

Influence of University Students' Psychological Counseling Trust on The Counseling Effect: A Case of Shanxi Province, China

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Abstract

Although psychological counseling is playing an important role in university students' mental health education, there is little research on the effect of psychological counseling on university students. There is even less research on the effect of university students' trust in psychological counseling. The author finds that there is a gap in the research on the trust and effect of psychological counseling for university students. Therefore, the author tries to study this field and discuss the important role of trust in psychological counseling, so as to provide theoretical and practical basis for enhancing the management and effect of psychological counseling. This study adopts the method of convenient sampling, in November 2019 to April 2020, five universities in Shanxi Province of China Counseling center randomly received Counseling of university students, the questionnaire survey to the university students' psychological Counseling Trust Scale (Trust of counseling Scale, TCS) and the Counseling effect self-reported satisfaction Scale respectively evaluate counselors to consulting. Analysis of this research shows that there is a significant correlation between the degree of trust and the effect of psychological counseling among university students, and the ability and credibility of practitioners in the degree of trust are both entered into the regression equation, which well explains the effect of psychological counseling. From the results of correlation analysis and regression analysis, it can be seen that the explanatory power of the four dimensions and the total score in the psychological counseling trust scale for college students on the degree of satisfaction, degree of change and degree of goal achievement in the counseling effect is 38.6%, 36.4% and 41.7% respectively. Among them, the two factors that entered the regression equation were the practitioner's ability and credibility.

Keywords: The psychological Consultation, Psychological Counseling Effect, Trust

Introduction

Even nowadays psychological counseling is playing an important role in university students' mental health education, there are few studies on the effect of psychological

counseling on university students. There are few studies on the effect of university students' trust in psychological counseling. Some studies are based on the effect of certain psychological counseling techniques on counseling effects. Yan jiajia (2013) studied the consulting effect of information balance technology. She zhuang (2016) studied the influence of formal feedback on consultation effect, and li tingting (2019) studied metacognitive intervention technology. Fang shuanghu and zheng kai (2010) studied the intervention effect of group psychological counseling on compulsive symptoms of university students. Some authors also studied other factors that affect the effect of psychological counseling. Hu shujing (2008) studied the relationship between the behavior of the parties in psychological counseling talks and the effect of counseling. Zhang ya, wu mengyang, wang yujing (2019), discussed the effect of psychological counseling on university students and the relationship between them and their clients' attachment style and work alliance. Zhang ruixing, wang Juan et al. (2015) discussed the correlation between counseling effect and counseling expectation in clinical psychological intervention. However, only the preparation and reliability and validity test of university students' psychological counseling trust scale conducted by zhao li, jiang guangrong and gu qing (2011) and the relationship between university students' psychological counseling trust degree and professional help intention conducted by zhao li, jiang guangrong and wang ying (2011) were studied. The author found that there was a gap in the research on the trust degree and the effect of psychological counseling for university students. Therefore, the author try to study this field and explore the important role of trust degree in psychological counseling, so as to provide theoretical and practical basis for enhancing the management and effect of psychological counseling.

Literature Review

In 2003, Liu Yiming, xiao-ming jia refer to published from 1997 to 2002 in China about college counseling, and adopts the literature metrology, found that China's current relevant college counseling research focused on the following aspects: psychological consultation and ideological and political education in colleges and universities and the relationship of moral education, psychological counseling in university and college students'

mental quality education, the relationship between the model of several different types of psychological counseling in colleges of our country, some typical problems existing in the process of psychological counseling, psychological counseling theory technology used, etc. There are also literatures related to the group psychological counseling in colleges and universities, the adaptability of college freshmen, the typical psychological characteristics of poor students and so on.

Since the 1970s, Hong Kong began to pay attention to mental health education in colleges and universities. In the 1990s, all colleges and universities in Hong Kong have set up psychological counseling institutions headed by full-time psychological tutors. In the 1960s, Taiwan gradually began to promote the education of students' mental health in schools at all levels. Jianqing (1994), and Bowen (1986), a Taiwanese scholar, respectively, studied the situation of psychological counseling in universities in Taiwan in articles such as the characteristics of psychological counseling for foreign college students and its implications for us and psychological health and education.

The empirical research on psychological counseling in mainland China has just started, and there are several reviews on the effects of foreign studies (Mingxia, Yong & Wanwen, 2001); Mian & Guangrong, 2007), theoretical discussion on effect measurement (Hongfei, 2002; Hongfei, 2005) or process research (Meijing, Guangrong & Xu, 2008), there has not been a review or empirical research on process-effect research published.

There are still two types of consulting empirical research: one is the research that verifies a certain school (especially the new one) or compares the theoretical viewpoints of different schools; One is the study of universal theory. The topic of this study, namely, the influence of college students' trust in psychological counseling on the counseling effect, was put forward in the context of pan-theoretical research, which is not limited to a certain theoretical school and belongs to pan-theoretical research.

The United States is the source of the development of psychological counseling in colleges and universities. Lent, Brown, & Larkin, K. C. (1984). summarized this in Handbook of counseling psychology. Britain's psychological consultation work also the origin of the early, the generation of psychological counseling can be traced back to the

earliest in the 1940 s, Newsome (197 3), in the Students Counseling in practice, made an exposition of its. The psychological counseling activities in Japanese universities began in the 1950s, which was influenced by the United States at the beginning and gradually formed the characteristics of the country.

In addition to the traditional forms of individual, group, peer and network psychological counseling, American colleges and universities often carry out psychological counseling for students with psychological distress by eliminating stress days, carrying out psychological counseling for students in the dormitory, using multimedia to popularize mental health knowledge through music and television, and cooperating with parents. Psychological counseling services in British universities are available to all students, mainly in the form of workshops, lectures, group discussions, peer counseling, one-to-one counseling, etc. In the application of psychological counseling methods, British universities pay attention to "academic support and psychological stress reduction". There are also many ways of psychological counseling in Japanese universities. The most common form is for students to come to the consulting institution for consultation. Telephone counseling is also common in Japanese universities. Research has found that telephone consultations work well for difficult questions.

The University of Keele, as the first University to offer psychological counseling in the UK, set up a full range of counseling services from career guidance to personality therapy for students in 1962, and regarded such counseling services as an essential part of the school education service system. The university of Tokyo was the first to establish a student psychological counseling institution in 1953. By the late 1980s, roughly 80 percent of Japanese universities had counseling programs for students.

Up to now, most colleges and universities in China have set up psychological counseling institutions. Psychological counseling has been paid more and more attention, but there are still many problems body exists misunderstanding of psychological counseling, first of all, affected by traditional culture with the idea of privacy protection in our country, college students since there are fewer people able to take the initiative into the consultancy, the loss rate is very high, 88% at the end of a consultation, will no longer continue, and

visitors in the process of consultation, the school management attention to the psychological counseling of publicity is not in place. Secondly, there is a general lack of perfect psychological counseling institutions in colleges and universities in China, which has the limitations of funds, equipment and other aspects. Thirdly, psychological counseling in colleges and universities in our country lacks of professional psychological counselors. Most psychological counselors in colleges and universities are replaced by ideological and political teachers. They are not professional in psychology and cannot play a good role in guiding students' psychological problems.

In short, the current research on psychological counseling in colleges and universities mainly focuses on the operation of institutions abroad, such as the establishment of psychological counseling centers, the scope of counseling, the related fees of counseling, the training and guidance of counselors, the techniques and theories used in counseling, and the evaluation of counseling effects. In China, there are a lot of papers on psychological counseling in colleges and universities, but there is a lack of systematic research. Most of them only discuss the theory, and focus on the relationship with ideological and political education. However, the research on the effect of psychological counseling in domestic and foreign universities is less and not comprehensive. To sum up, it can be seen that up to now, the research on the effect of psychological counseling in Chinese and foreign universities is still a weak link.

Methodology

In this study, a convenient sampling method was adopted to randomly select college students who had received psychological counseling from psychological counseling centers of five universities in Shanxi Province from November 2019 to April 2020 for questionnaire survey. 450 questionnaires were issued. Those with more than 4 missing data were excluded, and 442 valid questionnaires were recovered, with a recovery rate of 98.2%. Among them, 157 were males (35.5%) and 285 were females (64.5%). There were 359 freshmen (81.1%), 35 sophomores (7.9%), 44 juniors (10%), and 4 seniors (1%). There were 251 liberal arts students (56.8%) and 191 science students (43.2%). Origin: 168 people (38%) in cities, 77

people (17.4%) in towns and villages, 197 people (44.6%) in rural areas; Number of consultations: 1 time for 357 (80.8%), 2 times for 56 (12.7%), 3 times for 13 (2.9%), 4 times for 16 (3.6%) or above.

The psychological counseling of all college students who participated in the questionnaire has been closed. This survey signed a confidentiality agreement with each college psychological counseling center and a questionnaire notification letter with each participant.

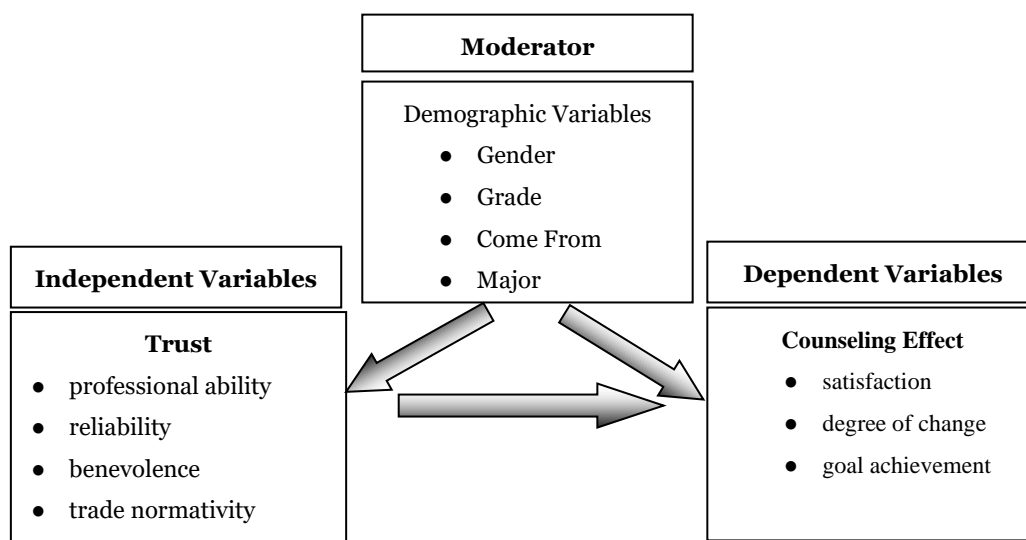


Figure 1 Conceptual framework

Data Collecting Method

The researcher used a constructed survey questionnaire to collect the data from the samples. The questionnaire has 3 parts including 1 part of Personal profiles and 2 parts of Questions.

Part 1. Personal profiles about Gender, Grade, Major, Place of Origin, Counseling times, a total of 5 questions

Part 2. Questions related to trust of counseling, a total of 20 questions

Part 3. Questions related to counseling effect, a total of 3 questions Of these, Part 2 are scaled questions following the 7 point scale , Part 3 are scaled questions following the10 point scale.

Trust of Counseling Scale (TCS)

The scale was compiled by zhao li and jiang guangrong of the school of psychology of huazhong university of science and technology. The scale consists of 20 items in 4 dimensions (practitioner competence, integrity, industry standardization, goodwill). A score of -3 ~ 3 (from "completely inconsistent" to "completely consistent") was used for the seven-level scoring method. A score of positive indicates trust, while a score of negative indicates distrust. The greater the absolute value, the stronger the tendency.

Consulting effect assessment tool

There were three items in the self-report scale, and the self-evaluation was carried out after the psychological counseling was completed. Three entries for "overall, I'm the counseling service satisfaction for points" and "overall the changes brought by the consulting for my degree for points" and "overall degree of the consulting my goal to achieve for points", respectively evaluate the visitors on the changes brought by the consulting of satisfaction, consulting, a goal. A score of 1 (worst) to 10 (best) 10 points was used, and the average score of 3 items was divided into consulting effect score. In this study, the total Cronbach coefficient is 0.82.

Data Analysis Method

This research is quantitative research; thus, we use descriptive statistics to analyses and explain personal profile of the respondents. Moreover, we employed inferential statistics including One-way ANOVA and Multiple regression to test variables and to test hypothesis at significant level .05.

Results

Correlation between college students' psychological counseling trust and counseling effect

Correlation analysis is used to test whether the variables in the model have mutual influence on each other, and preliminarily determine the rationality of the theoretical model. Pearson correlation analysis was used to analyze the correlation of variables in the model, and the analysis results are shown in the following table.

Table 1 Correlation analysis results

Variable	1	2	3	4	5	6	7	8	9
Goal Achievement	1								
Degree of Change	0.763**	1							
Satisfaction	0.792**	0.848**	1						
Practitioner ability	0.607**	0.574**	0.595**	1					
Trustworthiness	0.594**	0.549**	0.562**	0.749**	1				
Industry									
specification	0.167**	0.167**	0.136**	0.186**	0.191**	1			
Good faith	0.261**	0.219**	0.216**	0.269**	0.317**	0.652**	1		
Consulting Effect	0.908**	0.939**	0.947**	0.634**	0.609**	0.168**	0.248**	1	
Total trust core	0.502**	0.463**	0.459**	0.660**	0.688**	0.750**	0.829**	0.508**	1

According to the correlation analysis results in the above table 1 the correlation coefficient significance of the total score of psychological counseling trust and its four dimensions and the total score of counseling effect and its three dimensions is all less than 0.05, showing an obvious positive correlation. It can be seen that there is a positive influence relationship among variables, which needs to be verified by further analysis.

Regression analysis of college students' psychological counseling trust and counseling satisfaction

Regression analysis was used to identify the influence of psychological counseling trust on counseling satisfaction table 2

Table 2 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson(U)
1	0.621	0.386	0.380	1.889	1.943

As shown in the above table 2, R is 0.621 and R squared is 0.386, with a good fitting degree, indicating that the established model can explain 38.6% of the information. That is, most of the variables explained can be well explained by the model.

Table 3 Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	980.620	4	245.155	68.675	0.000 ^a
Residual	1559.995	437	3.570		
Total	2540.615	441			

As shown in the above table 3, the observed value of F test statistics is 68.675, and the corresponding probability P value is 0.000. According to the results of this table, the significance test of regression equation can be conducted. Since P value is less than 0.05, a linear model can be established.

Table 4 Regression coefficient table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co-linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	5.185	0.180		28.752	0.000		
Practitioner ability	1.043	0.150	0.395	6.968	0.000	0.438	2.285
Trustworthiness	0.630	0.141	0.258	4.478	0.000	0.424	2.358
Industry specification	-0.017	0.094	-0.009	0.176	0.860	0.574	1.743
Good Faith	0.055	0.083	0.034	0.659	0.510	0.537	1.863

As shown in the above table 4, the VIF value is less than 5, indicating that there is no multi-collinearity between independent variables. The practitioner's ability and trustworthiness are both significant at the level of 0.05, and the regression coefficients are 1.043 and 0.630 respectively, indicating that the practitioner's ability and trustworthiness have a significant positive impact on satisfaction.

Regression analysis of college students' psychological counseling trust and counseling change degree

Table 5 Model summary

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate	Durbin-Watson(U)
1	0.603	0.364	0.358	2.014	2.046

As shown in the above table 5, R is 0.603 and R squared is 0.364, with a good fitting degree, indicating that the established model can interpret 36.4% of the information. That is, most of the variables explained can be well explained by the model.

Table 6 Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1015.740	4	253.935	62.581	0.000
Residual	1773.221	437	4.058		
Total	2788.962	441			

As shown in the above table 6, the observed value of F test statistics is 62.581, and the corresponding probability P value is 0.000. According to the results of this table, the significance test of regression equation can be conducted. Since P value is less than 0.05, a linear model can be established.

Table 7 Regression coefficient table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co-linearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.851	0.192		25.231	0.000		
	Practitioner ability	1.010	0.160	0.365	6.326	0.000	0.438	2.285
	Trustworthiness	0.680	0.150	0.265	4.531	0.000	0.424	2.358
	Industry specification	0.083	0.100	0.042	0.828	0.408	0.574	1.743
	Good Faith	0.017	0.088	0.010	0.189	0.850	0.537	1.863

As shown in the above table 7, the VIF value is less than 5, indicating that there is no multicollinearity between independent variables. The practitioner's ability and trustworthiness are both significant at the level of 0.05, and the regression coefficients are 1.010 and 0.680 respectively, indicating that the practitioner's ability and trustworthiness have a significant positive impact on satisfaction.

Regression analysis of college students' psychological counseling trust and counseling goal achievement degree

Table 8 Model summary

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate	Durbin-Watson(U)
1	0.646	0.417	0.411	1.683	1.886

As shown in the above table 8, R is 0.646 and R squared is 0.417, with a good fitting degree, indicating that the established model can explain 41.7% of the information. That is, most of the variables explained can be well explained by the model.

Table 9 Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	884.030	4	221.008	78.037	0.000
1 Residual	1237.619	437	2.832		
Total	2121.649	441			

As shown in the above table 9, the observed value of the F test statistic is 78.037, and the corresponding probability P value is 0.000. According to the results of this table, the significance test of regression equation can be conducted. Since P value is less than 0.05, a linear model can be established.

Table 10 Regression coefficient table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co-linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1							
(Constant)	5.558	0.161		34.597	0.000		
Practitioner ability	0.879	0.133	0.364	6.592	0.000	0.438	2.285
Trustworthiness	0.670	0.125	0.300	5.344	0.000	0.424	2.358
Industry specification	-0.008	0.084	-0.005	-0.101	0.920	0.574	1.743
Good Faith	0.105	0.074	0.071	1.427	0.154	0.537	1.863

As shown in the above table 10, the VIF value is less than 5, indicating that there is no multicollinearity between independent variables. The practitioner's ability and trustworthiness are significant at the level of 0.05, and the regression coefficients are 0.879 and 0.670, respectively, indicating that the practitioner's ability and trustworthiness have a significant positive impact on satisfaction.

Discussion

Discussion on college students' trust in psychological counseling

According to the statistical results, in this scale survey, the data of the two scales of college students' psychological counseling trust and counseling effect are normally distributed and statistically significant.

According to the results of variance analysis, college students of different grades have different views on the professional ability of psychological counselors, especially sophomores, who have higher requirements on the professional ability of psychological counselors. The reason may be that freshmen are new to the school and do not know much about the psychological counseling industry. Junior students are in the professional internship stage, the school time is short, consulting opportunities are few. The seniors are graduating and have no time to think about it. Therefore, only the sophomores began to reintegrate and think about everything after adapting to the college life. Therefore, I will have more rational thinking on accepting psychological counseling, and pay more attention to the professional ability of the consultant.

At the same time, it can be seen from the results of variance analysis that the urban and rural college students have significantly different views on psychological counseling trust. Urban college students are more likely to trust and accept psychological counselors, while rural college students are less likely to trust and accept psychological counselors. The reason may be that college students from rural areas have little contact with the popular knowledge of psychological counseling before going to college, so they are insecure about psychological counseling and unwilling to accept it. College students from cities, on the other hand, were more likely to trust counselors because they generally had received counseling or psychotherapy before going to college.

Finally, it can be seen from the statistical results that college students of different majors also have different levels of trust in psychological counseling. Science students are more inclined to trust and accept psychological counselors. The reason may be that science students know more about the way of rational thinking.

2. Discussion on the effect of psychological counseling on college students

Conclusion can be drawn from the results that the TFP is significant correlated with TC, which means that the technological progress is the main driving force to improve the efficiency of public expenditure of local government.

3. Discussion on the relationship between psychological counseling trust and counseling effect

From the results of correlation analysis and regression analysis, it can be seen that the explanatory power of the four dimensions and the total score in the psychological counseling trust scale for college students on the degree of satisfaction, degree of change and degree of goal achievement in the counseling effect is 38.6%, 36.4% and 41.7% respectively. Among them, the two factors that entered the regression equation were the practitioner's ability and credibility. That is to say, in the four dimensions of psychological counseling trust scale, college students pay more attention to the ability and reliability of psychological counselors, and little attention is paid to their industry requirements, norms, and personality characteristics of psychological counselors, which will not have much impact on the counseling effect. In particular, consulting practitioners are perceived as strong competitors

for consulting academics (Hughes et al., 2008; Knights & Scarbrough, 2010; Österle & Otto, 2010). In relative contrast to academics in a *tertius iungens* (joining) role, consulting practitioners in a *tertius gaudens* (benefitting) role are expected to experience limited loyalty conflicts (Simmel, 1950).

Conclusion

According to the statistical results, in this scale survey, the data of the two scales of college students' psychological counseling trust and counseling effect are normally distributed and statistically significant. From the results of correlation analysis and regression analysis, it can be seen that the explanatory power of the four dimensions and the total score in the psychological counseling trust scale for college students on the degree of satisfaction, degree of change and degree of goal achievement in the counseling effect is 38.6%, 36.4% and 41.7% respectively. Among them, the two factors that entered the regression equation were the practitioner's ability and credibility.

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