

Evaluation of the Intervention Effects of College Psychological Counseling Services on the Self-Concept of Impoverished College Students

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Abstract: Impoverished college students, as a special group within universities, often have their self-concepts negatively affected by economic difficulties. College psychological counseling services, serving as a supportive and intervention mechanism, play a crucial role in enhancing the self-concept of impoverished college students. This paper aims to evaluate the intervention effects of college psychological counseling services on the self-concept of impoverished college students, through theoretical analysis, characteristic descriptions, and current situation surveys. It explores counseling strategies tailored for impoverished college students and evaluates their implementation and areas for improvement. The study indicates that psychological counseling services have a significant effect on improving the self-concept of impoverished college students, yet there is a continuous need to optimize strategies and methods to better meet their psychological needs.

Keywords: Impoverished college students; Self-concept; Psychological counseling services; Intervention effects; Effect evaluation

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1. Introduction

As universities expand enrollment and social-economic development progresses, the psychological issues of impoverished college students have garnered significant attention. Due to financial difficulties, these students face numerous challenges in their academic and personal lives, often affecting the formation and development of their self-concept. Self-concept, as an individual's overall cognition of their characteristics and value, has a significant impact on their psychological health and social adaptation. College psychological counseling services aim to provide professional psychological guidance and support, helping students overcome psychological disturbances and enhance their self-concept. By evaluating the intervention effects of psychological counseling services on the self-concept of impoverished college students, this paper helps universities better understand and support these students, promoting their psychological health and academic

success. Through scientific evaluation of the intervention effects, the paper provides empirical evidence for college mental health education and promotes the optimization and improvement of psychological counseling services.

2. Current status of the self-concept of impoverished college students

2.1. Theoretical basis of self-concept

Self-concept is an individual's overall cognition and evaluation of themselves in cognitive, affective, and behavioral aspects and is an essential component of personality. It includes three main aspects: self-cognition, self-evaluation, and self-efficacy. Self-cognition refers to an individual's understanding of their characteristics, abilities, and social roles. Self-evaluation involves attitudes and evaluations of these characteristics and abilities. Self-efficacy is the individual's confidence in accomplishing tasks and achieving goals. The development of self-concept is influenced by various factors, including family environment, social support, personal experiences, and cultural background.

Carl Rogers' theory of self posits that self-concept is the relationship between an individual's experiences and self-perception. Once an individual's self-concept is formed, it significantly influences their behavior, emotions, and social adaptation. Rogers believed that when an individual's self-concept aligns with actual experiences, they can achieve a higher state of psychological harmony; otherwise, they may experience psychological distress and adaptation problems ^[1]. Research on self-concept provides a theoretical foundation for understanding individual psychological health, especially critical in assessing the psychological state of impoverished college students.

According to Albert Bandura's social cognitive theory, self-efficacy is a crucial component of self-concept, significantly influencing individual behavior choices and effort levels. Individuals with high self-efficacy tend to set higher goals and show more perseverance and resilience in the face of difficulties. For impoverished college students, cultivating self-efficacy is particularly vital as it directly affects their academic performance and future development.

2.2. Characteristics of the self-concept of impoverished college students

As a unique group within universities, the self-concept of impoverished college students shows significant characteristics. First, these students often have many negative self-perceptions due to economic pressures and resource scarcity, leading to low self-esteem and self-doubt. This negative self-cognition not only affects their academic performance but can also lead to social difficulties and psychological health issues.

Second, impoverished college students often have lower self-evaluations. They may feel inferior due to their family's economic status and believe they are less capable than their peers in various aspects. This low self-evaluation not only affects their confidence but also diminishes their motivation for learning and zest for life. When facing challenges in academics and life, these students often exhibit strong feelings of helplessness and powerlessness, further exacerbating the negative cycle of their self-concept.

Third, impoverished college students also have deficiencies in self-efficacy. Lacking economic support and social resources, they often have insufficient confidence in achieving academic goals and future development, easily leading to avoidance and abandonment behaviors in the face of challenges. These characteristics make impoverished college students a focal point for psychological counseling services. Through systematic psychological interventions, these services can help improve their self-concept and enhance their psychological adaptability.

2.3. Current survey of the self-concept of impoverished college students

To deeply understand the current status of the self-concept of impoverished college students, this paper used a combination of questionnaires and interviews to survey impoverished college students at a university. The survey covered aspects of self-cognition, self-evaluation, and self-efficacy, aiming to comprehensively understand the characteristics and psychological state of impoverished college students. The questionnaire results showed that these students generally have a negative tendency in self-cognition, perceiving significant disadvantages in abilities and resources.

Specifically, about 70% of the impoverished college students expressed doubt about their academic abilities, and nearly 60% of the students were pessimistic about their prospects. The interview results further revealed the mechanisms and influencing factors of impoverished college students' self-concept formation. Interviewees commonly stated that their family's economic status profoundly impacted their self-cognition and evaluation. Not only do they face economic difficulties, but they also experience considerable psychological pressure, feeling a significant gap compared to other students^[2].

Moreover, the lack of a supportive social system is also a critical factor affecting the self-concept of impoverished college students. Many interviewed students reported feeling isolated and unsupported at school. These survey results provide a crucial basis for universities to develop psychological intervention strategies for impoverished college students. Targeted psychological counseling services can help improve their self-concept, boost their confidence and self-efficacy, and promote their comprehensive development.

3. Psychological counseling services intervention strategies in universities

3.1. Theoretical foundations of psychological counseling services

Psychological counseling services, as a professional form of psychological intervention, are fundamentally based on theories such as humanism, Cognitive Behavioral Theory (CBT), and systems theory. Humanism, introduced by Carl Rogers, emphasizes individual self-actualization and self-development, suggesting that unconditional positive regard, empathy, and a genuine counseling attitude can help clients discover their potential and enhance their self-concept. This theory has significant application value in university psychological counseling, especially for impoverished college students who often require more understanding and support to reevaluate themselves.

CBT posits that an individual's emotions and behaviors are determined by their cognitive processes. By altering irrational cognitions, emotional and behavioral problems can be improved. CBT is widely used in psychological counseling, helping clients identify and modify negative thinking patterns to establish positive self-cognitions and evaluations. This theory is particularly effective in enhancing the self-esteem and self-efficacy of impoverished college students, helping them rebuild a positive self-concept.

Systems theory emphasizes that individual behavior and psychological states result from the interaction of various systems, including family, school, and societal systems. Applied widely in university psychological counseling, especially for interventions with impoverished college students, it can enhance their family relationships, strengthen school support systems, and social support networks, thus improving their overall psychological health. Systematic interventions can help impoverished college students improve their self-concept and enhance their ability to cope with life and academic challenges under multiple supports.

3.2. Psychological counseling strategies for impoverished college students

Psychological counseling strategies for impoverished college students should involve a multifaceted approach, combining individual counseling, group counseling, and a comprehensive support system to enhance their

self-concept. Firstly, individual counseling is the core of psychological interventions, where counselors can understand the specific problems and needs of impoverished college students through one-on-one in-depth interactions, providing targeted support and assistance. In individual counseling, counselors should adopt an empathetic and positively attentive attitude, helping students explore their self-worth and enhance confidence and self-efficacy ^[3].

Secondly, group counseling is an effective method of psychological intervention. Through group interaction and sharing, impoverished college students can gain more social support and emotional exchange. Group counseling can include themed activities such as self-awareness workshops and emotion management groups, helping students learn and grow in a group setting. Not only does group counseling provide psychological support, but it also promotes mutual understanding and support among students, enhancing their sense of community belonging and self-identity.

Thirdly, establishing a comprehensive support system is crucial for enhancing the psychological health levels of impoverished college students. Universities should create a robust mental health education and support system, integrating school, family, and societal resources to provide comprehensive support and assistance for impoverished college students. Specific measures include setting up psychological counseling centers, providing financial aid and scholarship programs, and organizing mental health education activities. A multi-level, multi-channel support system can help impoverished college students overcome psychological distress, enhance their self-concept, and strengthen their social adaptability.

3.3. Implementation effects of psychological counseling services

Psychological counseling services have significant effects in improving the self-concept of impoverished college students. Studies show that after systematic psychological counseling interventions, impoverished college students exhibit significant improvements in self-cognition, self-evaluation, and self-efficacy. Individual counseling, through in-depth personalized guidance, helps students reevaluate their values and abilities, improving their negative self-perceptions and boosting their confidence. Students display higher self-efficacy and positive coping strategies when facing academic and life challenges.

Group counseling also plays a positive role in enhancing social support and a sense of community belonging among impoverished college students. Through group activities, students share their experiences and emotions interactively, gaining more understanding and support, and improving their emotional states and social adaptability. Group counseling also promotes mutual assistance and cooperation among students, enhancing their collective consciousness and team spirit, and further improving their self-concept.

The establishment and implementation of a comprehensive support system provide extensive support and security for impoverished college students. Psychological counseling services, combined with economic support, academic guidance, and career planning, effectively alleviate the economic pressures and psychological burdens of impoverished students ^[4]. Through a multi-level support system, the self-concept of impoverished college students is systematically enhanced, showing stronger levels of psychological health and social adaptability. These results indicate that systematic psychological counseling services can significantly improve the self-concept of impoverished college students, promoting their comprehensive development.

4. Evaluation and improvement of psychological counseling services

To effectively evaluate the impact of university psychological counseling services on the self-concept of impoverished college students, this paper proposes a series of scientific evaluation methods and indicators. These include quantitative, qualitative, and mixed assessments, aimed at comprehensively understanding the

actual impact of psychological counseling services. Additionally, long-term follow-up assessments are essential to ensure the persistence and systematization of the intervention effects through continuous monitoring of students' psychological changes.

4.1. Methods and indicators for effectiveness evaluation

Evaluating the impact of psychological counseling services on the self-concept of impoverished college students requires scientific methods and indicators. First, quantitative assessments are commonly used. By employing questionnaires and standardized scales, such as self-concept scales, self-esteem scales, and self-efficacy scales, changes in students' self-concepts can be quantitatively assessed. These scales provide systematic, comprehensive evaluations of students' self-concepts across different dimensions, offering objective data support for intervention effects.

Second, qualitative assessment methods explore the actual impact of psychological counseling services through in-depth interviews and case analyses. By conducting detailed interviews with students, researchers can understand the changes and experiences students undergo during counseling, capturing subtle changes and individual differences that quantitative assessments may miss ^[5]. Qualitative assessments not only provide rich contextual information but also help researchers understand the complexity and diversity of intervention effects, offering a comprehensive evaluation.

Third, mixed assessment methods combine quantitative and qualitative evaluations to thoroughly assess the impact of psychological counseling services on impoverished college students' self-concepts. By integrating quantitative data with qualitative insights, a more comprehensive understanding of the impact of psychological counseling services can be achieved. Comprehensive evaluations not only provide specific effect data but also reveal key factors and underlying mechanisms during interventions, providing a scientific basis for improving psychological counseling services.

Finally, long-term follow-up assessments are also crucial for evaluating the effects of psychological counseling services. By tracking students who receive psychological counseling services frequently over time and regularly assessing their self-concept changes, the enduring effects of the services can be gauged. This method helps identify differences between long-term and short-term effects, assessing the sustained impact of counseling services and providing long-term data support for optimizing intervention strategies.

4.2. Effectiveness and shortcomings of psychological counseling services

Psychological counseling services have significantly improved the self-concept of impoverished college students. Research shows that impoverished college students who have received psychological counseling services exhibit marked improvements in self-cognition, self-evaluation, and self-efficacy. Students develop a more positive understanding of their abilities and values, with significant boosts in confidence and self-efficacy. These changes are evident not only in their academics and personal lives but also in their interpersonal relationships and social adaptability, reflecting higher levels of psychological health and well-being.

However, there are still shortcomings in the practical implementation of psychological counseling services. First, the coverage of services is limited, and many impoverished college students do not receive timely psychological counseling due to various reasons. Some students, due to misconceptions or shame associated with seeking psychological help, are reluctant to seek help, preventing timely intervention for their psychological issues.

Second, personalized services are insufficient. Under limited time and resources, psychological counseling services cannot provide comprehensive personalized guidance to every student, leaving some students' needs unmet.

Third, the continuity and systematization of psychological counseling services need strengthening. While short-term interventions are effective, long-term effects and follow-up support are relatively weak. Many students lack subsequent support and guidance after counseling ends, making it difficult to sustain intervention effects.

Finally, the professional quality of counselors and resource allocation are also crucial factors affecting psychological counseling services. Some universities have insufficient numbers of counselors with varying levels of professionalism, making it challenging to meet the diverse needs of students.

To address these shortcomings, improvements are needed in service coverage, personalized guidance, and long-term support. By enhancing students' awareness and acceptance of psychological counseling, expanding service coverage, strengthening professional training and resource investment for counselors to improve the quality and effectiveness of personalized guidance, and establishing continuous tracking and support mechanisms to ensure students' long-term psychological health development after counseling^[6].

4.3. Future development directions for psychological counseling services

In the future, psychological counseling services need to be improved and innovated in multiple areas to better meet the psychological needs of impoverished college students.

First, psychological health education should be promoted and popularized, enhancing students' understanding and acceptance of psychological counseling. Universities can raise awareness of mental health among all students by offering psychological health courses, organizing lectures and activities, and making psychological counseling services a normalized support mechanism. By popularizing mental health knowledge, misconceptions and stigma about psychological counseling can be reduced, encouraging students to seek help proactively.

Second, the personalization and professionalization of psychological counseling services should be strengthened. By increasing the number of counselors and providing professional training, the quality of psychological counseling services can be improved. Using big data and artificial intelligence technologies, intelligent psychological counseling systems can be developed to provide more accurate and personalized psychological support. Additionally, establishing multidisciplinary cooperation mechanisms, combining knowledge and resources from psychology, sociology, education, and other fields, can provide comprehensive and systematic support for students. Through personalized and professional services, students' diverse needs can be more effectively met.

Finally, a comprehensive mental health support system should be built, promoting the integration and coordination of internal and external resources. Universities can collaborate with communities, social organizations, and businesses to establish multi-level, multi-channel psychological support networks, providing comprehensive support and assistance for impoverished college students. Through policy support, financial investment, and social mobilization, the continuous development and innovation of psychological health services can be promoted, creating a healthier and more harmonious growth environment for impoverished college students. These improvements and innovations will help enhance the coverage and effectiveness of psychological counseling services, promoting the comprehensive improvement of impoverished college students' self-concept and psychological health levels, and contributing to educational equity and social harmony.

5. Conclusion

This paper evaluates the effects of university psychological counseling services on the self-concept of

impoverished college students, finding significant effects in improving their self-cognition, self-evaluation, and self-efficacy. Future research should further explore the application effects of psychological counseling services among different types of impoverished college students and combine emerging technologies such as internet-based psychological counseling and virtual reality coaching to enhance the breadth and depth of services. Simultaneously, strengthening the research on the long-term effects of interventions will ensure the continuity and effectiveness of psychological counseling services.

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