

# STUDY ON THE INFLUENCING FACTORS OF COUNSELOR STUDIO CONSTRUCTION STRATEGIES IN SHANDONG ENGINEERING VOCATIONAL AND TECHNICAL UNIVERSITY

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## Abstract

The objectives of the study were: 1) To explore will evaluation and incentive mechanism affects the counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 2) To explore will platform building affects the counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 3) To explore will resource sharing affects the counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 4) To explore will career development affects the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

This study adopted a quantitative research method. In this study, a total of 378 questionnaires were distributed, with 325 valid questionnaires and the validity rate was 85.98%. The population was the instructors of Shandong Engineering Vocational and Technical University. Combined with cognitive evaluation theory, this paper found that: 1)Evaluation and incentive mechanism has a significant positive effect on counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 2)Platform building has a significant positive effect on counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 3)Resource Sharing has a significant positive effect on counselor studio construction strategies in Shandong Engineering Vocational and Technical University; 4)Career development has a significant positive effect on counselor studio construction strategies in Shandong Engineering Vocational and Technical University. Recommendations for counselor studio construction strategies should focus on the follow aspects: 1) Optimizing evaluation and incentive mechanisms; 2) Innovative platform-building models; 3) Strengthen

Resource Sharing; 4) Strengthen the development of information technology teams.

**Keywords:** Influencing Factors; Counselor Studio; Construction Strategies

## Introduction

The counselor studio serves as an important institution in the management of universities. The counselor studio is a platform for counselor to carry out their work effectively. The institutional construction of the counselor studio is an organic whole. The counselor studio has the inevitable elements and unique functions of composition. The counselor studio should play the core role of the tutor team (Frenk et al., 2020), not only to encourage the counselor to use professional concepts and methods to serve the growth and development of students, but also to give full play to the role of the main field to improve the level of professional competence of the counselor.

At present, China's counselors' workshops have been established for a relatively short period of time. From 2009, the first "title" of the local university counselor studio was formally established, the formation of counselor studios has gradually expanded from the local universities. The form and content of the work of the instructors' studios have been gradually enriched, and the style has gradually shifted from traditional popularization to specialization (Dillon et al., 2022). The comprehensive studio construction content covers all aspects of students and instructors, but there is little theoretical research on the work of local university counselor studio construction, and not enough summary of practice. The visibility of excellent local university instructors' studios is limited. The publicity of university counselors' studios is not strong enough, and the establishment and construction of counselors' studios have not been further standardized and generalized (Nicolosi et al., 2019). In order to meet the actual development needs of students, strengthen the educational work of universities, and implement the requirements of the national educational work, the construction of local university and university counselors' studios is of great significance to the smooth implementation of university and university educational work. With the importance attached to building counselors' studios, the number of counselors' studios is currently increasing, so that they can provide professional guidance to university counselors and provide systematic guidance on the content of counselors' daily work, thus greatly improving the

professional ability of counselors. In addition, the theoretical research of educational work is strengthened and put into practice, and the work of instructors is guided online and offline through the combination of theory and practice. In addition to serving as a place to cultivate high-quality counselors, the counselors' studio is also the main place for university students to consult and solve their ideological problems. At present, in order to be able to attract more talents, universities have invested a lot of money in the scale of schooling to meet the educational demand for more sources of students (Dillon et al., 2022).

Shandong Engineering Vocational and Technical University unilaterally pursues the superiority in professional construction, team building of teachers, the number of awards, the number of scientific research, etc., ignoring the ideological education work, making its own ideological education work quality has not been high, unable to educate students. With the progress and development of economy and information technology, the traditional way of ideological education for university students in Shandong Engineering Vocational and Technical University can no longer fully meet the requirements of the development of the information age. Shandong Engineering Vocational and Technical University of ideological education for university students, often through the ideological education activities, or the way to publicize the bulletin board, but at this stage the effect of these ways to play a gradual decline. Therefore, in order to better carry out ideological education work, Shandong Engineering Vocational and Technical University needs to carry out ideological education work in an innovative way, such as the establishment of university counselor studio, the counselor team training, improve the overall quality level of the counselor team, improve the professional level of the counselor team, so as to better carry out the work of ideological education in universities.

## Research Objectives

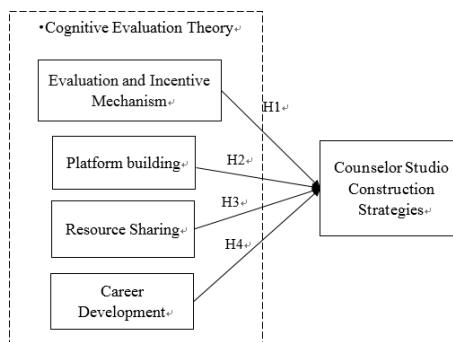
1. To explore will Evaluation and Incentive Mechanism affects the Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.
2. To explore will Platform building affects the Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

3. To explore will Resource Sharing affects the Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

4. To explore will Career Development affects the Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

## Conceptual Framework

The construction of instructors' workshops is an important part of student management in Chinese universities in the future. Determine the factors influencing the construction of counselor studios and realize the effectiveness and sustainability of studio construction. Based on the analysis of Cognitive Evaluation Theory, evaluation and incentive mechanism, platform building, resource sharing, career development as the factors affecting counselor studio construction strategies, and construct the model. Among them, evaluation and incentive mechanism, platform building, resource sharing, career development are independent variables; counselor studio construction strategies are the dependent variable.



**Figure 1:** Conceptual Framework Diagram

**Hypotheses:** The independent variables in this study are evaluation and incentive mechanism, platform building, resource sharing, career development. The dependent variable is counselor studio construction strategies, and the model is constructed based on the analysis and the relationship between the variables. The relationship between variables is set through hypotheses. Therefore, hypotheses are formulated:

H1: Evaluation and Incentive Mechanism has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

H2: Platform building has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

H3: Resource Sharing has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

H4: Career Development has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University.

## Literatures Reviews

**Higher Education Counselors:** From the perspective of social role theory, Higher education counselors are a specialized professional role. The system of Higher education counselors, which has been in place in China since the New China period, has also clarified the responsibilities and roles of counselors. In 1951, the Ministry of Education of China proposed in its report on the National Adjustment Program of Engineering University's that "special persons should be set up as Higher education counselors at all levels to preside over the work of political study and ideological reform". Higher education counselors are defined as "grass-roots cadres sent by the party organization of higher education institutions to do ideological and political work in each grade" (Olivas & Li, 2006).

Under the new development situation and the conditions of socialist market economy, the original role of Higher education counselors in China cannot adapt to the actual needs of the new era. In the regulations issued by the Ministry of Education on October 1, 2017, the functional positioning of Higher education counselors has been clearly defined: counselors are the backbone of ideological and political education of university students, and they are the organizers, implementers and guides of the daily ideological and political work and management work of students in universities; counselors should strive to become the life counselor of students who are growing up and becoming successful and the friends of a healthy life (Alves et al., 2021). It is mainly divided into nine duties ideological and theoretical education and value leadership, class construction, academic style construction, students' daily affairs management, mental health education and counseling work, network ideological and political education, campus crisis response and handling, career planning and employment and entrepreneurship guidance and theoretical and practical

research. Higher education counselors start from these nine duties to carry out the ideological education of students respect the objective law of ideological education work and the law of growth and success of contemporary university students, guide students to correctly understand the world and China's development trend (Santelices et al., 2020).

**Counselors' Studio:** The development path of counselor' specialization and professionalization is the requirement of the times that universities educate people for the party and the country, and it is also the intrinsic need for the growth of individual counselor in universities, and the construction of counselor studios is precisely an innovative way and characteristic initiative that cannot be ignored in the ideological and political education of university students in China in recent years (Chen, 2022). So far, there is no official definition of the counselor studio, the construction of the counselor studio is still in the primary stage, but the connotation of the counselor studio has also reached a consensus on the part of the counselor studio that the counselor studio is the same or similar to the career development plan of the counselor, around the fundamental task of moral education, people-oriented, closely combined with the need for university students to grow up and become a success, and focus on the ideological and political education in universities to carry out the key and difficult issues. The counselors' studio takes the nine duties of counselors as the core, covering ten major systems of educating people, but due to the geographical characteristics of each university, school characteristics, student characteristics, and the research direction of the great difference, in recent years, the counselors' studio has gradually shown a blossoming of a hundred flowers and remarkable results (Xie, 2019).

**Cognitive Appraisal Theory:** Cognitive appraisal theory is a psychological theory that explores how an individual's cognitive appraisal of an event or situation affects their emotional responses and behavior. Cognitive appraisal refers to an individual's subjective interpretation and evaluation of an event or situation, including perceptions of its meaning, significance, and control. These cognitive evaluations can influence an individual's emotional responses and behavioral choices (Plantinga, 2007). Cognitive evaluation theory suggests that an individual's emotional response depends not only on the event itself, but also on the individual's cognitive evaluation of the event. For example, the same event may trigger different emotional responses for different people,

depending on whether they have the same cognitive appraisal of the event. Individuals will choose the appropriate behavior when facing a situation based on their cognitive appraisal. If an individual's cognitive appraisal of a situation is positive, they may choose to adopt positive behaviors, while if the cognitive appraisal is negative, they may choose to avoid or be negative (So et al., 2015). Cognitive appraisal is influenced by a variety of factors, including an individual's values, beliefs, past experiences, and emotional states. These factors can affect the individual's interpretation and evaluation of events. Overall, cognitive appraisal theory emphasizes the important role of an individual's cognitive appraisal of an event in emotional reactions and behavioral choices, reminding people to focus not only on the event itself, but also on the individual's subjective perception of the event.

**Evaluation and Incentive Mechanism:** Evaluations and incentives have an impact on instructors' studio building. By setting clear goals for studio construction, instructors can help employees develop positive cognitive evaluations. Clear goals can help employees understand the importance and expectations of studio building, thus increasing their commitment and effort. Feedback mechanisms in evaluation and motivation that provide timely and accurate feedback can influence employees' cognitive evaluations of studio construction (Junker et al., 2020). Positive feedback can enhance employees' positive evaluations of studio construction and motivate them to continue their efforts. Negative feedback, on the other hand, can lead to negative employee evaluations of studio construction, reducing their commitment and motivation. These opportunities can help employees improve their skills, knowledge and abilities, which can increase their cognitive appraisal of studio construction and enhance participation and engagement (Waibel-Duncan & Sandler, 2002).

The incentives should be designed to be fair and equitable in order to avoid negative employee evaluations of the incentives, which can affect their cognitive evaluation and engagement. The incentive mechanism should be challenging and able to stimulate employees' positive evaluation and motivation to promote their continuous engagement and efforts in studio construction. In summary, the impact of evaluation and incentive mechanisms on the construction of instructors' studios depends on their impact on employees' cognitive evaluation. Through the reasonable design of evaluation and incentive mechanism, it can promote the positive cognitive evaluation of the staff on the

studio construction, enhance their participation and commitment, and promote the studio construction to achieve better results (Majeed & Naseer, 2019).

**Platform building:** Platform construction has an impact on the construction of instructors' workshops. Good platform design can influence users' cognitive evaluation of the platform. A platform with friendly user interface, easy operation and complete functions can improve users' cognitive evaluation and enhance their satisfaction and willingness to use the platform. The platform construction should contain rich and diverse contents, such as teaching resources, communication forums, online training, etc., to meet the needs of different users. A content-rich platform can enhance users' cognitive evaluation of the platform and improve their motivation and commitment to use it. The platform construction should provide collaboration and interactive functions, such as online discussion and collaborative editing, to promote communication and cooperation among instructors. User training and guidance can improve users' cognitive evaluation of the platform and enhance their motivation and engagement in its use. The impact of platform construction on the construction of instructors' workshops depends on its impact on users' cognitive evaluation (Santelices et al., 2020). By reasonably designing the platform functions and providing a good user experience, it can enhance users' cognitive evaluation of the platform and promote the construction of instructors' studios to achieve better results.

**Resource Sharing:** Resource sharing impacts the construction of instructors' workshops. Resource sharing allows instructors to access knowledge and experiences from other peers, which enriches their cognition. These shared resources can help instructors better understand and respond to challenges and problems in studio construction, and enhance their cognitive appraisal. Resource sharing can inspire counselor' innovative thinking and promote them to come up with new ideas and solutions (Chen, 2022; Santelices et al., 2020). By sharing resources, instructors can be inspired to improve their cognitive appraisal of studio construction and apply these ideas in practice. Resource sharing can help instructors learn about the best practices of other peers in studio construction, thus promoting cooperation and collaboration. Instructors can learn from the successful experiences and methods of others to accelerate the process of studio construction and improve efficiency and quality. Through forms such as resource-sharing platforms or conferences, instructors can communicate and

collaborate, sharing each other's resources and experiences. The impact of resource sharing on counselor studio construction is multifaceted, which can promote the improvement of cognitive appraisal, the enhancement of cooperation and collaboration, the improvement of teaching quality, and the construction of sharing culture. Therefore, resource sharing has an important role in the construction of instructors' studios (Junker et al., 2020).

**Career Development:** Cognitive appraisal theory suggests that an individual's cognitive structure affects his or her behavioral and emotional responses. In counselor studio construction, career development affects the shaping of counselor studios in many ways. Career development prompts instructors (Hammond, 2018) to clarify their personal career goals and plans so that they can plan and implement studio construction programs in a targeted manner. This helps to establish a clear development direction and strategy, and improve the efficiency and effectiveness of studio construction. Through career development, instructors are able to better recognize their own abilities, strengths and limitations, and improve their sense of self-efficacy (Creed & Hughes, 2017). This is crucial for maintaining a positive attitude and confidence when facing challenges and difficulties in studio construction. Learning and reflection in the process of professional development help instructors to cognitively evaluate the studio construction. They can learn from their own experiences and continuously optimize the strategies and practices of studio construction to improve the quality and impact of the studio. Career development fosters counselor' emotional management and decision-making skills, enabling them to deal with complex emotions and decisions in studio construction, maintain rationality and stability, and improve work efficiency and quality. During career development, instructors build broader social networks, enhance social identity, and develop the ability to work with others (Dedmond & Hufziger, 2019). This is crucial for resource integration, teamwork and external cooperation in studio construction. The influence of career development on counselor studio construction is mainly reflected in goal setting, self-knowledge, cognitive appraisal, emotional management, and social identity, which helps to improve the quality and effectiveness of studio construction (Grzeda, 2019).

## Research Methodology

Quantitative research method was used in this study. This study focuses on the influencing factors of counselor studio construction strategies in Shandong Engineering Vocational and Technical University. Combined with cognitive evaluation theory, the independent variables in the research model were identified as evaluation and incentive mechanism, platform building, resource sharing, career development, and the dependent variable was counselor studio construction strategies. The questionnaire is set according to the classical scale in the research process, and the hypotheses are formulated according to the relationship between the variables. The research population and specific sample size were determined according to the purpose of the study, and the data collection was done by mail. The reliability and validity of the collected data need to be analyzed before analyzing the relationship between variables and hypothesis testing. The reliability of the data was judged by Cronbach's alpha. Validity was judged by Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO). And Bartlett's Test of Sphericity were judged. This study conducted a survey to collect data. Sample data was collected using Likert 5-point scale.

**Research Design:** Questionnaire scale design was conducted based on relevant research and theories. Design the measurement question items for each variable. A five-point Likert scale was used to measure each item, and the five main items of Evaluation and Incentive Mechanism. Evaluation and incentive mechanisms incorporate the examination of evaluation criteria, incentive methods, fairness, the principle of continuous improvement, and the principle of goal congruence.

**Data Collection:** Data collection for this survey was accomplished primarily through the Personnel Office of the Shandong Engineering Vocational and Technical University, which was provided with a list of the faculty and staff of the University. Based on the list, each faculty member was numbered to ensure that everyone had an equal chance of being selected. Using a random number generator, a certain number of faculty members were randomly selected from the list to form the study sample. Based on the sample drawn, the selected faculty members were contacted via e-mail. The faculty members were informed of the purpose and importance of the study and the contribution of their

participation. Clear survey instructions and a confidentiality statement were provided to ensure that the privacy of the participants was protected. To increase participation, provide incentives such as a commitment to participate in feedback on the results of the study. Ensure that questionnaires or interviews are designed to be concise and minimize the burden on participants. Distribution time: November 1, 2023 to February 1, 2024 After counting, 378 electronic questionnaires were distributed and 325 valid questionnaires were recovered, with a recovery rate of 85.98%.

## Results

**Reliability analysis:** According to the data analysis, the Cronbach's Alpha of Evaluation and Incentive Mechanism is 0.8941, which indicates that the reliability of Evaluation and Incentive Mechanism is good, while analyzing Corrected Item-Total Correlation and Cronbach's Alpha if Item Deleted, the results show that Corrected Item-Total Correlation are more than 0.5 and Cronbach's Alpha if Item Deleted are less than Cronbach's Alpha, which indicates that the reliability of each question item is better. See Table 3.6. Therefore, through the results it can be concluded that the reliability of Evaluation and Incentive Mechanism is good and meets the criteria.

**Validity analysis:** The validity of the questionnaire was analyzed, and according to the results of the data amount analysis, the validity of the questionnaire was good. The index of validity analysis is Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO), the KMO value is 0.946, which is greater than 0.7, and the Sig. value of Bartlett's Test of Sphericity is less than 0.000, which indicates that it is significant. Therefore, Confirmatory factor analysis can be performed based on the above indicators. Confirmatory factor analysis was performed on the collected data and the related data were calculated based on the Maximum Variance Method, which showed that a total of four common factors were extracted, which is in line with the four variables designed in the questionnaire. Meanwhile, according to the calculation results, it can be concluded that the explanation of the dependent variable by the five male factors is 66.576%, which is more than 50%, and meets the requirements

**Table 1:** Validity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0.946
Bartlett's Test of Sphericity	Approx.	Chi-Square	4775.219
	df		325
	Sig.		0.000

**Correlation Analysis:** According to the correlation analysis, it can be seen that the correlation coefficient between the evaluation and incentive mechanism, platform building, resource sharing, career development and counselor studio construction strategies has a correlation coefficient between 0.432 and 0.583. This means that indicates that each of the two variables are significantly correlated while  $p < 0.01$ , indicating that the correlation terms are positively correlated.

**Table 1:** Correlation between variables (Pearson correlation matrix)

	Evaluation and Incentive Mechanism	Platform building	Resource Sharing	Career Development	Counselor Studio Construction Strategies
Evaluation and Incentive Mechanism	1	.578**	.560**	.583**	.462**
Platform building		1	.589**	.552**	.432**
Resource Sharing			1	.521**	.469**
Career Development				1	.509**
Counselor Studio Construction Strategies					1

**Note:** Correlation is significant at the 0.05 level (2-tailed). Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between Evaluation and Incentive Mechanism and Counselor Studio Construction Strategies is 0.462, and  $P < 0.01$ , indicating that there is a correlation between Evaluation and Incentive

Mechanism and Counselor Studio Construction Strategies, and it is a general correlation. The Pearson correlation coefficient between Platform building and Counselor Studio Construction Strategies is 0.432, and  $P<0.01$ , indicating that there is a correlation between Platform building and Counselor Studio Construction Strategies, and it is a general correlation. The Pearson correlation coefficient between Resource Sharing and Counselor Studio Construction Strategies is 0.469 and  $P<0.01$ , indicating that there is a correlation between Resource Sharing and Counselor Studio Construction Strategies, and it is a general correlation. The Pearson correlation coefficient between Career Development and Counselor Studio Construction Strategies is 0.509, and  $P<0.01$ , indicating that there is a correlation between Career Development and Counselor Studio Construction Strategies, and it is a general correlation. The Pearson correlation coefficient between Evaluation and Incentive Mechanism and Career Development is 0.583, and  $P<0.01$ , indicating that there is a correlation between Evaluation and Incentive Mechanism and Career Development, and it is a general correlation. The Pearson correlation coefficient between Platform building and Career Development is 0.552, and  $P<0.01$ , indicating that there is a correlation between Platform building and Career Development, and it is a general correlation. The Pearson correlation coefficient between Resource Sharing and Career Development is 0.521, and  $P<0.01$ , indicating that there is a correlation between Resource Sharing and Career Development, and it is a general correlation. The Pearson correlation coefficient between Resource Sharing and Evaluation and Incentive Mechanism is 0.560, and  $P<0.01$ , indicating that there is a correlation between Resource Sharing and Evaluation and Incentive Mechanism, and it is a general correlation. The Pearson correlation coefficient between Resource Sharing and Platform building is 0.589, and  $P<0.01$ , indicating that there is a correlation between Resource Sharing and Platform building, and it is a general correlation. The Pearson correlation coefficient between Evaluation and Incentive Mechanism and Platform building is 0.578, and  $P<0.01$ , indicating that there is a correlation between Evaluation and Incentive Mechanism and Platform building, and it is a general correlation.

## New Knowledges

According to the results of data analysis, Evaluation and Incentive Mechanism has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H1 holds. Platform building has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H2 holds. Resource Sharing has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H3 holds. Career Development has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H4 holds.

## Conclusions

Therefore, according to the results of data analysis, Evaluation and Incentive Mechanism has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H1 holds. Platform building has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H2 holds. Resource Sharing has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H3 holds. Career Development has a significant positive effect on Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University. Hypothesis H4 holds.

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