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Primary and Secondary School Counseling Staff Self-Efficacy Relevant Factors

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ABSTRACT

Objective: To understand the general self-efficacy of full-time and part-time counseling staff in primary and secondary schools. **Methods:** 108 counseling staff from primary and secondary schools in Foshan City were selected using multi-stage random sampling method, and investigated by self-made questionnaire, Simplified Coping Style Questionnaire (SCSQ) and General Self-Efficacy Scale (GSES). **Results:** Different academic staff had different positive coping styles scores ($P < 0.05$). People with Master's degree and above selected more mature way than that of college staff, and people with lower educational level (2.56 ± 0.34 , 2.02 ± 0.40 , $P < 0.05$); People with different jobs showed different negative coping styles and self-efficacy ($P < 0.01$); Score of negative coping styles of part-time staff was higher than that of full-time staff (1.21 ± 0.59 , 0.94 ± 0.36), while their sense of self-efficacy was lower than that of full-time staff (2.51 ± 0.49 , 2.83 ± 0.39). However there was no statistical difference among people from different majors and jobs on positive coping styles, negative coping styles and self-efficacy ($P > 0.05$). High self-efficacy group had higher scores of positive coping styles than that of low self-efficacy group (2.17 ± 0.36 , 1.97 ± 0.43 , $P < 0.05$); Positive correlation had been found between self-efficacy and positive coping styles ($r = 0.307$, $P < 0.01$). **Conclusion:** Self-efficacy of counseling staff in primary and secondary schools is related to positive coping styles and job styles kinds (full-time or part-time).

KEYWORDS

Counseling Staff, Coping Styles, Self-Efficacy

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