their roles. The highest-rated dimension is dedication, with counselors showing strong commitment and willingness to exert extra effort in their work. However, maintaining high energy levels over time and balancing personal and professional life remain challenging aspects. Counselors exhibit high levels of self-efficacy, particularly in task-specific, social, and emotional aspects. They feel confident in their ability to handle student issues, provide effective support, and manage

emotional challenges. This self-efficacy is crucial for their job performance and professional development. Significant differences were found in organizational support, work engagement, and self-efficacy when grouped according to profile variables such as sex , age, educational attainment, and years of experience. Younger counselors reported higher job engagement, while those with more years of service showed higher self-efficacy. There is a significant positive relationship among organizational support, work engagement, and self-efficacy. Higher perceived organizational support is associated with increased work engagement and self-efficacy among counselors. This interrelationship underscores the importance of a supportive work environment in enhancing counselors' professional efficacy and job satisfaction. Based on the findings, a comprehensive counselor development program is proposed to enhance organizational support, work engagement, and self-efficacy. This program includes targeted training and development opportunities, improved communication and feedback mechanisms, enhanced peer support and cooperation, and strategies for maintaining work-life balance to prevent burnout and sustain high levels of job engagement.

University administrators may consider providing more tailored training and professional development opportunities for counselors. This can include workshops, seminars, and courses that focus on enhancing counseling skills, managing stress, and balancing work-life demands. Additionally, administrators may implement regular feedback mechanisms to ensure that counselors' needs and concerns are addressed promptly, thereby creating a supportive work environment. Counseling supervisors may focus on enhancing communication and support strategies. Regular check-ins, open-door policies, and active listening can help supervisors understand the challenges counselors face and provide timely support. Encouraging peer collaboration and creating opportunities for counselors to share experiences and strategies can also strengthen the support network within the counseling team. Policy makers may enhance top-level design by developing and implementing policies that recognize and support the multifaceted role of university counselors. Clear policies on the professional development of counselors should be established, considering their career development needs and ensuring they have access to necessary resources and tools. Policies promoting workload balance and addressing job burnout can significantly improve counselors' job satisfaction and

efficiency. Counselors may look for professional development opportunities and actively participate in training programs to enhance their skills and knowledge. Building a strong network with peers and seeking mentorship can provide additional support and guidance. Counselors should also practice self-care and set boundaries to maintain their well-being and prevent burnout. Universities in Northern China may consider establishing a comprehensive counselor development program that includes regular assessments, professional growth plans, and recognition of counselors' contributions, along with increased incentives and promotion mechanisms. This program should aim to enhance counselors' organizational support, work engagement, and self-efficacy, thereby improving their overall job performance and satisfaction. Student affairs offices may collaborate with counselors to create a more integrated support system for students. This can include joint training sessions, shared resources, and coordinated efforts to address student needs. By fostering a collaborative environment, student affairs offices can enhance the effectiveness of both counselors and other student support services. Researchers may conduct further studies to explore the specific needs and challenges of university counselors in different regions and contexts. Longitudinal studies can provide insights into how organizational support, work engagement, and self-efficacy evolve over time. Additionally, qualitative research methods such as interviews and focus groups can offer a deeper understanding of counselors' experiences and perceptions.

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