



Research on the Development of Academic Guidance Ability of University Advisors in Guangxi

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Abstract

Background and Aim: Many factors determine the academic quality of higher education, such as the funding of universities, the quality of teachers, teaching equipment, and so on. Thus, this research aims to investigate the academic guidance ability of university advisors in Guangxi.

Materials and Methods: Through using quantitative and qualitative phase ensemble research methods and sampling single factor analysis of variance and t-test, this research investigates the academic guidance ability of university advisors.

Results: The results show that given the current situation of university advisors' academic guidance ability, it is proposed to improve the academic guidance ability of university advisors by increasing the intensity of advisor training, improving the academic guidance system of university advisors, doing a good job in the process of university advisor' academic guidance communication, and building an accurate university advisor academic guidance performance evaluation mechanism.

Conclusion: According to the literature analysis results of university advisor and academic guidance ability, this study composed university advisor's academic guidance ability by four dimensions: learning motivation guidance ability, learning method guidance ability, learning planning guidance ability, learning process, and evaluation guidance ability.

Keywords: University; Advisor; Academic Guidance; Ability Improvement

Introduction

The academic guidance level of university students is an important guarantee for improving the quality of university education and teaching

Academic learning is the eternal theme of educational development, and academic guidance is an important issue in the field of higher education in various countries. The development of one university is closely related to the academic quality of university students and the level of talent training. Many factors determine the academic quality of higher education, such as the funding of universities, the quality of teachers, teaching equipment, and so on. In recent years, many universities in China have attracted outstanding talents through policies such as raising salaries, increasing scientific research funds, increasing incentive funds, and improving the hardware facilities of schools through a large amount of capital investment. However, only a few universities and universities have implemented reforms to guide university students on how to learn, be good at learning, and be willing to learn, and the issue of academic guidance for university students in Chinese universities and universities has not received the attention they could have. In the past two decades, China's higher education has



transformed from elite education to mass education, and the number of students enrolled in Chinese universities has surpassed Russia, India, and the United States, ranking first in the world (Beatty, 1991).

Enhancing university advisors' academic guidance ability is based on the needs of advisors' career development

The Chinese university advisor system began with Tsinghua University in 1953 and has been developed for 70 years. The name of the university advisor in China has also undergone three changes. With the continuous development of China's higher education system and the successive introduction of a series of national policy documents, the development of the university advisor profession has attracted widespread attention. The advisor's personal growth is based on his professional development. The development of the advisor's profession is closely related to the job's ability and the work's content. The level of academic guidance ability of advisors is an important manifestation of business ability. The current state of academic development of university students requires university advisors to improve their academic guidance skills. On the one hand, there is the need for academic guidance in students' emotional appeals; On the other hand, the deterioration of the reality of students' academic development requires students to obtain external impetus for academic development from other means (Earwaker, 1992; Fan, 2005).

Strengthening the academic guidance of university students is based on the needs of university students' all-round development

In October 2018, China's Ministry of Education issued the "Opinions of the Ministry of Education on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talent Training Capabilities", which put forward the basic principle of "adhering to the student-centered and all-round development" in the construction of high-level undergraduate education, requiring us to focus on promoting students' all-round development, focusing on "teaching well" and paying more attention to "learning well", to stimulate students' interest and potential in learning. The core task of university students is to learn, learn all kinds of theoretical knowledge and skills, improve their ability to adapt to society, study the principles of doing things, and so on (Frost and Susan, 1972).

Scope of Study

Academic guidance is a hot topic that has attracted a lot of attention in the field of higher education in various countries. In recent years, China's higher education has transformed from elite education to mass education, and the number of students enrolled in Chinese universities ranks first in the world. As university students vary in different individuals and their characteristics become more and more evident, various academic problems begin to affect the overall development of students. Based on the development status of industry guidance in Chinese universities, university advisors are the direct bearers of academic guidance for university students (Gordon and Halbey, 2008).

Therefore, by studying the academic guidance ability of university advisors in Guangxi and exploring the influencing factors of advisors' academic guidance ability, we can put forward development guidelines and further contribute to the management of university students.



Literature Review

Definition of a university advisor

The original meaning of university advisor should be to refer to a person who helps and guides. But university advisors have a different connotation in China. In August 1952, the term was first proposed in the "Instructions on Piloting the Political Work System with Emphasis in Institutions of Higher Learning" issued by the Ministry of Education of China (Gu, 2011). In 2017, China's Ministry of Education issued the Regulations on the Construction of Advisors in Ordinary University and Universities, pointing out that university advisors are the backbone of ideological and political education for university students, and are the organizers, implementers, and guides of the daily ideological and political education and management work of students in universities and universities (Habley, 2004).

Table 1 Explanation of the names of advisors in Chinese government documents

Serial number	Time	Scholar	Definition
1	1965	Chinese Ministry of Education document "Regulations on the Work of political advisor"	Creation of a political advisor system in Chinese universities.
2	2000	Chinese Ministry of Education document "Several Opinions on Further Strengthening the Ideological and Political Workforce of Students in Higher Education Institutions"	The first use of the name "Student advisor".
3	2002	Chinese Ministry of Education document "Several Opinions on Further Strengthening the Management of Student Residences in Higher Education Institutions"	Political advisors are required to stay in the student residence and to guide students in various healthy activities to promote the student residence.
4	2005	Chinese Ministry of Education document "Opinions on Strengthening the Class Teacher Team of advisor in Higher Education Schools"	The use of the name "higher education advisor" begins.
5	2006	Chinese Ministry of Education document "Regulations on the Construction of Advisor in General Higher Education Schools"	In universities, there should be a full-time advisor for each year in each faculty (department).
6	2011	China's Ministry of Education document "Notice on Self-checking of Advisor in General Higher Education Schools"	It is pointed out that full-time advisors are those engaged in the daily ideological and political education work of university students on the front line.
7	2015	China Ministry of Human Resources and Social Security Document "Dictionary of Occupational Classification of the People's Republic of China"	The advisor is a teacher of higher education and is responsible for the ideological and political work of students as a class teacher or political advisor."



Serial number	Time	Scholar	Definition
8	2017	Chinese Ministry of Education Document Order “Regulations on the Construction of Advisor in General Higher Education Schools”	Advisors are the backbone of the ideological and political education of students and are the organizers, implementers, and instructors of the daily ideological and political education and management of students in higher education.

From the perspective of the job responsibilities of counselors, the "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students" points out that they can be seen as personnel specifically responsible for the daily ideological and political education of students, and can also be understood as professional personnel fulfilling student work responsibilities.

Research on the quality and competence of university advisor

Through the compilation of literature, it is found that Chinese scholars have studied relatively much on the quality and ability of university advisors, and the relevant content is shown in Table 2.

Table 2 Elements included in the quality competencies of a university advisor

Serial number	Time	Scholars	Ideology	management ability	professional ability	learning ability	psychological consulting	Advise ability
1	2008	Gu Xiaohu	√		√	√		√
2	2009	Li Shuanggui		√	√		√	√
3	2010	Zhu Hongchun	√		√		√	√
4	2011	Zhang Hongru	√		√	√		√
5	2013	Huang Xiaoming	√	√		√		
6	2014	Ma Xiaohong		√	√		√	√
7	2014	Li Zhongjun	√	√	√			√
8	2014	Yang Jianyi		√		√	√	√
9	2015	Zheng Deqian	√		√		√	√
10	2015	Zhang Li	√		√	√		√
11	2015	Sun Haibo	√		√	√		√
12	2016	Jiao Jia	√		√	√		√
13	2017	Hao Ying	√	√			√	√



Serial number	Time	Scholars	Ideology	management ability	professional ability	learning ability	psychological consulting	Advise ability
14	2018	Wang Yuan	√	√	√		√	√
15	2019	Jin Shuren	√		√	√	√	
16	2019	Xiong Yin	√		√	√		√
17	2020	He Zhaoqing	√	√		√	√	
18	2021	Li Li	√	√	√			√
19	2022	Wang Xiaohong	√	√			√	√
20	2022	Liu Liwei	√	√		√	√	√
Total			16	11	14	11	11	17

According to the above scholars' research and frequency statistics on the professional quality of university advisors, we can see that the professional quality of advisors is roughly summarized as an ideological concept (17), academic guidance ability (17), professional knowledgeability (14), management ability (11), learning ability (11), psychological consultation (11) and other 6 aspects. At the same time, Peng Qinghong sorted out the quality and ability options of advisors and divided them into three aspects: organizational management quality, professional knowledge structure, and personal ideological and moral concepts, the "MKI model" (Habley, 1983).

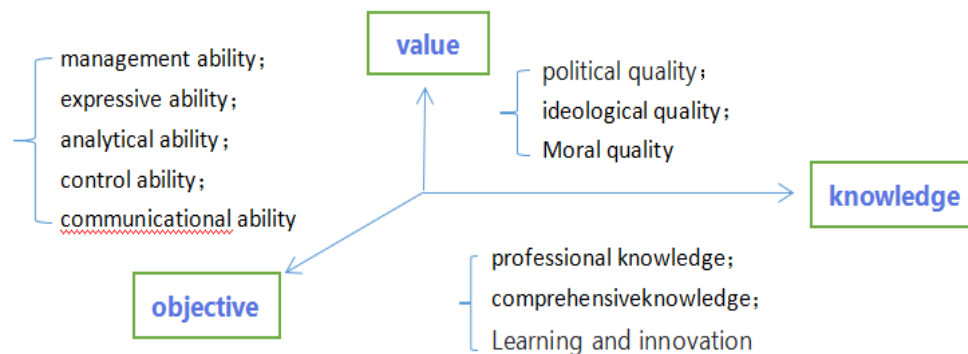


Figure 1 MKI model of advisor quality structure

Research on academic guidance

The most commonly used by American scholars is "academic advising", and some countries such as the United Kingdom use "higher education guidance and counseling service". The United States and European countries have a wealth of research on academic guidance. Academic Advising originated in the United States as a course selection system at Harvard University, involving different aspects related to learning, and its activities are subject to supervision and evaluation. Much of the research on academic guidance in the United States comes from The National Academic Advising Association



(NACADA), founded in 1979. In 1981, NACADA founded the Journal of the National Academic Advising Association, a professional journal, which became the main position for promoting university study guidance and publishing research results on university study guidance theory (King, M.C., 1993). This paper discusses some of the contents of academic guidance in-depth, and effectively helps university students enhance their self-discipline and self-management ability by helping them to carry out academic planning and enhance their enthusiasm and initiative in learning (Peng, 2016).

Methods

The research uses a combination of quantitative and qualitative acting methods and uses multiple data collection methods. Questionnaire design and implementation: checking the quality of the questionnaire, using the intentional sampling method, and checking the validity of the content through Bartlett's ball test and KMO value; The questionnaire's reliability was analyzed using the alpha coefficient of Cronbach. The questionnaire was distributed to a total of 310 advisors from 10 universities in Guangxi (Su, 2008).

Survey subjects

The population used in this study was composed of advisors and heads of student management departments from 10 universities in Guangxi. There are 1,575 university advisors and 10 heads of student management departments in universities and universities.

The sample used in the study was determined according to the sampling calculation method proposed by Krejcie and Morgan. The sample of the study included 310 advisors from 10 universities in Guangxi in 2023. The quota sampling method is used to determine the specific number of advisors to be sampled for each university (table 3).

Table 3 Statistical analysis of the study sample From the Guangxi Education Department\

Serial Number	University name	Advisors (Number)	Advisors (Number of Samples)
1	Guangxi University	212	42
2	Guangxi Normal University	179	35
3	Guangxi Medical University	142	28
4	Guilin University of Electronic Science and Technology	138	27
5	Guilin University of Technology	221	44
6	Guangxi Minzu University	216	43
7	Guangxi University of Chinese Medicine	69	14
8	Guangxi University of Science and Technology	160	31
9	Nanning Normal University	131	26
10	Beibu Gulf University	107	21
Total		1575	310



Results and Analysis

Basic information analysis of university advisor

As can be seen from Table 4, the total number of valid samples is 310. Among them, the number of women was 206, accounting for 66.5%, which was significantly more than that of men by 33.5%. The data show that female teachers are more willing than male teachers to work as university advisors and persist in it for a long time. According to statistics, the total number of university advisors in China exceeds 100,000, and the proportion of female advisors is significantly higher than that of male advisors. For the age structure, the largest proportion is in the 30-34 age stage. There were 105 people at this stage, accounting for 33.9%. In second place is the 24-29-year-old. There were 84 people at this stage, accounting for 27.1%. While 51 years and older is 0, there are no older advisors. The data shows that most of the advisors in Guangxi universities are relatively young and energetic, and they are not much different from the age of university students. According to the length of service, 76 people have worked for 1-3 years, accounting for 24.5%. 134 people worked for 4-8 years, accounting for 43.2%. 72 people worked for 9-13 years, accounting for 23.2%. Most of the advisors have a short working life, generally, not more than 8 years, which is a demonstration of the younger characteristics of the advisor team, which brings certain inexperience challenges to the daily work of university advisors. For university advisors, long working hours lead to greater experience, outstanding competence, and increased opportunities for promotion. Therefore, the number of older advisors with long working hours will be relatively small. In terms of the highest education, master's degree holders had the most, with a total of 279 people, accounting for 90.0%. It was followed by a bachelor's degree, with 23 people, accounting for 7.4%. A small number of advisors are doctoral students, only 8, accounting for 2.6%. There are no advisors with a university degree or below, indicating that the current conditions of advisors are mainly master's students. From the perspective of professional titles, only 2 people are senior professional titles, accounting for 0.6%. There are 24 people with deputy senior titles, accounting for 7.7%. There are 216 people with intermediate titles, accounting for 69.7%. There are 67 people without titles, accounting for 21.6%. The data shows that the professional title level of most advisors is not high, the daily work of a university advisor occupies more time, and the ability of theoretical learning and scientific research needs to be improved, which will have a certain impact on students' academic guidance.



Table 4 Analysis statistics table of basic information of university advisor

Category	Projects	Sample (N)	Percentage ratio (%)
Gender	Male	104	33.5
	Female	206	66.5
	Total	310	100.0
Age	24-29 years	84	27.1
	30-34 years	105	33.9
	35-39 years	76	24.5
	40-44 years	38	12.3
	45-50 years	7	2.3
	51 years and over	0	0
	Total	310	100.0
Years of work	1-3 years	76	24.5
	4-8 years	134	43.2
	9-13 years	72	23.2
	14-18 years	21	6.8
	19 years and above	7	2.3
	Total	310	100.0
Highest qualification	Specialist and below	0	0
	Bachelor's degree or equivalent	23	7.4
	Master's degree students	279	90.0
	Ph.D. students	8	2.6
	Total	310	100.0
Title	Full Senior	2	0.6
	Associate Senior	24	7.7
	Intermediate	217	70.0
	Junior	0	0
	None	67	21.6
	Total	310	100.0

Statistical analysis of the current situation of academic guidance ability level of university advisors in Guangxi

To deeply analyze the basic situation of the academic guidance ability of the university advisor group, the size of the university advisor's academic guidance ability was taken as a variable, and the influence of four dimensions of learning motivation guidance ability, learning method guidance ability, learning planning guidance ability, learning process and evaluation guidance ability in university advisor's academic guidance ability was examined.

The Cronbach's alpha coefficient of the advisor's Academic Guidance Ability Questionnaire was 0.96425, indicating that the basic information table of the advisor's academic guidance ability had high homogeneity.

Validity refers to the extent to which the measured results reflect what is being examined. The more consistent the measurement is with what is being examined, the higher the validity. Conversely,



the lower the validity. Structural validity analysis is performed by analyzing the fit by KMO and Bartlett spherical test factors. According to Table 5, it can be seen that the KMO value is 0.931, which is greater than 0.5 and greater than 0.9, indicating that there is not much difference in the degree of correlation between the variables. The Bartlett spherical test value is 4076.814, the P value is less than 0.05, the spherical hypothesis is rejected, and there is a correlation between the original variables, indicating that the questionnaire has good structural validity.

Table 5 Correlation analysis between KMO and Bartlett method

KMO values		.931
Bartlett's sphericity test	Approximate chi-square	4076.814
	Degrees of freedom (df)	28
	Significance (sig)	.000

Statistical analysis of the current situation of university advisors' academic guidance ability in four dimensions

According to the four dimensions of a university advisor's academic guidance ability, 8 questions are set for each competency dimension, for a total of 32 questions. The problems involved are averaged as an indication of the dimensions of each variable and summarized as shown in Table 6.

Table 6 Summary table of scores in each dimension of advisors' academic guidance ability

Dimension	Related factors	Mean		S.D.
Competence in motivational guidance for learning	I can make students aware of the importance of learning	3.98	3.80	.724
	I can help identify appropriate learning objectives for students	4.04		.833
	I can help each student identify the right motivation for learning	3.74		.783
	I can help students to develop a positive attitude toward learning	3.61		.792
	I understand the needs and interests of my students	3.67		.761
	I can motivate and motivate students to learn	3.66		.705
	I will encourage students to keep up with challenges	3.81		.860
	I know how to foster a sense of success in my students	3.91		.833
	I have a deep understanding of how university students learn.	3.71	3.76	.827
	I always have the right approach to helping students with their learning	3.78		.800
Competence in learning methodology guidance	I can help students improve their	3.77		.829



Dimension	Related factors	Mean	S.D.
Study planning and guidance skills	learning		
	I can guide students in good study time management	3.76	.805
	I can help students to enhance their independent learning skills	3.86	.825
	I can guide students to use learning resources wisely	3.71	.873
	There are always various ways in which I give guidance to students on how to learn	3.74	.837
	I can provide regular study guides to students	3.73	.799
	I can guide students to set the right goals in life and plan their lives wisely	3.61	.737
	I can help develop career plans based on the individual student's circumstances	3.66	.788
	I can help students develop immediate and long-term learning goals and plans	3.77	.873
	I understand the content of the student's professional course and specialization	3.70	.883
	I can guide students in their professional practice and social practice	3.67	.825
	I can carry out student career guidance	3.73	.819
	I can provide students with job search information	3.73	.820
	I understand student affairs such as academic upgrading and study abroad for students	3.75	.847
The learning process and assessment guidance skills	I can keep a close eye on student performance and provide timely support	3.73	.819
	I can help students identify the reasons for their poor academic performance and provide guidance	3.77	.823
	I am good at using outcome attribution methods to help students with their learning	3.68	.786
	I can assess students correctly and	3.66	.766



Dimension	Related factors	Mean	S.D.
	praise and criticize them appropriately		
	I can help students to solve their problems and improve their learning by talking to them	3.70	.846
	I can organize learning activities to create a good learning atmosphere	3.72	.853
	I always encourage my students to participate in social practice activities related to their major	3.73	.784
	I can actively identify shortcomings in current academic advising and make suggestions to rectify them	4.22	.835

According to the rules of the Likert scale, the average value of each dimension of the problem is more than 3.7, and the overall average value is 3.76, it can be considered that the evaluation of the university advisor group for their academic guidance ability is relatively high, and the standard deviation is less than 1, indicating that everyone's self-evaluation of academic guidance ability in each dimension is relatively consistent, and the evaluation of academic guidance ability of each group is not large, and they all think that they have performed well in academic guidance ability.

Analysis of the current situation of university advisor's academic guidance ability

As shown in Table 7, the correlation coefficient between academic guidance ability and professional title double-tailed Pearson is -0.225, and the double-tailed detection correlation test is significant ($P < 0.01$), indicating that the two are negatively correlated and significant, but the specific impact direction is not clear, this negative correlation may be because teachers may spend more time and energy on the publication of academic papers, the declaration of scientific research projects, etc., while ignoring students' academic guidance and teaching work in the process of pursuing title promotion. In addition, some teachers may be less engaged in teaching work after their titles are promoted, and this may also lead to a decrease in academic guidance ability. Similarly, the learning method guidance ability, learning planning guidance ability, learning process, and evaluation guidance ability are all negatively correlated and significant with the title, but because the title does not have a clear hierarchical relationship, the direction of negative correlation here is not clear. For the working years of university advisor, only learning motivation guidance ability, learning process, and evaluation guidance ability were positively correlated and significant ($P < 0.01$). The correlation between learning method guidance ability and learning planning guidance ability was not significant ($P > 0.01$), and its relationship could not be determined here. For the highest education, its correlation with each dimension is not significant ($P > 0.01$), and its relationship cannot be determined.



Table 7 Analysis of the composition of university advisor's academic guidance ability and personal information

Dimension		Title	Years of work	Highest qualification
Competence in motivational guidance for learning	Pearson correlation	-.225**	.230**	.000
	Significance (two-tailed)	.000	.000	.995
Competence in learning methodology guidance	Pearson correlation	-.219**	.088	.044
	Significance (two-tailed)	.000	.123	.436
Study planning and guidance skills	Pearson correlation	-.212**	.070	.046
	Significance (two-tailed)	.000	.220	.424
The learning process and assessment guidance skills	Pearson correlation	-.267**	.153**	.069
	Significance (two-tailed)	.000	.007	.227

** . The correlation is significant at a confidence level (double test) of 0.01.

* . The correlation is significant at a confidence level (double test) of 0.05.

Discussion

The academic guidance ability of university advisors should be strengthened

There are clear requirements for the job responsibilities of university advisors, and they also assume certain social responsibilities. At present, the work of university advisors is facing the characteristics of fashionable cognition of student groups and the modernization of educational concepts, which requires university advisors to continuously improve their self-ability at all times and improve their comprehensive ability by participating in vocational training. The frequency and frequency of training time should be controlled to ensure full coverage of training without affecting school work, and not set at the beginning and end of the semester. The training method adopts a variety of online and offline methods, and the training content and form can be enriched by listening to lectures, attending classes, participating in competitions, experience exchange, and other forms.

Improving the academic guidance management system for university advisor

Improving the work management system of university advisors' academic guidance is not only a requirement of professional standards for university advisors but also a requirement of university education. Guide them to carry out academic guidance work through rules and regulations, and improve their academic guidance ability. On the other hand, a career promotion system for university advisors' academic guidance should be established, that is, academic guidance should be included in the assessment standard system when evaluating the promotion of university advisor, and the university advisor should be forced to gradually carry out academic guidance work through the restrictions of career promotion conditions to improve their academic guidance ability.

Doing a good job of communicating the process of academic guidance for the university advisor

The process of university advisor academic guidance includes two communication states in the advisor's work process: communication between university advisor and university or school leaders, and communication between university advisor groups. First of all, the school management should pay



attention to communication with the university advisor, increase contact, and gain insight into the university advisor's work on academic guidance. The communication between university advisor groups can be through regular face-to-face communication, the use of network software contact, online and offline academic guidance work exchanges, and mutual help, which can enable the university advisor group to accumulate academic guidance work experience and problem-solving skills faster.

Establishing an accurate performance evaluation mechanism for university advisors' academic guidance

The construction of a performance evaluation mechanism for university advisors' academic guidance means that universities and universities need to establish a scientific and developmental performance evaluation standard system and implementation rules based on the current situation of university advisors' actual academic guidance work. The scientific nature of performance evaluation standards lies in the scientific quantitative data of performance evaluation standards, scientific application of performance evaluation standards, and scientific display of performance evaluation standard results. Quantitative data should be scientific, which means that the standard system set by performance appraisal should be based on score data, and quantitative testing should take into account qualitative behavior judgment.

Conclusion and Recommendations

According to the literature analysis results of university advisor and academic guidance ability, this study composed university advisor's academic guidance ability by four dimensions: learning motivation guidance ability, learning method guidance ability, learning planning guidance ability, learning process, and evaluation guidance ability. Given the current situation of university advisors' academic guidance ability and the influencing factors of university advisors' academic guidance ability improvement, it is necessary to improve the academic guidance ability of university advisors by increasing the intensity of advisor training, improving the academic guidance system of university advisor, doing a good job in the process of university advisor' academic guidance, and constructing an accurate university advisor academic guidance performance evaluation mechanism.

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