The Impact of the Application of "Learning Pyramid" Theory in Enhancing Counsellor Skills Development in Student Management Services such as Teach Another Practice by Doing: A Case Study of Haiyuan College

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Abstract

The purpose of this study is to investigate the impact of continuous professional development, teach another and effectiveness of practice on counsellors' skills development and job satisfaction. A quantitative research approach was utilized, involving an online questionnaire distributed via Google Forms. The study sample comprised 80 counsellors at Haiyuan College. The survey measured the effectiveness of teach another, the impact of practice by doing, and continuous professional development activities on counsellors' skills development and job satisfaction. Data analysis was performed using JASP version 0.19.0, incorporating correlation, regression analysis, and Cronbach's alpha for reliability assessment. The study contributes to the knowledge that continuous professional development, teach another and effectiveness of practice have a significant impact on counsellors' skills development. Furthermore, the study also revealed that continuous professional development, teach another and

effectiveness of practice has a significant and positive impact on counsellors' job satisfaction. Thus, these findings underscore the necessity of the application of "learning pyramid" theory to enhance counsellor capabilities effectively.

Keywords: Counsellor Skills Development, Student Management Services, Learning Pyramid, Education.

Introduction

As the environment of higher education changes, the position of the counsellors employed in student management services is particularly critical (Savarese et al., 2020). Counselling plays a vital role in student services for helping students with their concerns, improving their academic achievement and promoting their personal development (Karaman et al., 2021). Special programs like the application of "learning pyramid" theory are useful in preparing counsellor s with skills that will enable them to meet these demands. A study done by Savitz-Romer et al. (2021) has detailed that professional development for counsellors increases their effectiveness for practice; this means the need for practice by doing and gaining more skills. This way, through teach another and practice by doing, counsellors would be on the lookout for new methods, strategies and approaches to student management, thereby enhancing the kind of support they provide to the students (Cage et al., 2021).

Moreover, according to Levy and Lemberger-Truelove (2021), short-term professional development enhances counsellor ability and assurance through exposure to the right practice. Teach another and practicing by doing involve effective participation by the counsellor s, mainly through organizational learning, social interaction, peer support and learning that are critical in human capital development (Blake, 2020). As established by Martinez Jr et al. (2022), interactive study programs contribute towards mastering practice and operationalization of counselling theories. This is especially relevant in student management services since counsellors involved deal with various and sometimes complicated problems (Bell et al., 2020). Through promoting active involving in professional development, organizations such as Haiyuan College can guarantee that professional counsellors equipped all necessary competencies to manage students and deal with numerous occurring difficulties.

Furthermore, Hays (2020) established that employees' practice after training is directly proportional to their job satisfaction and inverse to burnout. Therefore, the incorporation of teach another and practice by doing into the professional development of counsellors is essential to improving the efficiency in the student management services. These programs do not only offer the knowledge needed and skills but also help in instituting and nurturing culture of ongoing professional and organizational improvement as well as best practices in counselling (Cohen et al., 2022). While Murad et al. (2024b) discussed that students training is important to

improve their learning. In the ever-changing student management service, the ongoing improvement of the counsellor is essential in handling the needs of the students (Jiang et al., 2020). There is a number of works pointing to the concern with professional development in various educational settings.

In addition, Abbas (2020) established that the general training interventions cause a positive increase in the counsellor efficiency. However, studies specifically focusing on the impact of teach another and practice by doing on enhancing counsellor skills in student management services are scarce (Gimbert et al., 2023). Therefore, this study aims to fill this gap by examining the effectiveness of targeted training programs at Haiyuan College, providing valuable insights into their role in professional development. The purpose of this study is to investigate the impact of continuous professional development, teach another and effectiveness of practice on counsellors' skills development and job satisfaction. This study is important as it assesses the impact of the application of "learning pyramid" theory strategies like teach another practice by doing in the improvement of counsellor skills at Haiyuan College. By noting the effectiveness of teach another in developing skills and the case for practice by doing in the management of student related issues, it gives tangible data of staff. The outcomes of the study will therefore inform policy formulation and training activities, thus enhancing the calibre of management services and the support for students at Haiyuan College.

Literature Review

Social Learning Theory

Social Learning Theory by Albert Bandura, which was proposed in 1977, postulates that people acquire information from others through observation and emulation (Bandura & Walters, 1977). According to this theory, learning is the acquisition of information that actuates cognitive changes and it can be observational or from the differential reinforcement from others (Bandura & Adams, 1977). The theory comprises four main components: attention, retention, reproduction, and motivation, which are depicted in Figure 1. Pay attention to the behaviour being demonstrated which is essential to learning. For instance, skills acquired during the study, such as how to administer the questionnaires or how to engage the clients in modelling, ought to be the focus of the counsellors. Recall is the capacity to recall the behaviours that have been observed. While teach another assist in this by providing the individuals with more practice and reinforcement. Training has the capacity to reproduce the observed behaviour or skills. Counsellors use new skills during role-plays to perfect them. Promotion refers to having a valid reason for embracing the behaviour and this is normally dictated by expectations of certain consequences or incentives. It is in the self-interest of counsellors with a view to enhancing the organization's performance as well as the quality of service delivery to clients. A study by Zeb et al. (2023) noted

that incorporating Social Learning Theory in practice boosted counsellors' effectiveness by enhancing retention and usage of learned tasks. In conclusion, Social Learning Theory offers a clear-cut model for explaining how counsellors can acquire the skills they need and apply them when counselling through evidence based training.
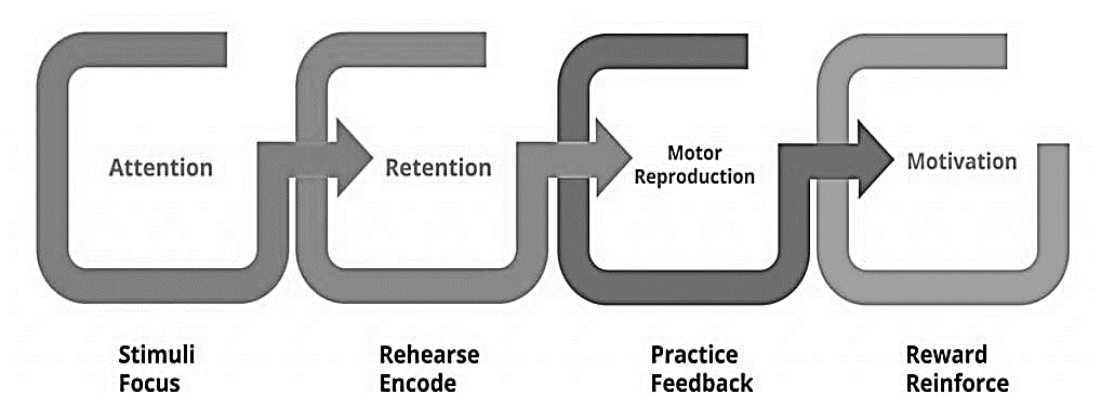
Figure 1: Social Learning Theory

Impact of Continuous Professional Development through Teach another

Teach another as a form of continuous professional development are crucial to improving the performance of counsellors. Pincus et al. (2020) noted that the implementation of teach another implies the possible direct and deeper involvement of the counsellors in the newly introduced methods and procedures. This kind of learning is important for the updating of knowledge and development of new trends in counselling. In addition, Stratford et al. (2020) observed that those, who teach another frequently, report substantial enhancement of their skills regarding the management of multiple student problems. The activities of the teach another involve role-play and group discussions, which make it easier to grasp and practice counselling theories. Moreover, Rohm et al. (2021) noted that practicing professional development through the teach another does not only improve the outcome of the services but also optimize the counsellors' job satisfaction and decrease the burnout rates on the background of creating a supportive and effective counselling environment (Pattison et al., 2021). Summing it up, the literature stresses the need for conductivity in professional development through teach another in enhancing the skills as well as general job performance of counsellors.

H1: There is a relationship between continuous professional development and counsellors' skills development.

H2: There is a relationship between continuous professional development and job satisfaction.

Effectiveness of Teach another in Enhancing Counsellors' Skills

Teach another have been widely recognized in Business Industry and academia as one of the most effective ways of learning and professional development in various fields like education and counselling. According to Shorey et al. (2020), teach another are instrumental in enhancing professional practice competence of counsellors for they afford practice experiences. These teach another facilitate counsellors to engage with new approaches and technologies vital for offering services at the institution (Novella et al., 2022). Moreover, since teach another are organized in-group settings, students receive feedback from their peers, which are considered the essential aspects in the professional development of counsellors by Wannapiroon and Pimdee (2022). It improves counsellors' problem solving abilities and their willingness to adapt when they can review actual scenarios with other students. In addition, Peters et al. (2020) showed that teach another involving new trends in the provision of counselling services ensure that the practitioners keep abreast with recent changes in the market, thereby improving their service delivery standards. Their work illustrated the importance of CPD to ensure that the professionals meet the new challenges posed by students, which is central to any efficient student management services (Chanana & Sangeeta, 2021). To sum up, the analysed literature review suggests that the gathering specifically known as a workshop is an efficient way to develop counsellor skills. It offers professional, work-related, and timely learning that enhances counsellors' professional practice.

H3: There is a relationship between teach another and counsellors' skills development.

H4: There is a relationship between teach another and job satisfaction.

Effectiveness of Practice by doing on Counsellor s' Skills Development

The concept of teach another is important in the growth and development of a counsellor because it avails a structured forum that fosters sharing of knowledge, views and research in the subject. Singh et al. (2020) in their study pointed out that they teach another afford counsellors with professional knowledge that enable them acquire skills and competencies in specific areas of practice. In these sessions, professionals usually provide their suggestions and stories, so counsellors can benefit from the practices of others. In support of this, Guggemos and Seufert (2021) revealed that teach another where the emphasis was made on the modern approaches to counselling, enhanced the theoretical knowledge of the counsellors, as well as their practical application. They pointed at the structure of teach another that usually involves discussions, case, and role-play as beneficial for the enhanced learning and skills retention. In addition, Bendall et al. (2021) proved that more frequent study and study helped the counsellors gain confidence in addressing multifaceted student challenges rightly due to the increased levels of confidence. This research therefore emphasizes the need for professional development of counselling to ensure proper standards of practice are achieved. Furthermore, Al Hamad et al. (2024) explained that Learn from someone who has done well, which focus on trends and issues in

counselling, assist practitioners in witnessing advanced advancements in the sphere. From their study, they found out that the practitioners who frequently practice by doing are in a better position when it comes to the use of technique and new methods in practice hence making them more efficient. This continuous involvement in professional development related activities is very important in meeting the ever-changing need of students in schools (Romijn et al., 2021). Consequently, it is evident from the literature that teach another and practice by doing are very useful in enhancing the capacities of the counsellors. They are required by every organization to obtain further knowledge and enhanced skills and to monitor market advancement.

H5: There is a relationship between effectiveness of practice by doing and counsellors skills development.

H6: There is a relationship between effectiveness of practice by doing and job satisfaction.

The model of this research is based on three independent variables and two dependent variables. The research model is shown in Figure 2.
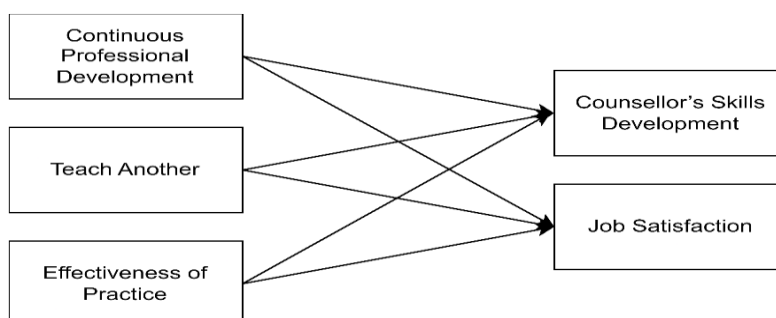
Figure 2: Research Model

Methodology

This research adopts a quantitative research design in exploring the effectiveness of targeted training including teach another and practice by doing in improving counsellor skills training at Haiyuan College. The reasons for the selection of the quantitative approach are rooted in the ability to quantify the connection between training programs and their outcomes to offer an accurate assessment of the programs.

Research Design

This research employs primary data collected from the respondents in an online-based questionnaire conducted through Google Forms. The online questionnaire is justified because it covers a wide population, it is easy for the respondent and the method is effective in data gathering. It makes it possible to provide the participants with a checklist in the same format to ensure that every participant provides answering in a similar and comparable manner to enable comparison.

Data Collection

The data is collected through an online questionnaire administered via Google Forms. The respondents of this study include counsellors working in student management services at Haiyuan College. The sample for this study consists of 80 respondents, selected to provide a comprehensive understanding of the impact of targeted training programs on their skills development and job satisfaction. This method ensures the collection of relevant and specific data from the target population.

Data Analysis

The collected data is analysed using JASP version 0.19.0 (Murad et al., 2024a). The analysis includes correlation to identify the strength and direction of relationships between variables, regression analysis to determine the predictive power of independent variables on the dependent variables. JASP is chosen for its robust statistical analysis capabilities, user-friendly interface, and widespread acceptance in academic research. These analyses provide a detailed understanding of how teach another and practice by doing influence counsellor skills development and job satisfaction, ensuring the validity and reliability of the study's findings.

Findings and Results

Within a sample of 80 respondents, there is a male majority with 65.0% of the participants being male and 35.0% female. Specifically, the data shows that there are 52 male respondents and 28 female respondents. This indicates a significant male majority in the surveyed population. Despite the male dominance, both genders contribute substantially to the dataset, highlighting a notable gender distribution. The demographics information is shown in Table 1. This balanced representation, though skewed towards males, provides valuable insights into the perspectives and experiences of both male and female respondents at Haiyuan College.

Table 1: Demographics

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	28	35.0%	35.0%	35.0%
Male	52	65.0%	65.0%	100.0%
Total	80	100.0%	100.0%	100.0%

When it comes to age, the respondent group appears to be fairly divided amongst different age categories and within 80 respondents. There are 12 respondents in each age group 25-30, 31-35, and 36-40 years old, which is 15% of 80 respondents in each group. The age groups 41-43, 44-46, 47-49, and >49 also comprises eleven respondents respectively giving 13. At least 75 percent of the total sample of each group. This distribution indicates that the respondents are evenly spread across all the age groups though most of them fall within the 25-35 age group. In general, such a distribution of

age ensures that one obtains a holistic view of the sentiments of the targeted population in the different age brackets. The age wise distribution of the respondents is shown in Figure 3.
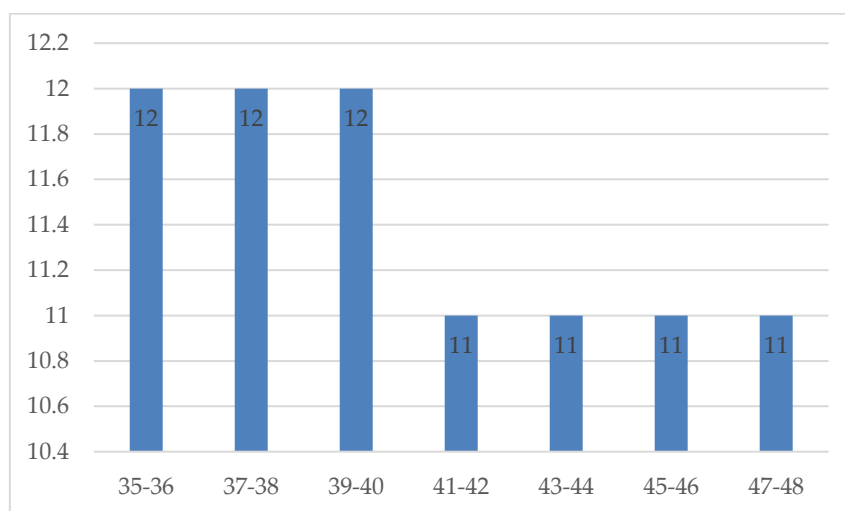
Figure 3: Age Wise Distribution

The descriptive information of the data was analysed. Firstly, there was no missing value in the data. Furthermore, the mean value of this study was also significant near to ±3. Furthermore, the findings of kurtosis and skewness were investigated to determine the normality of data distribution. However, the reported findings confirmed that the data of this was normally distributed. Hence, the findings reported in Table 2 were significantly accepted.

Table 2: Descriptive

	CPD	**TA**	**EP**	**CSD**	**JS**
Missing	0	0	0	0	0
Mean	2.650	2.576	2.384	2.051	2.017
Std. Deviation	1.149	1.166	1.215	1.130	1.084
Skewness	0.446	0.314	0.668	0.976	1.102
Std. Error of Skewness	0.183	0.183	0.183	0.183	0.183
Kurtosis	-0.604	-0.804	-0.378	0.212	0.716
Std. Error of Kurtosis	0.363	0.363	0.363	0.363	0.363
Minimum	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000

CDP = Continuous Professional Development, TA = Teach Another, EP = Effectiveness of Practice, CSD = Counsellor's Skills Development and JS = Job Satisfaction

The findings of Pearson's correlations were investigated and reported in Table 3. Pearson's correlations were investigated to determine correlations between variables

of this study. It was investigated to determine how the variables of the study are correlated with one another. Another purpose for correlations analysis was to determine the direction of relationships. The findings confirmed that all variables of the study were significantly correlated to one another.

Table 3: Pearson's Correlations

Variable		CPD	TA	EP	CSD	JS
1. CPD	Pearson's r	—				
	p-value	—				
2. TA	Pearson's r	0.572	—			
	p-value	< .001	—			
3. EP	Pearson's r	0.398	0.352	—		
	p-value	< .001	< .001	—		
4. CSD	Pearson's r	0.171	0.390	0.300	—	
	p-value	0.023	< .001	< .001	—	
5. JS	Pearson's r	0.256	0.459	0.426	0.658	—
	p-value	< .001	< .001	< .001	< .001	—

CDP = Continuous Professional Development, TA = Teach Another, EP = Effectiveness of Practice, CSD = Counsellor's Skills Development and JS = Job Satisfaction

The findings of model summary were investigated and reported in Table 4. In this analysis, R value shows the relationship between both independent and dependent variables. The findings of R above 0.40 are accepted while this study have a R value of 0.610. Furthermore, R^2 value shows variation in dependent variable based on independent variable and its value above 0.50 is accepted.

Table 4: Model Summary

Model	R	R^2	Adjusted R^2
M_0	0.000	0.000	0.000
M_1	0.610	0.696	0.689

According to Table 4, the model summary value 0.696 is significantly accepted in this research. Lastly, adjusted R-square shows the generalization of the results, i.e. the variation of the sample results from the population in multiple regression. It is required to have a difference between R-square and Adjusted R-square minimum. The findings shown in Table 4 confirmed that all thresholds were achieved.

The findings of Analysis of Variance (ANOVA) were investigated to determine the significance of model for final results (see Table 5). In the findings, F value represents an improvement in the prediction of the variable by fitting the model after considering the inaccuracy present in the model. F value above 1 is accepted which is found significant in this study. Furthermore, p value shows 5% level of significance which is also accepted in this study.

Table 5: ANOVA

M Model		Sum of Squares	df	Mean Square	F	< .001
M$_1$	Regression	21.588	3	7.196	6.134	< .001
	Residual	202.954	173	1.173		
	Total	224.542	176			

In the last step, the regression analysis was performed to investigate the relationships between the variables (see Table 6). It is found that there is a relationship between continuous professional development and counsellors' skills development. Furthermore, the study found that there is a relationship between continuous professional development and job satisfaction. Thirdly, the study investigated that there is a relationship between teach another and counsellors' skills development. Furthermore, the study determined that there is a relationship between teach another and job satisfaction. In addition, the study found that there is a relationship between effectiveness of practice by doing and counsellors skills development. Finally, the study concluded that there is a relationship between effectiveness of practice by doing and job satisfaction.

Table 6: Hypotheses Results

Hypothesis	Unstandardized	Standard Error	t	p
H1	0.593	0.090	6.588	< .001
H2	0.463	0.087	5.321	< .001
H3	0.265	0.074	3.572	< .001
H4	0.985	0.215	4.575	< .001
H5	0.351	0.067	5.212	< .001
H6	0.425	0.054	7.870	< .001

Discussion and Conclusion

The findings of the study support the hypotheses of this research. Similarly, the findings are aligned with the discussion of previous research. Judge et al. (2020) made a discovery that the level of job satisfaction is closely linked to promoting opportunities as well as learning environments. Similarly, in the research conducted by Rodriguez and Walters (2017), it was evident that there was disparity in the level

of awareness of the various types of abuse that were accepted by the organizations. Emphasizes the importance of structure training programs and teach another in enhancing performance and satisfaction amongst the employees. The findings of (Pincus et al., 2020) also support the developed hypotheses of this research. Furthermore, the findings are in line with the observation made by Peters et al. (2020) who also noted that effective study and practices programs play an important role to boost job satisfaction among employees. In addition, Mahoney et al. (2021) who emphasized the significance of well-designed practices programs and job satisfaction in professional skill enhancement. Abbas (2020) underlines the need for specific teach and practices programs, practical, profitable, and constant general as well as specific activities for enhancing supportive and valuable context for counsellors.

The findings of H1, H2, H3, H4, H5 and H6 are supported by the existing studies. According to Novella et al. (2022), the role of continuous professional development is important for the councillors to improve their understanding and skills. It is significant for improving their behaviour to the students and their work experience. Similarly, when the counsellors are encouraged to train properly, their behaviour is improved toward the work which can help them to get a significant level of advantage. It is important for the counsellors to have effectiveness in their practice which can contribute to improving their overall behaviour for their work (Jiang et al., 2020). The highly motivated councillors are working appropriately to deal with the challenges faced by the students and guide them in the best way. However, a significant level of professional development in confidence is necessary to improve their understanding for managing the students' issues (Bendall et al., 2021). When the counsellors are motivated to improve the behaviour of students, they are required to work effectively, which can improve their overall understanding and job satisfaction (Chanana & Sangeeta, 2021). The councillors are supposed to work with teachers, which can help their professional development and improve their overall skills. It is necessary for the councillors to increase their job satisfaction, which can provide us with a significant level of understanding and effectiveness in the practice. The counsellors are recommended to get appropriate training which can improve their experience, and they can learn better to deal with different kinds of situations (Gimbert et al., 2023). In this way, the councillors can work effectively to deal with the situations that are elders in the way of their performance.

Accordingly, the councillors are recommended to improve their behaviour toward the students, which is possible with effective training and ethical standards (Wannapiroon & Pimdee, 2022). It is recommended for the counsellors to follow the ethical standards for their performance which can improve their skills development capabilities that is a key to their job satisfaction (Stratford et al., 2020). If the councillors were satisfied with their job, it would be a significant opportunity for them to improve the behaviour of students while dealing with them. The conflicts are recommended to achieve a significant level of effectiveness which can improve their practice in a good way

(Cohen et al., 2022). However, the factor of job satisfaction is also necessary for the counsellor, which can be improved with effective training and mentorship to them. It improves their overall behaviour for their workplace environment that can guarantee to improve their impact in the workplace (Pattison et al., 2021). The counsellors are recommended to work for a high level of job satisfaction which can improve their behaviour that is necessary for overall professional development (Rohm et al., 2021). To sum up, the counsellors should be appropriately trained and provided with all the facilities that can help them to improve their skills and job satisfaction.

Implications

The findings of this study have made a significant contribution to social learning theory. The study highlights that continuous professional development is a significant factor to influence counsellors' skills development and job satisfaction. The previous studies prior to this research have no empirical evidence is for these relationships. Therefore, it is a noteworthy contribution of this study into literature. On the other hand, the study improves the body of literature by reporting that teach another have a significant influence on counsellors' skills development and job satisfaction. The previous studies lack to provide significant evidence regarding these relationships. In this way, it is a significant contribution of this study to the body of knowledge. Finally, the study improves the body of knowledge by reporting that effectiveness of practice is a significant factor to influence counsellors' skills development and job satisfaction. At the same time, the previous studies failed to provide empirical evidence regarding these relationships. To sum up, the contribution of this study to the body of knowledge and social learning theory is significant and provides a new insight into translate skills development and their working role in colleges.

This study also has practical implications that are important to improve the conflicts skills development. The study highlights that there is a need for continuous professional development for the consulate which can be improved with different kind of trainings. These trainings should be designed appropriately to improve job satisfaction related factors for the counsellors. In addition, this study highlights that teach another is a significant factor which can help the counsellors to improve their skills and job stress satisfaction. In this way, there should be a great emphasize on teach another which can be a significant factor to improve that countless mental ability and their working which can help them to improve their satisfaction behaviour for the job. Apart from this, the study also highlights that the effectiveness of practice for doing is important and there should be training for it. The high level of training and experience can improve the effectiveness of practice, which is a significant factor for job satisfaction. The findings of this study are important to the policymakers and practitioners for improving the counsellors' responsibilities in colleges and advancing their experience for job satisfaction.

Limitations

This study, while providing valuable insights, has several limitations. First, it relies on self-reported data from counsellor s at Haiyuan College, which may introduce response bias. Second, the sample size of 80 respondents, though adequate, limits the generalizability of the findings to other institutions. Third, the study's cross-sectional design captures data at a single point in time, preventing the assessment of long-term impacts of training programs. Fourth, the study did not consider external factors such as institutional support or workload, which might influence job satisfaction and skills development. Lastly, the study focused solely on Haiyuan College, and results may not be applicable to institutions with different organizational cultures or resources. Therefore, future studies are recommended to understand these limitations while interpret the findings into their research. Similarly, the scholars should work effectively to reduce the impact of these studies.

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