

THE INFLUENCE OF COLLEGE INVESTMENT ON COUNSELOR MANAGEMENT IN SICHUAN'S PRIVATE HIGHER VOCATIONAL COLLEGES

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Abstract

The findings reveal that benefits investments exert a significant positive influence on counselors' career stability. Specifically, college investments in compensation, performance bonuses, and social security effectively enhance counselors' job stability and reduce turnover tendencies, aligning with organizational support theory. Furthermore, career planning exhibits a significant positive correlation with counselors' job satisfaction. Counselors' perceptions of career development support—such as promotion pathways and training opportunities—significantly elevated their job satisfaction, validating assumptions from career theory. Finally, the work environment significantly influenced counselors' acceptance of management regulations. Adequate office facilities, reasonable workloads, and supportive team atmospheres strengthened counselors' identification with institutional policies, consistent with cognitive dissonance theory. Based on these findings, this study proposes several recommendations: Private vocational colleges should invest across multiple dimensions—including benefits, career development support, and workplace environment improvements—to establish a comprehensive counselor support system. Specifically, institutions should optimize compensation structures, enhance social insurance and housing fund coverage, clarify career advancement pathways, and expand training and learning opportunities. Simultaneously, improving the work environment, reducing administrative burdens, enhancing psychological support and team collaboration for counselors, and increasing their identification with the school's management systems are essential.

Keywords: College Investment; Sichuan's private higher vocational colleges; Counselor Management

Introduction

Since the 14th Five-Year Plan period, the number of private higher vocational colleges in Sichuan Province has grown rapidly, increasing from 18 institutions in 2015 to 39 by 2025 (Sichuan Provincial Department of Education, 2023). This rapid expansion reflects the significant role and substantial demand for private education in Sichuan. Notably, with the total enrollment exceeding 280,000 students, some institutions have reached the scale of “ten-thousand-student universities,” becoming integral components of the local education system. However, despite this expansion, the counselor workforce has failed to keep pace. According to the Regulations on the Development of Counselor Teams in General Higher Education Institutions, the standard counselor-to-student ratio should be 1:200. In practice, however,

many institutions suffer from severe counselor shortages, falling far below this ratio and resulting in an overwhelming workload for counselors (Zhang Minxuan, 2020). This inverted student-to-counselor ratio not only intensifies counselors' workload but also diverts their efforts toward administrative tasks, severely compressing core functions like ideological and political education and psychological counseling. This undermines counselors' pivotal role in students' ideological development (Li Liujiu & Zhang Yuan, 2017). As student enrollment continues to rise, counselors face increasing pressure, posing significant challenges to the stability and professionalism of the counseling workforce (Chen Xiangming, 2019). This situation not only hinders counselors' career development but also negatively impacts students' ideological education and campus cultural development.

Ambiguous Status and High Turnover. In Sichuan's private vocational colleges, counselors often occupy an ambiguous position, primarily reflected in their role definition and compensation packages (Wang Dezhi, 2022). Private institutions typically operate under a “self-funded, self-hired” mechanism, where counselors are not formally integrated into the teaching faculty but instead viewed as “administrative staff with teaching responsibilities” (Zhang Dan et al., 2020). This positioning creates significant disparities in job responsibilities and career advancement compared to faculty members, particularly in compensation, benefits, and professional title evaluations. Counselors generally receive lower compensation than their counterparts in public institutions. According to 2023 survey data from the Sichuan Private Education Association, the annual turnover rate among counselors reached 24.7%, significantly higher than other educational positions, reflecting the career development challenges they face. For many counselors who achieve notable accomplishments in the field, low compensation and limited career advancement opportunities make it difficult to remain in their positions long-term. This ultimately leads to the loss of experienced counselors, while younger counselors often struggle to persist due to poor compensation and restricted career development prospects (Herzberg, 1959). This high turnover and talent gap further exacerbates the shortage of counselors, making it difficult for schools to establish a stable, professional counseling team. This undoubtedly poses a significant challenge to the long-term development of institutions and the management of student affairs.

The “Three Deficiencies” in Professional Competence Are Pronounced: Currently, counselors at private higher vocational colleges in Sichuan Province generally exhibit the “three deficiencies” in professional competence: lack of systematic training, lack of research support, and lack of career advancement pathways (Fan Yue, 2022). This situation severely hampers the professional development of the counseling team and impacts counselors' performance in student management and ideological-political work. (1) Lack of systematic training—Over 60% of counselors have not received pre-service training at the provincial level or above after joining their positions. Campus-based training is often fragmented and reactive, failing to systematically enhance counselors' comprehensive qualities and professional competencies. Most counselors rely on daily work experience for self-improvement, but this approach has limited impact on career advancement. (2) Lack of research support—Counselors receive relatively little support and investment in research activities. Over the past five years, private higher vocational colleges in Sichuan Province have seen extremely few counselors leading ideological and political research projects at the departmental level or above, with even fewer publications in core journals. This lack of research support not only undermines counselors' professional identity but also leaves them relatively weak in theoretical grounding for student ideological and political education (Liu Shiyu, Su Qi, & Luo Huaxi, 2022). (3) Lack of Career Pathways—Career advancement

opportunities for counselors face significant bottlenecks. Evaluation metrics for professional titles are predominantly skewed toward academic faculty, severely limiting counselors' prospects for promotion in both professional titles and positions. The obstruction of promotion pathways diminishes counselors' motivation for career development and traps this group in a low-tier professional structure. These issues not only dampen counselors' work enthusiasm but also undermine their professional identity and job stability (Li Xiaowei, 2021).

The student composition at private vocational colleges in Sichuan Province exhibits notable complexity. Approximately 70% of students originate from rural and ethnic minority regions, with many having experienced being left-behind children. Additionally, single-parent households and economically disadvantaged students constitute a significant proportion (Wang Sibi, 2022). The developmental backgrounds and psychological states of these students differ significantly from their urban counterparts, placing heightened demands on counselors. Furthermore, in recent years, deepening educational reforms have intensified school-enterprise collaboration. The introduction of diverse educational models—including industry-academia partnerships, order-based training programs, and the “1+X” certificate system—has further increased the complexity of counselors' work (Oleka & Mitchell Jr., 2022). These models require counselors to extend their support beyond academic guidance, addressing multiple dimensions including career development, life planning, and psychological crisis intervention (Carvalho, Mourão, & Freitas, 2023). However, the traditional “nanny-style, firefighting” approach to counseling is increasingly inadequate for meeting students' diverse developmental needs (Zhang Yuan, 2024). Counselors must not only resolve students' daily issues but also engage in psychological counseling, career planning, and employment/entrepreneurship guidance. This places higher demands on counselors' professional competence and workloads. Against this backdrop, counselors often lack sufficient support and resources when dealing with complex student populations, hindering the maximization of their effectiveness and increasing the difficulty of student management. Therefore, confronting the complexity of student structures under new circumstances, counselors' working models urgently require profound transformation and upgrading to adapt to students' diverse needs.

Research Objectives

1. Analyzing the current state of college investment and counselor management;
2. Exploring the relationship between college investment and counselor management;
3. Summarizing the influence between college investment and counselor management.

Conceptual Framework

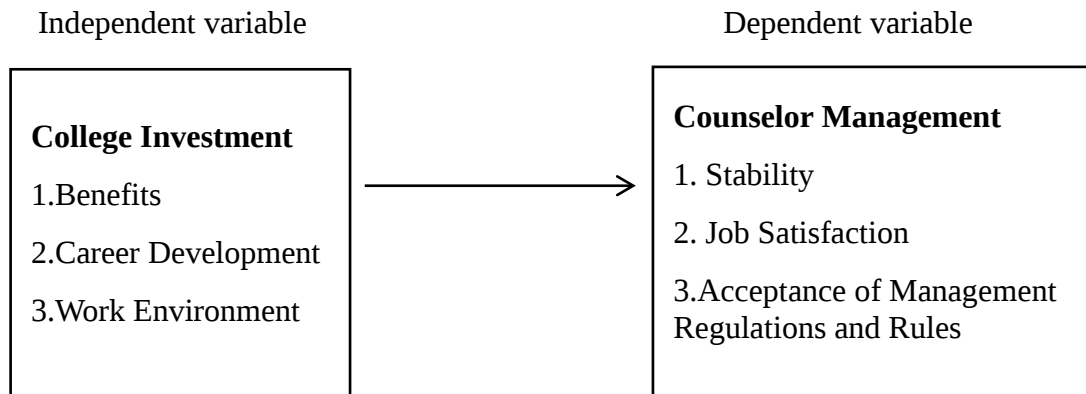


Figure 1 Conceptual Framework Diagram

Hypotheses

H₁: Benefits exert a significant positive influence on counselors' career stability.

H₂: Career planning exhibits a significant positive correlation with counselors' job satisfaction.

H₃: Work environment exerts a significant positive influence on acceptance of management regulations and rules.

Research Methodology

Population and Sample

The primary subjects of this study are counselors at private higher vocational colleges in Sichuan Province. As a vital group responsible for ideological and political education and daily management tasks in higher vocational institutions, counselors' work status and career development significantly impact educational quality and student growth. With the annual increase in both the number of private higher vocational colleges and their enrolled students in Sichuan Province, the pressure on counselor team development has also intensified. Therefore, examining the management status and career development of counselors in Sichuan's private higher vocational colleges—particularly the impact of college investment on management effectiveness—holds significant academic value and practical relevance.

Sample size calculation is a critical component of research design. An appropriate sample size ensures the accuracy and statistical significance of research findings. In this study, sample size was calculated using the commonly applied sample size formula (Yamane's, 1967). Based on the formula, the calculated sample size is 400 individuals.

Research Instrument

The primary subjects of this study are counselors at private higher vocational colleges in Sichuan Province. As a vital group responsible for ideological and political education and daily management tasks in higher vocational institutions, counselors' work status and career development significantly impact educational quality and student growth. With the annual increase in both the number of private higher vocational colleges and their enrolled students in Sichuan Province, the pressure on counselor team development has also intensified. Therefore, examining the management status and career development of counselors in

Sichuan's private higher vocational colleges—particularly the impact of college investment on management effectiveness—holds significant academic value and practical relevance.

Data Collection

Data collection is one of the core components of this study, and ensuring the validity and representativeness of the data is crucial for the accuracy of the research conclusions. To enhance the efficiency and coverage of data collection, an online questionnaire approach was adopted. The questionnaire was distributed via the platform, and counselors were contacted and mobilized through multiple channels to ensure the diversity and breadth of the research sample.

Data Analysis

Data analysis plays a crucial role in this study, directly impacting the reliability and validity of conclusions. The research aims to explore the effects of college investments (Benefits, career planning, work environment) on counselor management (stability, job satisfaction, accepting management regulations and rules). Descriptive statistical analysis was then conducted using SPSS to calculate means, standard deviations, and frequency distributions for each variable. Correlation analysis followed to examine linear relationships between independent and dependent variables, calculating Pearson correlation coefficients and testing significance to inform regression analysis. In multiple regression analysis, the combined effects of multiple independent variables on the dependent variable were evaluated. Significance tests for regression coefficients identified factors significantly influencing counselor management, while the R^2 value assessed model fit. The entire data analysis process was rigorously executed, ensuring the reliability of research conclusions.

Research Results and Discussion

1. Research Results

Based on the aforementioned analysis and the finalized questionnaire, a corresponding survey was conducted, yielding a total of 384 valid responses.

Table 1: Number and Percentage of Personal Beliefs

Gender	Number	Percentage (%)
Male	208	54.2
Female	176	45.8
Total	384	100.0
Age		
20–29	159	41.4
30–39	116	30.2
40–49	85	22.1
50 and above	24	6.3
Total	384	100.0
Academic Qualifications		
College Diploma	125	32.6
Bachelor's Degree	160	41.7
Master's Degree or Higher	99	25.8
Total	384	100.0

Gender	Number	Percentage (%)
Professional Title		
Junior Professional Title	121	31.5
Intermediate Professional Title	163	42.4
Senior Professional Title	91	23.7
No Professional Title	9	2.3
Total	384	100.0
Work Experience		
1–3 years	44	11.5
4–6 years	196	51.0
7–10 years	109	28.4
10+ years	35	9.1
Total	384	100.0

Table 1 shows that male counselors account for 54.2% of the total in Sichuan's private higher vocational colleges, while females make up 45.8%. Counselors aged 20–29 account for 41.4%, those aged 30–39 account for 30.2%, those aged 40–49 account for 22.1%, and those aged 50 and above account for 6.3%. The academic qualifications of counselors at Sichuan's private higher vocational colleges are predominantly bachelor's degrees, accounting for 41.7%, followed by college diploma at 32.6%, and master's degrees or higher at 25.8%. Counselors holding intermediate-level professional titles account for 42.4%, junior-level titles for 31.5%, senior-level titles for 23.7%, and those without titles for 2.3%. Counselors with 4–6 years of experience account for 51.0%, those with 7–10 years account for 28.4%, those with 1–3 years account for 11.5%, and those with over 10 years account for 9.1%.

Table 2: Mean and standard deviation displayed by variables such as Benefits

Variables	Mean	Standard deviation	Skewness	Kurtosis
Benefits	3.26	1.03	-.406	-.932
Career Planning	3.25	1.02	-.372	-.957
Work Environment	2.71	1.19	.010	-1.466
Stability	2.96	1.16	.090	-1.184
Job Satisfaction	3.06	1.00	-.266	-1.133
Acceptance of Management Regulations and Rules	3.21	1.11	-.200	-.995
College Investment	3.12	.748	-.171	-.718
Counselor Management	3.07	.841	-.053	-.966

Table 2 shows that the mean scores for each variable cluster around 3, indicating that most counselors maintain a moderately high level of evaluation across relevant dimensions. Specifically, relatively high scores were observed for benefits ($M=3.26$, $SD=1.03$) and career planning ($M=3.25$, $SD=1.02$). Counselors generally accept management regulations and rules ($M=3.21$, $SD=1.11$) and these scores are high. In contrast, Work Environment ($M=2.71$, $SD=1.19$) has lower scores and a larger standard deviation. Stability ($M=2.96$, $SD=1.16$) and job satisfaction ($M=3.06$, $SD=1.00$) scored at moderate levels. The

mean score for counselor management was 3.07 (SD=0.841). The scores across dimensions reflect counselors' perceptions of college investment and provide comprehensive feedback on aspects like work environment, stability, and management systems. However, they also reveal certain disparities and potential areas for improvement.

Table 3: Correlation Analysis Results

	Benefits	Career Planning	Work Environment	Stability	Job Satisfaction	Acceptance of Management Regulations and Rules	College Investment	Counselor Management
Benefits	1							
Career Planning	.31***	1						
Work Environment	.54***	.27***	1					
Stability	.53***	.33***	.60***	1				
Job Satisfaction	.51***	.29***	.53***	.51***	1			
Acceptance of Management Regulations and Rules	.33***	.51***	.31***	.34***	.34***	1		
College Investment	.74***	.29***	.82***	.60***	.51***	.32***	1	
Counselor Management	.59***	.49***	.62***	.81***	.78***	.73***	.62***	1

Table 3 presents the correlation coefficients between benefits, career planning, work environment, stability, job satisfaction, accepting management regulations and rules, college investment, and counselor management. College investment exhibits a generally high correlation with various dimensions, with the most significant correlations observed in benefits and work environment, at 0.74 and 0.82 respectively (both $p < 0.001$). The correlation analysis revealed the strength of relationships among these variables.

Table 4: Regression Analysis Results on the Impact of Benefits on Career Stability Among Counselors

	B	Standard error	Beta	t	p
Constant	1.00	.17		5.99	.000
Benefits	.60	.05	.53	12.27	.000
R	.53	R ²	.28	F	150.43***

Table 4 presents the results of the regression analysis. The findings indicate that the regression coefficient (B) for benefits on counselor job stability is 0.60, with a standardized regression coefficient (Beta) of 0.53, a t-value of 12.27, and a significance level of 0.000. All values reach statistical significance ($p < 0.001$). The constant term is 1.00 with a t-value of 5.99 and a significance level of 0.000, indicating the overall validity of the model and supporting the acceptance of H1.

Table 5: Regression Analysis Results of Career Planning on Counselors' Job Satisfaction

	B	Standard error	Beta	t	p
Constant	2.12	.16		12.99	.000
Career Planning	.29	.05	.29	5.99	.000
R	.29	R ²	.09	F	35.89***

Table 5 presents the results of the regression analysis. The findings indicate that the regression coefficient (B) for benefits on counselor job stability is 0.60, with a standardized regression coefficient (Beta) of 0.53, a t-value of 12.27, and a significance level of 0.000. All values reach statistical significance ($p < 0.001$). The constant term is 1.00 with a t-value of 5.99 and a significance level of 0.000, indicating the overall validity of the model and supporting the acceptance of H1.

Table 6: Regression Analysis Results of Work Environment on Acceptance of Management Regulations and Rules

	B	Standard error	Beta	t	p
Constant	2.42	.14		17.91	.000
Working Environment	.29	.05	.31	6.41	.000
R	.31	R ²	.10	F	41.03***

Table 6 presents the regression analysis results for the relationship between work environment and acceptance of management regulations and rules. The findings indicate that the regression coefficient (B) for work environment on acceptance of management regulations and rules is 0.29, with a standardized regression coefficient (Beta) of 0.31. The t-value is 6.41 and the significance level is 0.000, both reaching statistical significance ($p < 0.001$), confirming the validity of Hypothesis H3.

2. Research Discussion

Analysis of the Impact of Benefits on Counselor Job Stability

This study finds that benefit levels exert a significant positive influence on counselor job stability at Sichuan's private higher vocational colleges, a result consistent with recent relevant research conclusions. Zhang Minxuan (2020), through empirical analysis of counselor team development in private universities, pointed out that basic safeguards such as compensation packages, social insurance, and housing provident funds are crucial foundational conditions influencing counselors' long-term retention. Insufficient benefits directly undermine their sense of security and organizational belonging, thereby increasing their intention to leave. Zhang Dan et al. (2020), in their study of compensation systems for counselors at private vocational colleges, also found that income levels and benefits equity not only affect individual quality of life but are closely related to their professional commitment and stability expectations. Wang Liang (2025), examining the relationship between professional identity and stability, confirmed that benefits significantly reduce turnover intentions by enhancing professional security and a sense of being valued. Ma Juan and Tao Xiaoyun (2023) further noted in their study on counselor professional identity in western China that stable income and comprehensive social security constitute crucial

external conditions supporting long-term stability in counseling roles. These studies collectively indicate that benefits investment is a key determinant of counselor stability. The regression results of this study align strongly with these recent empirical conclusions.

Considering the institutional context of Sichuan's private higher vocational colleges, benefits' impact on stability also manifests as a buffer against "institutional uncertainty risk." With funding primarily derived from tuition and social investments, private institutions offer weaker job stability at the institutional level compared to public systems. Consequently, counselors rely more heavily on quantifiable, sustainable benefits to form long-term career expectations. Zhang Yuan (2024) notes that salary growth mechanisms with stability and continuous social security reduce employees' perceptions of organizational uncertainty, thereby enhancing retention willingness. Zhou Huimin (2022) further demonstrates that benefits transcend material rewards, serving as symbolic commitments that reflect the college's investment in counselors' long-term development. When benefit levels exhibit predictability and fairness, counselors are more likely to form stable psychological contracts, which translate into sustained service commitment. In this study, Benefits account for 28% of the variance in stability, indicating that in the context of private vocational colleges, economic and security-related investments remain core foundational variables influencing career retention.

Analysis of Career Planning's Impact on Counselors' Job Satisfaction

Regression results show that career planning support has a significant positive effect on counselors' job satisfaction. This finding aligns closely with post-2020 research on counselor career development. Chu Zhaojing and Wang Bingjie (2020) noted in their study on university counselors' professional identity that clear promotion pathways, systematic training, and opportunities for further education significantly enhance counselors' sense of accomplishment and developmental confidence, serving as key drivers of job satisfaction. Fan Yue (2022), focusing on private vocational colleges, found that the absence of clear career development pathways is a major cause of low counselor satisfaction and professional burnout. Improving the professional title evaluation system and training framework can enhance counselors' sense of professional fulfillment. Feng Pei and Yu Zhibin (2025) proposed from a professional development perspective that mechanisms for continuous competency enhancement and predictable career advancement ladders significantly strengthen counselors' recognition of their role's value, thereby elevating overall job satisfaction. Yang Jin (2025) similarly noted that career development support indirectly boosts job satisfaction by strengthening professional identity and self-efficacy. These studies collectively corroborate this research's empirical conclusion: "greater investment in career planning correlates with higher counselor satisfaction."

From a career development theory perspective, job satisfaction stems not only from current role experiences but also from the predictability of future growth prospects. Feng Pei and Yu Zhibin (2025) indicate that the absence of clear promotion pathways and training systems undermines counselors' perception of their role's long-term value, leading to a "sense of developmental stagnation" that diminishes satisfaction. Yang Jin (2025) further emphasizes that explicit professional title advancement systems and continuing education support enhance counselors' sense of control over their career growth trajectories—a crucial psychological foundation for sustained satisfaction. Our findings reveal that while career planning explains less variance than benefits and environment, it still exerts a significant influence. This indicates that developmental investments primarily enhance counselors' positive affective

evaluations of their work by indirectly boosting career expectations, achievement motivation, and self-efficacy—a pathway highly consistent with Fan Yue's (2022) proposed “developmental support-identity-satisfaction” model.

Analysis of Work Environment's Influence on Acceptance of Management Regulations and Rules

This study demonstrates that the work environment exerts a significant positive influence on counselors' ability to accept management regulations and rules. This conclusion aligns with recent research findings on the relationship between institutional identification and working conditions. Earlier research by Li Liujin and Zhang Yuan (2017) indicated that system implementation effectiveness is closely linked to supportive work environments. More recent studies, such as Zhang Minxuan (2020), further emphasize that reasonable workloads, appropriate student-to-faculty ratios, and adequate office conditions form crucial practical foundations for counselors' identification with institutional management systems. Zhang Yuan (2024), in examining evaluation and incentive mechanisms for counselors at private vocational colleges, found that counselors are more likely to develop trust and identification with assessment systems and management processes when institutions provide quality office facilities, psychological support resources, and a collaborative atmosphere. Wang Dezhi (2022) and Yang Jin (2025) similarly noted from a professional identity perspective that supportive work environments mitigate role conflicts and institutional pressures, enhancing counselors' acceptance of and willingness to implement institutional regulations. Recent studies indicate that the work environment is not only an external factor influencing job satisfaction but also a crucial foundation for shaping institutional identification and management compliance. The conclusion drawn in this study—that “the work environment significantly promotes counselors' acceptance of management regulations and rules”—is highly consistent with these findings.

The role of the work environment in shaping institutional acceptance is further reflected in its influence on perceptions of institutional rationality. Zhang Minxuan (2020) noted that when workloads are disproportionate to resource allocation, counselors tend to attribute stress to perceived unfairness in institutional design, thereby reducing their identification with regulations. Conversely, a reasonable student-to-counselor ratio, well-developed information systems, and psychological support networks enhance the operational feasibility and perceived fairness of institutional implementation. Zhang Yuan (2024) demonstrates that a favorable organizational environment strengthens employees' trust in evaluation criteria and management processes, enabling systems to be perceived as “supportive tools” rather than “controlling constraints.” Thus, the significant positive impact of the work environment on accepting management regulations and rules in this study reflects that institutional identification does not stem solely from the institutional text itself but is a contextual cognitive outcome grounded in actual working conditions and resource support.

Research Suggestions

Based on the empirical findings of this study, college investments across three dimensions—benefits, career planning, and work environment—significantly influence counselor management in Sichuan's private higher vocational colleges, with varying pathways and emphases. This indicates that counselor team development cannot rely solely on single-dimensional investments but should instead establish a comprehensive support system that is institutionalized, systematic, and sustained over the long term.

Regarding benefits, the core objective should be achieving stability in the counselor workforce by establishing compensation and security systems commensurate with their workload intensity, responsibility burdens, and occupational risks. On one hand, optimizing the structure of base salaries and performance bonuses is essential to enhance income stability and motivation. On the other hand, strict implementation and appropriate increases in social insurance, housing provident fund, and supplementary benefits are necessary. Complementary measures such as housing subsidies, health checkups, and educational support for dependents should be introduced to strengthen counselors' sense of security and belonging, fundamentally addressing the high turnover and low career stability issues among counselors in private institutions.

Regarding career planning and development support, counselors should be integrated into the institution's overall faculty and management talent development strategy, establishing clear and predictable career advancement pathways. Specifically, the system for evaluating professional titles and promoting positions should be refined, with evaluation metrics fully reflecting the professionalism and practicality of ideological and political work alongside student management. This approach avoids relying solely on the quantity of research papers as the sole evaluation criterion. Simultaneously, a tiered and categorized training system should be established, increasing opportunities for provincial and institutional specialized training, academic visits, and job shadowing. Financial and institutional support should be provided for counselors to pursue advanced degrees and professional development, fostering stability in career expectations and intrinsic motivation for continuous improvement. This will effectively enhance job satisfaction and professional identity.

Regarding work environment and organizational support, efforts should advance simultaneously in two directions: reducing burdens while enhancing efficiency and empowering support. First, scientifically allocate student-to-faculty ratios and job responsibilities to clearly delineate administrative tasks from core educational duties, reducing unnecessary administrative burdens and freeing counselors' time and energy for ideological education and student development guidance. Second, improve office facilities and digital platforms to enhance efficiency in data management, student affairs processing, and risk early warning, using technology to reduce repetitive labor intensity. Third, establish robust psychological and team support mechanisms through regular mental health assessments, group counseling, and experience-sharing platforms to alleviate occupational stress and strengthen peer support and organizational care. Within a supportive environment, counselors' understanding, acceptance, and implementation of institutional regulations will simultaneously improve.

From an institutional perspective, colleges should elevate investments in counselors to a core component of governance systems, guided by human capital investment and organizational support theories. This forms a three-pronged long-term mechanism encompassing “material support—professional development—environmental backing.” A stable benefits system consolidates the team, clear career pathways stimulate motivation, and a positive work environment with organizational support boosts identification and execution. This ultimately aligns counselors' personal development goals with institutional governance objectives. Such systematic investment not only enhances the stability, satisfaction, and institutional commitment of counselor management but also further promotes the continuous improvement of student management quality and the overall educational standards of private vocational colleges.

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