The Status of College Counselors' Subjective Well-being and Its Influence on the Occupational Commitment : An Empirical Research based on SPSS Statistical Analysis

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Abstract

The stability of college counselor team is a prominent problem faced by colleges currently, low treatment, low occupational achievement sense and other factors cause the Subjective well-being level of counselor team to be not high. The college counselors' subjective well-being is an important index to measure their life satisfaction and emotional experience, this research takes Guangzhou college counselors as respondents, which makes empirical analysis to the present situation of subjective well-being of college counselors, and explores its influence on college counselors' occupational commitment.

Keywords

College counselors, subjective well-being, occupational commitment.

1. Proposal of the Question

Subjective well-being are generally divided into two dimensions: they are cognitive evaluation and emotional experience. Cognitive evaluation is the evaluation that whether the individual is satisfied with the quality of life or satisfaction level, and it involves the life satisfaction of overall and specific areas. Emotional experiences include positive and negative emotions. This research draws on the experience of subjective well-being scale that Diener develops (see table below), the life satisfaction, positive emotional experience, negative emotional experience and other index of college counselors are measured to judge the current situation of the college counselors' subjective well-being .

Table 1.1 Structure and content of subjective well-being [1]

emotional aspect		cognitive aspect	
positive emotion	negative emotion	satisfied with life overall	satisfied with special life area
delight excitement satisfaction pride love happiness joy	shame sadness anxiety, worry anger pressure,nerve melancholy envy	want to change life satisfied with the current life satisfied with the past life satisfied with the future life others are satisfied with the testing life viewpoint of satisfaction	work family health condition economic condition ego groups which person belong to

The occupational commitment is the degree which a person is willing to be engaged in the profession and willing to devote the time and effort out of love and recognition of a profession. The research of occupational commitment has gone through process from a single factor to a multi-factor research. At present, the connotation of occupational commitment is mainly explained by various factors such as

emotional commitment, continuance commitment, ideal commitment, normative commitment and opportunity commitment in academia.

College counselors are a special group of college teachers. At present, the statuses of college counselors in our country are both the party and government management cadres, but also the backbone of ideological and political education of college students. The subjective well-being of college counselors not only affects the development and quality of life of the counselors themselves, but also affects the students' psychology, behavior, learning and growth, which is related to the development of the school and the harmony and stability. The subjective well-being and occupational commitment of college counselors have obvious relevance in the working practice, the former studies the subjective feelings of life and emotion in the workplace, the latter studies their attitudes and behavior towards occupation.

2. Present Situation of Subjective Well-being of College Counselors

2.1 Research Tool

The subjective well-being questionnaire used in this subject adopts the subjective well-being questionnaire Diner draw up, including the overall life satisfaction, positive emotion and negative emotion. The three sub-questionnaires in this questionnaire used a seven-point scoring method, where the seven-point scoring of life satisfaction subscale are divided into: 1 mean strong objection, 2 mean opposition, 3 mean a little objection, 4 mean neither agree nor disagree, 5 mean a little approval, 6 mean approval, 7 mean strong approval. The experienced positive emotions and negative emotions are reflected in the seven-point scoring: 1 mean no experience at all, 4 mean experience with half of the time, 7 mean experience all the time (change trend: from nonexistence to pass into existence, from weak to strong).

2.2 Research Method

The statistical analysis methods used include descriptive statistics, T-test of independent samples, one-factor variation analysis, multiple comparative analyses and so on. The statistical software used is SPSS.

2.3 Research Process

Subject sample: this research uses the method of convenient sampling, the college counselor group are sampled in Jinan University, Zhongshan University, Guangdong University of Finance, Zhongkai University of Agriculture and Engineering, Guang Dong Peizheng College, Guangdong Railway Polytechnic and other colleges and universities. The counselors in Jinan University and other colleges and universities are randomly selected to issue 230 questionnaires, recover 193 effective questionnaires; the effective recovery rate is 83.9%. The specific conditions tested are shown in Table 2.1:

Table 2.1 List of research subject data (N = 193)

demographic variables	category	number of people	effective percentage(%)
Gender	man	74	38.3
	woman	117	60.6
	loss	2	1
age	less than 26 years old	23	11.9
	26-30 years old	93	48.2
	31-35 years old	68	35.2
	36-40 years old	7	3.6
	over 40 years old	2	1
marriage	single	83	43
	married	109	56.5

	loss	1	0.5
educational background	undergraduate course	56	29
	postgraduate	135	69.9
	doctoral student	2	1
occupational title	no title (probation period)	42	21.8
	primary	92	47.7
	middle rank	59	30.6
administrative level	section member	93	48.2
	deputy section chief	39	20.2
	section chief rank	28	14.5
	loss	33	17.1
college nature	key university	86	44.8
	ordinary university	59	30.7
	secondary university	7	3.6
	vocational college	5	2.6
	civilian-run school	35	18.2
	loss	1	0.5
working time	less than 1 year	26	19.7
	2-3 year	61	13.6
	4-6 year	55	2.6
	7-9 year	36	48.4
	over 10 years	12	15.7
	loss	3	1.6
monthly income	less than 3500 RMB	50	25.9
	3500-4500 RMB	50	25.9
	4500-5500 RMB	52	26.9
	5500-6500 RMB	24	12.4
	6500-7500 RMB	9	4.7
	Over 7500 RMB	5	2.6
	loss	3	1.6
major	liberal arts	118	61.1
	science and technology	34	17.6
	medicine	6	3.1
	art	10	5.2
	others	22	11.4
	loss	3	1.6

2.4 Research Results

2.4.1 The Overall Analysis of Subjective Well-Being of College Counselors

(1) Analysis of life satisfaction of counselors

This research investigates the judgment condition of their overall life satisfaction of counselors' individual, questionnaire including: "My life is close to my ideal in most respects" five items. The data were analyzed statistically; the specific conditions of the every project of life satisfaction are as follows:

Table 2.2 Evaluation results of counselors' life satisfaction

item	N	mean value
M1 my life is close to my ideal in most respects	192	3.8125
M2 my life is in good condition	193	3.5492
M3 I am very satisfied with my life	190	3.8842
M4 so far, I've got something important in life I want to get	193	3.7306
M5 if I can live again, I will not make any changes	192	2.9948
Valid N (list wise)	188	

As can be seen from Table 2.2, the overall mean value of the life satisfaction tested is 3.6032 (median is 4), it is in a moderately low level; in the specific items of life satisfaction, it is also at a low level. The evaluation of life satisfaction includes material life and subjective cognition of other aspects. From the items in the table above, the second score which is directly related to the material life is 3.5492, and the score is lower in all the items. It shows that the counselor's material life in the counselors' subjective cognition is still in the non-ideal areas. It is consistent with the actual status of college counselors in the income distribution system in colleges and universities.

2.4.2 Analysis of Emotional Experience of Counselors

This research investigates six positive emotions, including delight, happiness, excitement, pride, gratitude, love and so on, including displeasure, sadness, anger, guilt, shame, worry, stress, envy etc. The data analysis shows that the ensemble average of the positive emotions of college counselors is 4.4073, which is above the middle level; the ensemble average of negative emotions of college counselors is 2.7540, which is at a low level.

Table 2.3 college counselors' all kinds of feeling and emotional analysis results

	N	Mean
delight	192	4.7344
displeasure	189	3.1323
happiness	191	4.7173
excitement	192	3.8333
sadness	191	2.6230
anger	192	2.5313
pride	193	3.5440
gratitude	192	4.3281
love	192	5.2135
guilt	192	1.9635
shame	193	1.9275
worry	192	3.5885
stress	193	4.3264
envy	193	1.8964
Valid N (list wise)	183	

It can be seen from the statistical analysis results of Table 2.3 that the ensemble average of the college counselors' positive emotions is 4.4073, where the mean value of the items "love" in the counselor's positive emotion is 5.2135, and the mean value of the negative emotion is 2.7540, however, "stress" score of one item in negative emotion is high. From the overall look of the research results, college counselor's positive emotions are above the middle level; counselors' negative emotions are at a low level.

When Bradbum [2] discussing the structural dimension of subjective well-being, he points out that positive emotions and negative emotions are two mutually independent dimensions of subjective well-being, and individual have negative sensation, which is not equal to have positive emotions.

Therefore, it is necessary to reduce negative emotions and increase positive emotions to improve the quality of life. This viewpoint was later confirmed by some scholars. In this research, we used average score obtained from negative emotions experience to do reverse conversion, and add up positive emotion experience score, after calculation, the well-being index is 4.3267, which is clearly higher than the mean value score of counselor's life satisfaction. It illustrates that college counselor in the score of emotional experience aspect in subjective well-being is higher than the score of cognitive aspect. And further the life satisfaction and positive, negative emotional scores are added up, it can get that college counselors' subjective well-being index is 3.9649, which at a moderately low level.

3. Influence of College Counselors' Subjective-wellbeing on Their Occupational Commitment

3.1 Research Tools and Methods

3.1.1 Research Tools

The occupational commitment questionnaire refers to the questionnaire drawn up by Zhang Ji (2009)[3], and the individual item is adjusted in accordance with the needs of this research. The questionnaire includes 18 items. The principal component analysis method was used to do exploratory factors analysis for the ''counselor's occupational commitment'' questionnaire, according to the characteristic root more than 1 and the gravel diagram, the number of factors extracted from the item was determined. The results of the exploratory factor analysis show that the ''counselor's occupational commitment'' questionnaire contains five dimensions, they are emotional commitment, continuance commitment, ideal commitment, normative commitment and opportunity commitment, respectively. The variation which can be explained is 62.998%, the internal consistency coefficient is 0.605, and the internal consistency coefficient of each dimension in the questionnaire is between 0.665 and 0.795, and it shows that the questionnaire is acceptable.

3.1.2 Statistical Analysis Method

The exploratory factor analysis, regression analysis and canonical correlation analysis were used in this research, and the software used was Spss.

3.2 Descriptive Statistical Analysis of Counselors' Occupational Commitment Questionnaire

The data obtained are used to explore the overall level of counselor's occupational commitment on the basis of the above research and survey. The descriptive statistical analysis is done for the counselor's occupational commitment questionnaire; the various factors of occupational commitment, average number and standard deviation of the questionnaire, are shown in Table 5.1 below.

Table 3.1 Descriptive statistical results of counselor's occupational commitment

	N	minimum	maximum	mean value	standard deviation
affective commitment	189	1.00	5.00	3.6437	.77418
continuance commitment	190	1.00	5.00	2.6605	.88373
ideal commitment	189	1.00	4.75	2.8624	.75767
normative commitment	188	1.00	5.00	2.6418	.82409
accumulated commitment	191	1.00	4.75	2.7277	.70977
Valid N (list wise)	176				

It can be seen from Table 3.1 that the overall level of occupational commitment of college counselors is not high, the average score is 2.9072 (median is 3). Specifically, commitment levels of each factor shows that the emotional commitment is highest (3.6437), the ideal commitment comes second (2.8624), the minimum commitment is lowest (2.6418). This results show that the overall occupational

commitment of college counselors at a low level, which reflects the college counselors' occupational recognition is not high. In particular, the counselor has long been engaged in this occupation, which have a certain understanding for working law, makes friendship in the students' interaction in education and management, and counselors form a good interpersonal and working atmosphere, which makes the counselors have a high emotion for the occupation, so it reflect counselor's emotional commitment this indicator, the score should be significantly higher than various sub-factors of other occupational commitments. In addition to emotional commitment, the score of continuance commitment, affective commitment, ideal commitment, normative commitment, and accumulated commitment are below the median, it shows that these dimensions of occupation commitment at a low level, these dimensions score lower overall level of occupational commitment.

3.3 The Effect Discussion of Counselors' Subjective Well-Being on Occupational Commitment

First, descriptive statistical analysis is made for research variables. Table 3.2 is the correlation coefficient matrix for each research variables. Related research can only initially explore the correlation among variables, but it is not to provide sufficient evidence for the hypothesis of this research. In this research, we will also test the research hypothesis by regression analysis and canonical correlation analysis.

Table 3.2 Correlation coefficient matrix of each research variable

variable	1	2	3	4	5	6	7	8
1 occupational commitment	1							
2 affective commitment	0.624**							
3 continuance commitment	-0.175*	-0.548**						
4 ideal commitment	0.653**	0.532**	-0.554**					
5 normative commitment	0.748**	0.392**	-0.299**	0.409**				
6 accumulated commitment	0.697**	0.246**	-0.201**	0.397**	0.428**			
7 life satisfaction	0.363**	0.366**	-0.515**	0.519**	0.367**	0.340**		
8 positive emotion	0.196*	0.304**	-0.404**	0.377**	0.218**	0.099	0.516**	
9 negative emotion	-0.038	-0.241**	0.387**	-0.205**	0.042	-0.050	-0.338**	-0.423**

note:**indicate $p<0.01$, * indicate $p<0.05$

3.3.1 Regression Analysis of Influences of Counselor's Subjective Well-being on Their Occupational Commitment

The regression analysis method was used in this research; counselor's overall subjective well-being as predictive variable to explore effect of counselor's occupational commitment subjective well-being of counselors. The negative emotions subjective of well-being are made reverse score among them. The results of the regression analysis are as follows:

Table 3.3 Regression Analysis results of occupational commitment of subjective well-being (N = 193)

variable	Descriptive statistics of regression equation				Descriptive statistics of variable			
	R	R^2	df	F	B	SE	β	t
	0.257	0.066	162	11.420**				
constant					2.447	0.141		17.345***
subjective well-being					0.115	0.034	0.257	3.379**

Note: dependent variable: counselor's occupational commitment; *** indicate p <0.001, ** indicate p <0.01.

It can be seen from Table 3.3 that standardized regression coefficient of occupational commitment of counselor's subjective well-being is 0.257 (t=3.379**), which is significant at the p <0.01 level, it shows that the counselors' subjective well-being have a significant positive predictive effect for occupational commitment. In order to further explore the relationship between the dimensions of counselors' subjective well-being as a set of variables and the occupational commitment as a set of variables, and the influence intensity of occupational commitment variables group of counselors' subjective well-being factor, we make canonical correlation analysis for the relationship between subjective well-being and occupational commitment of counselors.

3.3.2 Canonical Correlation Analysis of Counselors' Subjective Well-being and Occupational Commitment

The main role of the canonical correlation analysis is to find whether there is a significant relationship between a set of X variables (independent variables or control variables) and a set of Y variables (dependent variables or criterion variables). In order to find out the relationship between the two sets of variables, it is necessary to select several representative overall indicators (linear combinations of variables) in each set of variable, Studying the relationship between the two sets of overall indicators to reflect the relationship between the two groups of variables, and how to find overall indicators, so that they have the greatest correlation, which is a canonical correlation analysis problem (Zhang Wentong, 2004). The linear combination of X variables and Y variables is potential not directly observed, they are called as "canonical variable ", and the correlation between two canonical variables is called "canonical correlation " (its coefficients are indicated by ρ).

Because subjective well-being and occupational commitment include a number of dimensions, respectively, therefore, we use canonical correlation analysis methods to explore the relationship aspect between subjective well-being and occupational commitment of college counselors.

(1) Canonical correlation coefficient and canonical correlation significance test

The basic idea of canonical correlation analysis is: first, find the linear combination of variables in each set of variables and make it have the greatest correlation, and then find the second set of linear combinations in each set of variables to make it uncorrelated to first set of linear combination, and the second set of linear combinations themselves has the greatest correlation. So go on until the correlation between the two sets of variables is extracted. In this research, the three factors of subjective well-being (three factors are indicated by x1, x2, x3, respectively) are linearly combined into the canonical variables Ui, and five occupational commitment variables are combined (indicated by y1, y2, y3, y4, y5) into a canonical variable Vi.

$U_i=a_1x_1+a_2x_2+a_3x_3$

$V_i=b_1y_1+b_2y_2+b_3y_3+b_4y_4+b_5y_5$

When i = 1, Ui, Vi is the first set of canonical variable, and the correlation coefficient between them is the first canonical correlation coefficient. In this research, there are three independent variables and five dependent variables, so the canonical correlation coefficient up to three at most. The specific canonical correlation coefficient and the significance test results of canonical correlation coefficient are shown in Table 3.4. It can be seen from the table that the canonical correlation coefficient of the first set of canonical variable is 0.628, the correlation coefficient of canonical variable of the second set is 0.304, and the first set and the second set of correlation coefficients in the three canonical correlation coefficients are significant. From the significant test results of canonical correlation of subjective well-being factors and occupational commitment variables, the likelihood ratio asymptotic F statistic of the first two set of canonical variables reach significant, and the Wilks L value of the first set of canonical variables (i.e., the canonical correlation coefficient test Λ value is between 0 and 1, the smaller the value of Λ is, the bigger the difference among the groups) is 0.537, and the Wilks L of

canonical variable of the second set, the value is 0.887. Therefore, on the whole, there are significant correlations between the first two sets in the canonical variable corresponding to the three variables, and the correlation coefficient of first set is the highest and the difference is the largest among them. In addition, because the practical significance of the canonical correlation coefficient is not very clear, the square of the canonical correlation coefficient is used to indicate the shared variation of a set of canonical variables, and the auxiliary judgment is made with the ratio of the respective variation of the two canonical variables. As can be seen from Table 3.4, the coefficient of the first set of canonical variables is 0.628, and the square of the canonical correlation coefficient is 0.394, it shows that the shared variation of the first set of canonical variables is 39.4%. Likewise, the shared variation of canonical variable of second set is 9.2%. In contrast, the shared variation of the first set of canonical variables is significantly higher than the shared variation of the second set of canonical variables. Therefore, it is valuable and meaningful to carry out in-depth analysis for the canonical variable of first set.

Table 3.4 the testing results of canonical correlation coefficient of subjective well-being factors and occupational commitment variables

	canonical correlation coefficient	canonical correlation coefficient Λvalue	Wilks L Λ value	Chi-SQ chi-square value	DF degrees of freedom	Sig. F value
The first set of canonical variable	0.628	0.394	0.537	97.878***	15.000	0.000
The second set of canonical variable	0.304	0.092	0.887	18.975*	8.000	.015
The third set of canonical variable	0.153	0.023	0.976	3.749	3.000	0.290

note:*** indicate $p<0.001$.

 (2) Canonical correlation model

The canonical correlation model Ui, Vi are constructed, first, we need to find the normalized canonical coefficient. Since the first two sets of canonical variables have value and significance, we first find the normalized canonical coefficients of U1 and V1 (see Table 3.5).

Table 3.5 Standardized canonical coefficients of subjective well-being and occupational commitment variables

	Standardized canonical coefficients	
	U1	V1
x1	-0.718	
x2	-0.219	
x3	0.267	
y1		-0.056
y2		-0.383
y3		0.657
y4		-0.023
y5		-0.110

According to the normalized canonical coefficient of the subjective well-being factors and the occupational commitment variables in Table 3.5, we obtain the formula for the first set of canonical variables:

U1=-0.718x1-0.219x2+0.267x3

V1=-0.056y1-0.383y2+0.657y3-0.023y4－0.11y5

(3) Canonical structure analysis

Canonical structure analysis is to analyze the relevance degree between the original variable and canonical variable. As the previous tests show that only the first two sets of canonical variables are valuable and meaningful, by contrast, especially the first set of canonical variable is more significant. Therefore, the first set of canonical variables is analyzed here. The canonical structure analysis is mainly based on the canonical load the size of the canonical cross capacity of the independent and dependent variables. The canonical load indicates simple linear correlation between each variable and the corresponding canonical variable in original variable set among them. The explanation of the canonical load is similar to the explanation of the factor load; it shows its degree of influence. A canonical cross load represents the linear correlation between each variable and the opposite variable in the original variable set. The explanation of a canonical cross load is similar to a canonical load. Table 3.6 and Table 3.7 list the statistics results of canonical load and canonical cross-load for subjective well-being factors and occupational commitment variables, respectively.

Table 3.6 canonical load results of subjective well-being factors and occupational commitment variables

	canonical variable	
	U1	V1
x1	-0.933	
x2	-0.702	
x3	0.661	
y1		-0.650
y2		-0.807
y3		0.916
y4		-0.429
y5		-0.391

Although the correlation coefficient between a variable and a canonical variable is contradictory to its coefficient sign in a canonical variable, but it is normal in that there is a close correlation among multiple primitive variables (Zhang et al., 2004).

Table 3.7 canonical cross load results of subjective well-being factors and occupational commitment variables

	canonical variable	
	U1	V1
x1		-0.586
x2		-0.441
x3		0.415
y1	-0.408	
y2	-0.507	
y3	0.575	
y4	-0.269	
y5	-0.246	

As can be seen from Table 3.7, y3, y2, y1 can be better predicted by the canonical variable U1 of subjective well-being.

Based on the above-mentioned statistical results of the canonical load of subjective well-being and effect variables, the summarized research results are shown in Fig 3.8 below:
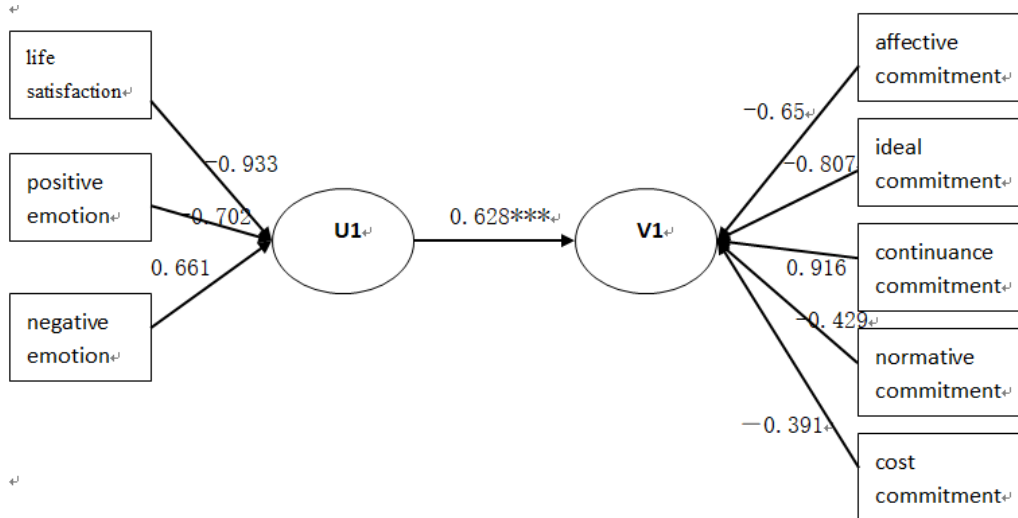

Fig 3.8 structural diagram of the first set of canonical variables

(4) Canonical redundancy analysis

When canonical correlation analysis is made, by understanding ratio of the sample total variation that canonical variable explain extracted from each set of variable, then quantitatively measure the size of the original information contained in the canonical variable, which is the redundancy analysis of the canonical variables Zhu Jianping et al., 2007). In other words, the canonical redundancy analysis is used to represent the variation explanation extent of the original variation of each canonical variable. The square of the canonical correlation coefficient represents the percentage of the shared common variation between the two canonical variables, and it can be further decomposed into the respective explanatory abilities. Multiply "explanation ability" (that is the percentage of the extracted variation amount) by the square of the canonical correlation coefficient, which is the canonical redundancy index, it shows that the average proportion of the variation of a set of variables explained by the canonical variables of the other side. In this research, the variation amount explained by the first set of canonical variables of the subjective well-being factor and occupational commitment variables set are shown in Table 3.9.

Table 3.9. variation amount explained by corresponding canonical variable of subjective well-being factors and occupational commitment variables

Canonical coefficient	Percentage of variation amount extracted (1)	square of the canonical correlation coefficient (2)	canonical redundancy index (3)= (1)×(2)
U1	0.600	0.394	0.236
V1	0.450	0.394	0.177

As can be seen from the data in Table 3.9:

 (1) From the percentage of extracted variation amount, the percentage of subjective well-being factor explained by the canonical variable U1 is 60% (U2 = 0.22), it shows that the first canonical variable U1 can explain 60% of the intra-group variation amount in the corresponding subjective well-being factor set. The percentage of occupational commitment variable set explained by the canonical variable V1 is 45% (17.9%), the first canonical variable V1 from the occupational commitment variable can explain 45% of the intra-group variation of the corresponding occupational commitment variation group.

(2) From the canonical redundancy index, the subjective well-being factor can effectively explain 17.7% (U2=1.7%) of the total variation amount of the five variables of the occupational commitment variable set through the first canonical variable U1, and the percentage of subjective well-being factor explained by canonical variable U1 is 60%, whereas the first set of canonical variables (U1, V1) can explain 39.4% of the total variation amount. Considering the causal relationship between independent variable and dependent variable, the variation explanation is not entirely bi-directional (Zhang Wentong et al., 2004). Here, we no longer consider the situation that occupation commitment explains the subjective well-being factor of opposing set through the first canonical variable V1.

From the analysis results, the first canonical variable of the subjective well-being index explains 17.7% of the total variation amounts correspond to the opposite occupational commitment variables, but the explanation of the normative commitment and the cost commitment are weak.

3.4 Discussion

The research results above show that the subjective well-being of college counselors has a positive effect on their occupational commitment. The higher subjective well-being is, the higher counselor's occupational commitment level is, otherwise the counselor's occupational commitment level is lower. The influence of life satisfaction is most obvious for counselor's career commitment in the subjective well-being all dimensions. It shows that life satisfaction of college counselors occupies a very important position in the subjective well-being. According to the sample survey in this research, the counselors' income levels in several colleges and universities in Guangzhou are in a moderately low level, and most of the counselors are young teachers, they are living in the big cities and need to meet the basic housing, medical, education and life needs and so on. In the case of soaring prices, especially under the condition that the house prices are high in metropolitan areas, college counselors with its low income, it is impossible to achieve satisfaction status in life. This research draws the conclusion that college counselors' low life satisfaction is also consistent with the basic reality. Life satisfaction is low directly affects the counselors' occupational commitment level.

In addition to life satisfaction, feeling and emotional experience are also important factors in subjective well-being. The research results show that positive emotional experience and negative emotional experience affect the occupational commitment in turn. There are great relationship between emotional experience and life and work conditions. From the results of this research, the counselor's positive emotional score is little higher than medium, negative emotional scoring is low, which is relatively better compared with life satisfaction. This is mainly because the counselors' occupational feelings is deep, occupational ideal has a persistent pursuit. The counselors devoted a lot of love in the education, management and service for college students. Despite the low income, high work pressure, but counselors still maintain a pleasant and happy feeling in emotion. But because of the dissatisfaction of life satisfaction, the counselors' subjective well-being level lowers as a whole, but also affects the level of their occupational commitment.

3.5 Conclusion

(1) The results of this research show that counselors' subjective well-being has a significant predictive effect for their occupational commitment, namely, the higher the counselors' subjective well-being is, the higher the level of occupational commitment is.

(2) By analyzing canonical load capacity and canonical redundancy index of counselors' subjective well-being various factors and occupational commitment various factors, it can be found from further exploration of the degree that subjective well-being various dimensions influence occupational commitment, strength degree that the subjective well-being various dimensions influence occupational commitment variable set in order: life satisfaction, positive emotions, negative emotions. The counselors' continuance commitment, ideal commitment and emotional commitment are more obvious relative to the cost commitment and the normative commitment in the occupational commitment set.

Acknowledgements

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