

The Influence of Positive Psychological Quality on the Competency of the College Class Psychological Commissioners

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Abstract: *The role of the college class psychological commissioners in the work of college mental health education needs to be further improved. Competency is an individual trait that can distinguish the outstanding and the mediocre in the college class psychological commissioners. Positive psychological qualities are the latent traits of an individual, which have an important influence on the individual's competency. This article explores the effects of the four positive psychological qualities of empathy, self-efficacy, hope, and psychological resilience on the competency of the college class psychological commissioners. Empathy contributes to the improvement of the tendency of the college class psychological commissioners to help others and the formation of good interpersonal relationships; a high level of self-efficacy can directly improve the competency of the college class psychological commissioners; A high level of hope helps the college class psychological commissioners maintain a good attitude, and a good attitude is the basis of their competency; good psychological flexibility helps the college class psychological commissioners overcome difficulties and complete their work responsibilities.*

Keywords: *positive psychological quality; the college class psychological commissioners; Competency*

1. Introduction

The college class psychological commissioners refer to the class commissioners set up in the class to provide students with mental health services, undertake school mental health education work, and achieve student self-education^[1], with 1-2 members in each class. The class psychological committee system was first born in Tianjin University in 2004, and then quickly developed to major colleges across the country. After nearly 20 years of development, the college class psychological commissioners have become an important force in the work of mental health education in colleges, and the work of the college class psychological commissioners has a clear role positioning^[2] (ie: helpers, observers, propagandists, organizers), scientific selection tools^[3-5] (Lai, Liu, 2013; Yi, 2014; Zhan, Liu, etc., 2021), more standardized training system and management system, and more effective incentive methods (For example, granting allowances to each class psychological commissioner, giving extra points for the annual comprehensive quality assessment of students according to the status of the class cadre, and selecting excellent class psychological commissioners). The college class psychological commissioners has played an active role in publicizing mental health knowledge, organizing class mental health activities, reflecting the psychological crisis information among students in a timely manner, and guiding students to seek psychological counseling. However, the role of the college class psychological commissioners in the work of college mental health education has not been exerted to the extreme, but there is still more room for development and progress. In order to further deepen the role of the college class psychological commissioners in mental health work, the impact of positive psychological qualities on their competency should be carefully explored and analyzed, and targeted counseling or training should be carried out. Psychological quality is an individual's internal potential traits and an important influencing factor of competency. This article will discuss the impact of empathy, self-efficacy, hope, and psychological flexibility on the competency of the college class psychological commissioners.

2. Definition of competency of the college class psychological commissioners

In 1973, American psychologist McClelland proposed to use competency instead of traditional intelligence tests to assess individual abilities^[6]. Once this viewpoint was put forward, it was

recognized by scholars, and one after another they put forward their own understanding of this concept. Although their understandings are different, they also have the same thing, that is, they all believe that competency should include the following characteristics: measurable, dynamic, predictable, and distinguishable^[7]. Measurable means that competency can be measured in a quantitative way. In real life, we can also find a prototype of a competent person. Dynamic means that a certain characteristic or knowledge possessed by the incumbent can promote good performance in a certain position, and hinder his development in another position, so that he is not competent for the job. Predictable means that competency can predict the future job performance of the incumbent. Distinguishable refers to the ability of competency to distinguish the outstanding people and the average performers in a certain position. Combining the above research, the competency of the college class psychological commissioners in this article refers to the ability to distinguish the outstanding performers from the average performers, and can measure the motivation, attitude, values, knowledge, behavioral skills, and personal traits.

3. The effect of positive psychological quality on the competency of the college class psychological commissioners

3.1 The effect of empathy on the competency

Empathy refers to the understanding and knowledge of the purpose, intention and behavior of others, and the experience and understanding of other people's emotions^[8]. As a non-professional mental health service personnel, the level of empathy is closely related to the competency of the college class psychological commissioners.

3.1.1 Empathy is helpful to improve the helping tendency

The college class psychological commissioners are the helper of the mental health of the class students. It requires the incumbent to have an inherent tendency to help others. If they do not have an inherent tendency to help others, it is difficult to perform well in the post. The empathy-helping hypothesis believes that when an individual stands in the perspective of others, experiencing the pain and helplessness of others, it will trigger the thoughts and behaviors of helping others without considering whether to get rewarded. This hypothesis theoretically supports that the college class psychologists with high empathy levels will have a higher tendency to help others and even take practical action. Empirical research shows that even among ordinary college students, those with a high level of empathy also show a tendency to help others^[9]. A study directly targeting the college class psychological commissioners found that empathy and the tendency to help others are significantly positively correlated, and empathy can significantly positively predict the helping tendency of the college class psychological commissioners. And among the college class psychological commissioners, there is no significant gender difference in empathy and helping tendencies^[10]. Therefore, the empathy quality of the incumbent should be taken as an important factor in the selection and training of the college class psychological commissioners in the future.

3.1.2 Empathy helps the college class psychological commissioners develop good interpersonal relationships

Some people think that interpersonal skills are one of the competency characteristics of the college psychological commissioners. Good interpersonal skills are the basis for the development of good interpersonal relations, and good interpersonal relations are the basis for the smooth and effective work. Empathy is the ability of an individual to experience the feelings and needs of others from the standpoint of others, and to empathize with others. The high level of empathy can accurately grasp the emotions and thoughts of the class students, so that it is easy to establish a good relationship with the class students. Many studies have also found that the level of empathy is closely related to the ability of interpersonal communication. The higher the level of empathy, the less anxiety and tension in interpersonal communication (Chen, Zhang, 2012)^[11], confidence in interpersonal communication also higher (Xu, Sun, etc., 2020)^[12]. A high level of empathy is of great significance for promoting interpersonal skills and harmonious interpersonal relationships (Zuo, 2015)^[13].

3.2 The effect of self-efficacy on the competency

In 1977, the famous psychologist Bandura discovered that knowledge and skills cannot be directly transformed into good job competency. The psychological process that governs the interaction between

knowledge and skills and behavioral performance plays an important role, and then put forward the concept of self-efficacy. It is an individual's confidence in whether he can use the skills he possesses to complete a certain job^[14]. Self-efficacy is based on skills in a specific field, and is different from a psychological quality of self-confidence. It directly affects the individual's level of performance when performing a certain activity, and it specifically affects the four aspects of the individual's behavioral choice, effort level, cognitive process and emotional process. Positive self-efficacy has a positive effect on the development of individual competency, the degree of work effort, the positive thinking style, and the maintenance of optimism. Empirical research has shown that self-efficacy is significantly positively correlated with subjective well-being and life satisfaction, and significantly negatively correlated with depression (Qian, 1995)^[15], which is a core factor affecting student academic performance. The survey and research on the college class psychological commissioners found that self-efficacy has a predictive effect on the competency (Sun, Tian, etc., 2019)^[16]. In short, as non-professional mental health education service personnel with certain mental health knowledge, their self-efficacy will affect their work commitment, effort, and their own emotional stability. Therefore, when selecting the college class psychological commissioners, their sense of self-efficacy should be considered; when training the college class psychological commissioners, self-efficacy training should be increased.

3.3 The role of hope on the competency

With the rise of positive psychology, the beautiful term hope is defined as a positive psychological quality. It has two characteristics: emotion and cognition. It is a combination of the two, that is, emotional cognition. Studies have shown that individuals with high levels of hope have more positive emotions, have more solutions and ways to solve problems, and are more active in finding solutions even when encountering difficulties; hope to alleviate negative life events for teenagers mental health impact; hope is significantly negatively correlated with depression.

The college class psychological commissioners should be mental health ambassadors. They should listen to the various puzzles experienced or faced by class students, and help students alleviate the contradictions in their study and life. Therefore, mental health is a required competency feature, and a high level of hope is helpful. To maintain a healthy mentality. Therefore, when selecting the psychological commissioners of colleges and universities, we must pay attention to the examination of the quality of hope.

3.4 The effect of psychological flexibility on the competency

Psychological resilience refers to the ability of an individual to resist the negative effects of difficulties, setbacks, failures and other adversities, and effectively cope with and adapt to^[17]. There are two key points of psychological resilience. One is a bad situation, that is, the individual is in a difficult situation or a certain challenge, and the other is a strong adaptability, that is, the individual has good adaptability and can actively cope with bad situations. Studies have shown that individuals with high levels of psychological resilience have more flexible coping styles towards negative life events, and are more positive and optimistic towards life. High psychological flexibility can weaken the psychological impact of negative life events on individuals.

4. Conclusion

In our country, the college class psychological commissioners system has been developed for nearly 20 years, and the college class psychological commissioners have become an important force in the mental health education network in colleges. A Probe into the Influencing Factors of Competency of the college class Psychological commissioners in Colleges. The research in this paper finds that the four positive psychological qualities of empathy, self-efficacy, hope, and psychological flexibility can improve the competence of the college class psychological commissioners. When selecting incumbents, pay attention to the examination of these four positive psychological qualities.

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