



**STUDY ON THE RELATIONSHIP BETWEEN ROLE AND
RESPONSIBILITIES OF COUNSELORS AND JOB PERFORMANCE -
A CASE STUDY OF SHANDONG UNIVERSITY OF ENGINEERING
AND VOCATIONAL TECHNOLOGY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in International
Business Management

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ABSTRACT

This study aims to provide insights into the roles and sense of responsibility of counselors in private universities in China and how they affect counselors' performance. By using Shandong University of Engineering and Vocational Technology as a case study, attention was paid to the roles in terms of educational support and life counseling, as well as the counselors' sense of responsibility for these. The research objectives of this study were: 1) To verify counselors' role orientation influence job performance in Shandong University of Engineering and Vocational Technology; 2) To verify the responsibilities of counselors' influence job performance in Shandong University of Engineering and Vocational Technology.

This study used counselors at Shandong University of Engineering and Vocational Technology as the research object, use quantitative research method, the sample size of this study was 454 questionnaires, and the data were processed and analyzed, the model was constructed.

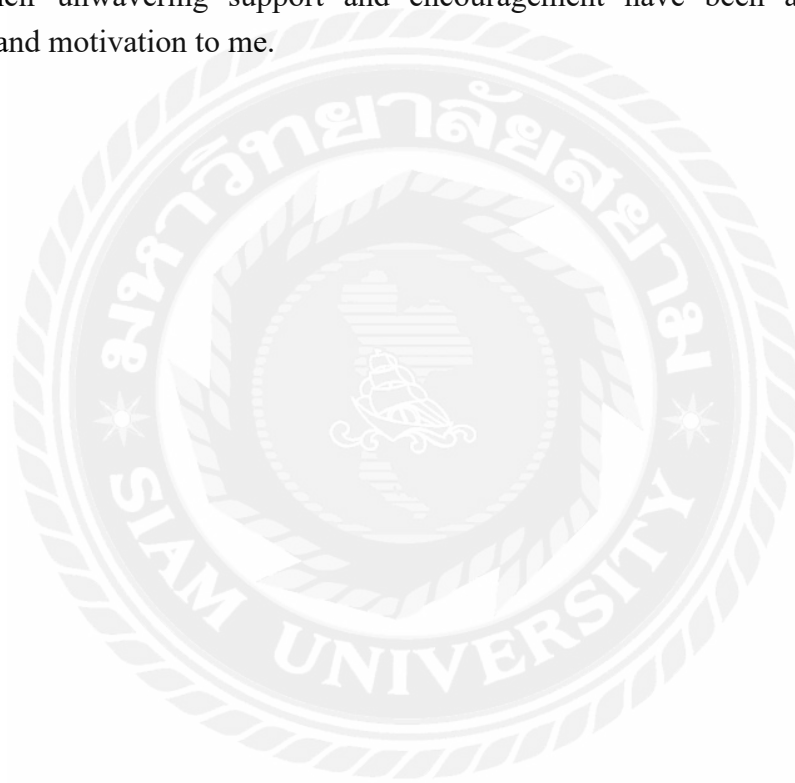
This study found: 1) There is a significant positive correlation between counselors' role orientation and their job performance; 2) There is a significant positive correlation between counselors' responsibility and their job performance. The sense of responsibility is manifested in the private college setting in the form of counselors' active concern for students' needs, loyal service to the mission of the college, and adherence to professional ethics. Specifically, the clearer the counselor's role and the higher the level of responsibility, the better their performance. By gaining a deeper understanding of the relationship between counselors' roles, sense of responsibility, and job performance, private colleges and universities are expected to better meet the needs of their students, promote the success of their colleges and universities, and improve the quality of their education.

Keywords: Counselors, Role Orientation, Responsibility, Job Performance, Private Universities

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Declaration

I, Zhang Xiangwei, hereby certify that the work embodied in this independent study entitled “Study on the Relationship Between Role and Responsibilities of Counselors and Job Performance-A Case Study of Shandong University of Engineering and Vocational Technology” is the result of original research and has not been submitted for a higher degree to any other university or institution.

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Dec 1,2023



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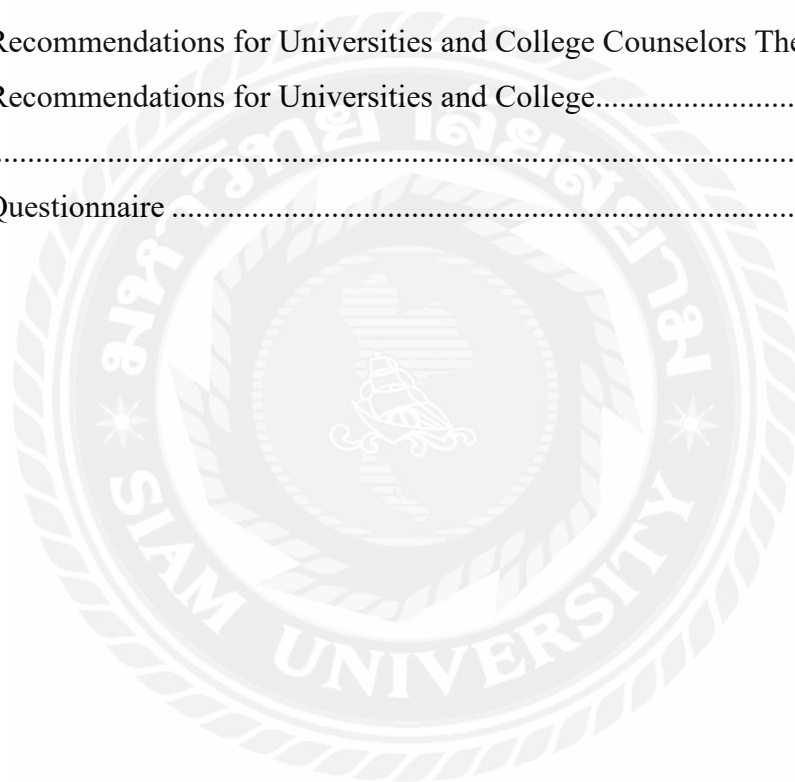


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Chapter 1 Introduction

1.1 Background of the Study

Relevant statistics show that by the end of the last century, the gross enrollment rate of higher education in mainland China was only 8%. In 2021, a total of 2,738 universities will be constructed on the Chinese mainland thanks to the implementation of the strategy for reviving the nation via research and education and the popularization of higher education. There are 1,270 undergraduate institutions and 1,468 vocational colleges among them, and there are around 42 million students enrolled in higher education overall. The gross enrollment rate of higher education is 54.4%. According to the 2022 education statistics on the official website of the Shandong Provincial government, there are 221 universities in Shandong, 65 private universities, and a total of 4.2 million students in higher education. From the above data, it can be seen that the increasing number of colleges and universities in Shandong and the increasing number of school enrollment have greatly promoted the rapid development of higher education and promoted its popularization (Bai, 2014).

In terms of scale, higher education in mainland China has undoubtedly made significant strides forward in terms of quantity, but the quality of instruction, the state of scientific research, and the talent pool have not improved with the growth of scale, particularly with the rise of the Internet, the rise of external temptations, and the erosion of college students by bad culture and virtual networks. As a result, many college students lack faith, deviation of values, and weak social consciousness. College counselors must attach great importance to this (Zhang, 2020). The construction of professional and professional counselor teams has become an inevitable trend of higher education reform in mainland China, and private universities are more necessary (Qin, 2009). How to strengthen the construction of the Chinese mainland private college counselor team has become an urgent issue that needs to be solved in front of private universities.

Due to the continuous progress of the socialist market economy, the development of private universities is not only under the pressure of national development and transformation but also needs to cope with the challenges of school transformation. (Wang, 2010). In the context of growing private universities in China, more and more research has focused on the critical role of tutors in shaping students' educational and personal development (Hu & Li, 2018). As the popularity of private universities grows, so does the awareness of the importance of counseling services for students' academic success and overall development (Wang & Zhang, 2019). Therefore, an in-depth

understanding of the specific roles and responsibilities of counselors in private universities becomes crucial.

Using Shandong University of Engineering and Vocational Technology as an example, this study aims to delve into the responsibilities and roles of counselors in private universities by integrating multiple perspectives and exploring how these factors have an impact in their overall performance. Some scholars have pointed out that the role of counselors in private universities is no longer limited to providing subject guidance but is more of a supporter and guide for students on campus (Li & Wu, 2020). By analyzing in detail, the orientation of counselors in providing educational support and life coaching, we attempted to bridge the gap in understanding the role of counselors in private universities (Chen & Liu, 2017).

The context of the study reflects both the challenges and opportunities facing counselors' work in private universities. Some scholars have emphasized the current state of work faced by counselors in private universities and their role in school management and decision-making (Zhang & Yang, 2016). By drawing on findings from the existing literature, we aim to provide more comprehensive support to private universities to optimize resource allocation, improve training programs, and develop more targeted policies to improve the quality of education and promote the holistic development of students. This is the significance of this study. Shandong Polytechnic University is a private university with a history of 33 years, located in Jinan City, Shandong Province. Jinan is the capital city of Shandong Province, located on the east coast of China. It is the political, economic and cultural center of Shandong Province, and its education development is ahead of other cities in the province. Taking Shandong Engineering Vocational University as an example, we can indirectly observe the overall situation of the construction of counselor team in Shandong Province.

1.2 Research Questions

The important role of college counselors in the economic and social life of the country, counselors as the main force of student management in colleges and universities, counselors have become an important and indispensable part of college and university teaching staff and student management, and they are also the guides and guides for college and university students to grow up healthily. At present, Counselor team building in private universities is a topic that requires extensive research. To understand the factors that promote effective teamwork in private universities, explore how individual differences among counselors affect team dynamics, and strengthen counselor team building in private universities, this study asks the following questions.

1) Is there any influence between counselors' roles and job performance in Shandong University of Engineering and Vocational Technology?

2) Is there any influence between counselors' responsibilities and their job performance in Shandong University of Engineering and Vocational Technology?

1.3 Research Objectives

This study provides a basis for exploring the influencing factors of the roles and responsibilities of counselors in private colleges and universities, to enable counselors in private colleges and universities to identify their own role positioning, strengthen the awareness of their responsibilities, eliminate misunderstandings, achieve the professional development of counselors, and promote the level of counselors' team building in private colleges and universities. The research objectives of this study are as follows.

1) To verify counselors' role orientation influence job performance in Shandong University of Engineering and Vocational Technology.

2) To verify the responsibilities of counselors' influence job performance in Shandong University of Engineering and Vocational Technology.

1.4 Scope of the Study

College counselors have always been an important link in the management of colleges and universities, but one that is easily neglected. This study read 90 pieces of literature, including academic journals, international conference papers, dissertation and government reports. In the context of China's education system, this study starts from the subject of counselors in Shandong University of Engineering and Vocational Technology, observes the factors influencing counselors' performance, and identifies the intermediate influencing factors through the counselors' roles and responsibilities to construct an overall theoretical framework.

Therefore, the object of investigation of this study is the counselors of Shandong University of Engineering and Vocational Technology. This study takes Shandong University of Engineering and Vocational Technology as an example to be analyzed. Shandong University of Engineering and Vocational Technology is one of the first 15 undergraduate-level vocational education pilot institutions in China. The university has nearly 24,000 students and offers 26 undergraduate majors and 49 specialized majors, covering nine major categories, including equipment manufacturing, electronics and information, civil engineering and construction, resources, finance and commerce,

culture and art, tourism, and so on. The research subjects must be counselors of Shandong University of Engineering and Vocational Technology, and counselors from other universities and regions are not considered as survey subjects. This study focuses on a specific and comprehensive examination of the counselors at Shandong University of Engineering and Vocational Technology. The study adopts a questionnaire survey approach to gather insights directly from the counselors. The survey includes counselors' roles, responsibilities, and job performance. The questionnaire was administered from June 1, 2023, to September 1, 2023. The collected data will be processed using SPSS 22.0 statistical software, allowing for a rigorous and quantitative analysis.

1.5 Significant of the Study

Firstly, to enhance the professionalism of tutors, the study has important implications for establishing a more professional and specialized approach to tutoring in private universities. By filling the gaps in the current body of knowledge and academic organization, the study aims to enhance the professionalism of tutors. This is expected to improve the quality of counselor services provided to students and create a more supportive and conducive educational environment (Zhan, 2018). Secondly developing leadership and service skills, the study's exploration of the stability and effectiveness of counselor teams directly correlates to the development of counselor leadership and service skills. As noted by Xin and Wang (2022), counselors act as guides and managers on students' paths to academic and personal development. Therefore, a stable and supported team of counselors helps to develop these important skills and ensures that counselors can effectively guide students to develop the right values and perspectives.

Contribution to Educational Policies and Practices The findings of the study are instructive for the development of educational policies and practices in private universities. By providing insights into counselor team building and the factors that influence their performance, the study can guide policy makers in developing strategies to enhance the overall educational experience. This includes considerations for resource allocation, professional development, and the development of policies that support counselor team growth and effectiveness. Providing a model for continuous improvement, the study not only addresses current challenges but also provides a foundation for continuous improvement in counselor team building. Based on the analysis of counselors' basic profiles, performance, and satisfaction, the recommendations and countermeasures proposed can serve as a model for continuous

improvement within Shandong Engineering Vocational and Technical University and have the potential to inspire improvement in other private universities.

The study is of far-reaching importance in enhancing the professionalism of counselor teams in private universities, developing leadership and service skills, providing guidance for the development of educational policies and practices, and providing a viable model for continuous improvement.



Chapter 2 Literature Review

2.1 Introduction

In recent years, the rapid development of private universities in China has drawn academic attention to their internal mechanisms and educational quality. In this context, private university counselors, as a key component of the education system, have become one of the hot topics of research. The review in this paper will focus on the roles and responsibilities of private university counselors, digging deeper into the key findings and trends of related studies. The purpose of the literature review for this study is to elucidate the relationship between the factors affecting counselors' job performance: roles and responsibilities on counselors' job performance through a literature review based on McClelland's Need for Achievement Theory and Frederick Herzberg's Two-Factor Theory.

2.2 Counselors and Private Universities

Counselors are an important part of the management system of Chinese colleges and universities and an important subject of college students' education (Yang & Talha, 2021), not only as a guide in the process of college students' formation of correct values, but also as a mentor for college students in their college life. In the Opinions on the Strengthening of the Construction of the Team of Counselors and Class Teachers in Colleges and Universities, as well as other relevant provisions, the important status of the position of counselors has been clearly stated, which shows that This shows that the Chinese government has already attached great importance to the position of counselors, and fully recognized their position and role in the ideological education of students in colleges and universities, and regarded them as the backbone of ideological and political education in colleges and universities.

The main characteristics of counselors include the following:

(1) Political Characteristics

First of all, ideological and political education has obvious political attributes, which determines that the counselor who undertakes the responsibility of ideological and political education also has obvious political characteristics, and this characteristic is reflected in all aspects of the nature, characteristics and role of this position, which also concentrates on the attributes of the educational work of colleges and universities. Secondly, China's college counselor system can be traced back to the revolutionary

struggle led by the party, its formation and development process is full of political characteristics. (Wen et al, 2018).

(2) Professional Characteristics

First, the counselor team needs to have a considerable level of professionalism. Second, the counselor team must have professional knowledge and professional skills. Third, the counselor team must have their own professional ethical standards. Fourth, the counselor team has formed a specialized system in talent training and education. Before engaging in counseling work must obtain the appropriate professional qualifications, and need to participate in pre-service training, even if they have been employed, still need to continue to participate in further study, so as to ensure that the goal of sustainable professional development (Cheng et al, 2023).

(3) Comprehensive characteristics

Firstly, the comprehensive composition of personnel. At present, the backbone of the college counselor team are between 26 and 35 years old, the trend of team rejuvenation is very obvious. Most of them are male, and youthfulness is a major feature of the counselor team. Secondly, the work content is comprehensive. The work of college counselors includes carrying out ideological and political education for students, carrying out the work of the Youth League Committee and the Student Union, evaluating scholarships and reporting materials, applying for student loans for students, carrying out day-to-day management of students, constructing the academic culture, and guiding students in their future employment, and so on. (Li et al, 2019).

2.3 Role Orientation of Counselors

As an important part of the higher education system in China, counselors in private colleges and universities play a key role in shaping and supporting the holistic development of students. The characteristics of private HEIs, such as smaller size and different educational missions, may place unique demands on the role and work of counselors. Counselors in private need to adapt to different student needs while meeting the school's mission, which may require a more flexible role orientation and a stronger sense of responsibility (Wang, Liu & Xu, 2021). The role of counselors is reflected in their concern and care for students. Counselors should always pay attention to students' learning and living conditions, timely find students' problems and give help. For example, when students encounter learning difficulties, counselors should communicate with students in a timely manner, understand students' problems, and give appropriate guidance and help. When students encounter difficulties in life, counselors should also pay attention in time to give help and support. The role of the counselor is

not only concerned about students' study and life, but also about students' mental health. Counselors should always pay attention to the psychological state of students, find the psychological problems of students in time, and give appropriate psychological support and help. Counselors serve multiple roles in colleges and universities, including educational supporter, life coach, and mental health supporter. In a private college setting, role definition may vary depending on the characteristics of the school, and counselors' role definition needs to consider the school's mission, student needs, and educational goals. A clear definition of role positioning is essential to ensure the effectiveness of counselors in their work in schools (Zhou, Chen & Jiang, 2019).

Counselor Role Conflict

Han (2014) systematically examined the evolution of the college counselor system and role positioning from a historical perspective. He proposed that the titles of college counselors have undergone three changes: political guidance counselor, political counselor, and counselor. The personnel configuration has experienced three stages: cadre part-time, specialized and part-time (with part-time as the main focus), and specialized and part-time (with full-time as the main focus). The role positioning has also shifted from administrative personnel to teachers and cadres, with expanded functions, continuously moving towards professionalization and specialization.

Zhao (2013), based on the document issued by the Central Committee of the Communist Party of China and the State Council in 2004, defined the role of counselors as "guides, pathfinders, and life mentors" in the healthy growth of college students. Specifically, counselors are expected to play multiple roles, including guiding students in setting life goals, leading them through the growth process, creating a positive learning atmosphere, and listening to psychological needs.

According to Li & Liu (2013), counselors serve as navigators for the life development of university students and facilitators for their healthy growth.

Role Expectations, Role Appreciation, and Role Practice for Counselors

Gao (2016) the role conflicts faced by college counselors mainly include six aspects: the conflict between the "intangibility" of the role's work results and the realization of the individual's self-worth; the conflict caused by the dispersed and ambiguous nature of the role's responsibilities, which leads to the failure to meet the expectations of the role of multiple parties; the conflict caused by the infinite extension of the role's responsibilities in space and time with other social roles they other social roles they play; the conflict caused by the serious mismatch between the pressure and intensity of role work and role well-being; the conflict caused by the gap between role-playing ability and the experience, knowledge, and skills needed to solve problems in the actual work; and the conflict between being an ideological-political educator and an administrator.

Zeng & Chen (2008) believe that role conflicts of college counselors mainly stem from intra-role conflicts and inter-role conflicts. Intra-role conflict stems from two aspects: first, the conflict caused by role expectations arising from multiple leadership; college counselors receive dual leadership from the school and the college (department), which makes counselors' work full of conflicting and confusing situations. The second is the conflict between counselors' realistic role and ideal role. With the massification of higher education, students urgently need counselors to provide them with guidance and services in ideological guidance, mental health, employment and entrepreneurship, study and life, etc. The requirements for the ideal role of counselors are very high, and they are required to have a high comprehensive quality to meet the growing demand for their roles. Conflicts between roles mainly stem from five aspects: political educators, classroom affairs service providers, moral education teachers, counseling advisors, and classroom leaders and managers. In counselors' daily work, these five roles often alternate or even overlap, requiring counselors to play multiple roles, and thus feeling strained in terms of time and energy.

Regarding the research on the role expectations, role comprehension and role practice of college counselors, Hu (2011) pointed out that the role expectations of counselors mainly come from society, schools, students and counselors themselves. The expectations of society for college counselors have gradually developed from a single "political guide" to "educator, administrator, and servant who promotes students' healthy growth and success". The expectations of counselors at all levels of higher education are not the same, but on the whole, they are expected to be able to complete the ideological and political education of students, entrance and graduation education, social practice education, participation in campus cultural activities, scholarships, loans, attendance, employment and entrepreneurship guidance and other work on time; to help do a good job in campus security; to cooperate with the completion of the teaching work; and to help students cultivate civilized culture, etc. Students expect counselors to be a leader in ideological leadership. Students expect counselors to be their "life mentors" in terms of ideological leadership, to coordinate between the school and the students, to fight for their legitimate rights and interests, to act as their "heartfelt friends", and to be their role models in the world. Individual counselors hope to receive attention, respect and recognition from the society; they hope that schools can pay attention to the construction of the counselor team and create good conditions for their development; at the same time, they hope that their work performance can be recognized by the society, schools, parents and students.

According to Luo (2007), the counselor's role understanding requires continuous adaptation to the expectations of the country and society, as well as the needs of students and parents. Emphasizes that counselors should update their educational perspectives,

transitioning from a "managerial" to a "guidance" approach; improve working methods, shifting from a "preaching" to a "consultative" approach; enrich management knowledge, moving from a "political" to a "human-centered" approach; and focus on the process of work with "love, meticulousness, patience, and a sense of responsibility," evolving from a "competent" to an "excellent" model.

Dai (2014) believes that, in the practical aspect of the "life mentor" role, counselors' key lies in continuously developing communication skills within a cross-cultural communication environment. At the principle level, the communication skills required in the new context should integrate interpersonal communication skills and techniques into the process of cultural communication. Counselors must adhere to multicultural guidance in their communication with students, maintaining a spirit of mutual participation, co-creation, and mutually beneficial sharing. A life mentor must adopt an open, accepting, and tolerant attitude towards different cultures, avoiding hasty judgments on students' life choices. Life guidance should not involve subjective intervention into the specific lives of students or coerce them into following a life path designed by the counselor but should encourage the formation of lifestyles desired by the counselor.

2.4 Responsibility of Counselors

Counselors' sense of responsibility is an important driver of their job performance. The responsibility of counselors is reflected in their education and guidance to students. Counselors are students' teachers, they should educate and guide students correctly. For example, counselors should guide students to establish a correct outlook on life, values and world outlook, and help students to establish a correct attitude and method of learning. Counselors should also refer to | to guide students to actively participate in various social practice activities to improve students' comprehensive quality and ability. The responsibility of counselors is not only to educate and guide students, but also to conduct career planning and guidance for students. Counselors should help students understand their interests and strengths, guide students to choose suitable majors and careers, and help students realize their life values. Sense of responsibility includes concern for students, loyalty to the school's mission, and commitment to professional ethics, and there is a positive relationship between counselors' sense of responsibility and their job performance. Counselors with a high sense of responsibility are more likely to invest more energy in supporting students and promoting the school's achievement of its educational goals (Hou, Wang & Yang, 2018). Counselor's sense of responsibility is very important, it is related to the growth and development of students. Counselors should always pay attention to students' study and life and give students

appropriate help and support; Guide students to establish a correct outlook on life, values and world outlook, and help students realize their own life value; Pay attention to students' safety and health status, prevent students' safety hazards and health problems. Only when counselors have a sense of responsibility can they better serve students and help them grow and develop. The job performance of counselors is a key indicator of their professional achievement. In private colleges and universities, counselors' job performance may be affected by the characteristics of the school and the needs of the students, and job performance needs to be assessed by considering the role position, sense of responsibility, and the quality of student support services. Counselors with high job performance are better able to meet students' needs, promote school development, and improve education quality (Liu, Huang & Zhang, 2020).

Liang (2019) College counselor responsibility awareness, as the name suggests, is the college counselor as the subject of behavior, can correctly understand the social and other aspects of the objective requirements under certain conditions, clear personal role and social and other parties to the expectations of this role, so as to clearly understand their own responsibility, and will be assumed by the responsibility of the transformation of the active performance of the duties of the psychological activities. The responsibility of counselors in the new situation and the sense of responsibility is crucial to the effectiveness of ideological and political education and the realization of the purpose of talent cultivation.

From the perspective of "educating people", which is the activity of a subject (who may be an individual or a unit) to cultivate other objects in thought and knowledge through certain ways and methods, the educational methods, approaches and initiatives adopted by our various schools today are all "educating people", which is also the broader meaning of the term "educating people". This is also the broad meaning of "educating people" (Sun & Wang, 2013).

According to the current content of the work of college counselors and the actual situation of their requirements, as leaders of college students' thoughts, they must have the "responsibility of political education" of spreading correct theories, the guidelines and policies of the Party and the state, and the national spirit; and the "responsibility of managerial education" of maintaining the stability of the school and the stability of the students; and the "responsibility of management education" of maintaining the stability of the school and the stability of the students. The counselor should have the "responsibility of moral education" to be a teacher, help students establish the correct "three views" and "six things", and convey the infectious force of life.

It can be seen that counselors shoulder four major responsibilities: "political education responsibility", "management education responsibility", "service education responsibility" and "moral education responsibility". "Four major responsibilities. The

sense of responsibility of college counselors refers to the "self-discipline and moral quality of assuming responsibility and practicing responsibility" shown in their work, which is a core content of teacher ethics in the new period. In practical terms, the sense of responsibility of counselors means that they should have a strong sense of "responsibility for political education", "responsibility for management education" and "responsibility for service education", "moral education responsibility"(Cheng, 2012).

2.5 Job Performance

Job performance is a key theme in organizational management that has received much research attention. The earliest studies focused on exploring the definition and measurement of occupational performance, defining and assessing occupational performance by examining factors such as job achievement, goal attainment, and quality of task completion (Campbell, 1990; Murphy, 1989). Subsequent research focused on the relationship between job satisfaction and occupational performance, finding that highly satisfied employees were more likely to exhibit better performance (Judge et al., 2001; Locke, 1976).

In the field of leadership and job performance research, scholars have delved into the effects of leadership styles on employee performance, including transformational leadership, transactional leadership, and others (Bass, 1985; Avolio, 1999). Performance appraisal and feedback have also been identified as key factors influencing career performance, with effective performance appraisal and timely feedback motivating positive behavior and improvement (DeNisi & Pritchard, 2006; Kluger & DeNisi, 1996).

In addition, research has focused on the relationship between individual traits and occupational performance, including factors such as personality and emotional intelligence (Barrick & Mount, 1991; Salovey & Mayer, 1990). Research on cultural differences in job performance suggests that evaluation criteria and expectations can vary across cultures and that cultural factors have a significant impact on performance (Hofstede, 1980; Triandis, 1972). Research on job performance is multidimensional and includes the interaction of several factors, including individual, leadership, and culture. These studies contribute to a deeper understanding of the nature of occupational performance and provide organizations with guidance for more scientific and effective application in human resource management and leadership practices.

In a series of studies, researchers have delved into various aspects of job performance in the context of higher education institutions. Ogiemien et al. (2016) explored the organizational and psychological factors influencing job performance among personnel in private university libraries, employing a descriptive research

design in South-South Nigeria. Hossan's (2017) investigation focused on factors affecting the switching intention of prospective employees from private to public universities in Bangladesh, examining elements such as switching behavior, employee satisfaction, job performance, and job security. Agba et al. (2017) empirically examined the effects of the work environment, with a specific emphasis on electric power supply, on the job performance of academic staff in public and private universities in Nigeria. Aziz et al. (2019) provided insights into job satisfaction among teaching faculty in institutions of higher education in Pakistan, specifically in Khyber Pakhtunkhwa. The main causes of job burnout of college counselors are reduced enthusiasm, low personal achievement and low mood. The reasons for this phenomenon are high work pressure, lack of recognition, excessive fatigue and low pay. Therefore, we should take measures to improve awareness, scientific management, improve treatment, improve professional quality, and actively solve the problems of college counselors' burnout.

Bandhaso et al. (2019) aimed to determine the impact of job satisfaction and motivation on lecturer performance at private universities in Makassar, revealing positive and significant effects of both factors on performance. Meilani et al. (2020) sought to determine the impact of motivation, discipline, and job satisfaction on the performance of women lecturers at a private university, finding that these factors positively influenced women lecturers' performance. Luhglatno et al. (2020) analyzed the mediating role of optimal distinctive open innovation in the relationship between person-job fit, person-organization fit, work innovation behavior, and lecturer performance. From the forming elements and manifestations of work power, the work power system of counselors can be divided into frontier power system, middle power system and deep power system. The deep dynamic system is the core of the counselor's working dynamic system, which guides and guarantees the nature and direction of the whole working dynamic system. The intermediate dynamic system is the source and medium of the instructor's working motivation. Facing new situations and tasks, college counselors need to constantly explore new working ideas and methods, including the study of counselors' working mode. From the Angle of mode analysis, the working mode of college counselors can be divided into planning type, platform type, guiding type, attacking type and growing type. The research on the working mode of college counselors and its specific forms, characteristics and effectiveness aims to provide theoretical basis and practical guidance for the majority of college counselors. As the direct driving force of the counselor's work behavior, the frontier power system guides and initiates the counselor's work behavior. The construction of counselor dynamic system should start from the system, belief, system, mechanism and so on.

Rajapakshe (2021) explored how the academic work environment influences job performance and organizational commitment among private university

academicians in Thailand, discovering a significant effect of organizational climate on job performance, particularly among senior and junior academics. Waskito (2021) contributed by proving the effect of digital competence on the performance of lecturers in the S1 Accounting Study Program in private universities in the Bandung Metropolitan Area. The study highlighted job satisfaction with servant leadership as a moderating variable in this relationship.

2.6 Conceptual Framework

To analyze the factors affecting counselor team building in private universities, based on the reading of the literature, this paper constructs a conceptual structure map of the factors affecting counselor team building in private universities. Among them, the role orientation, and responsibility of counselors in private colleges and universities is the independent variable of this study, and the job performance of counselors in private colleges and universities is the dependent variable.

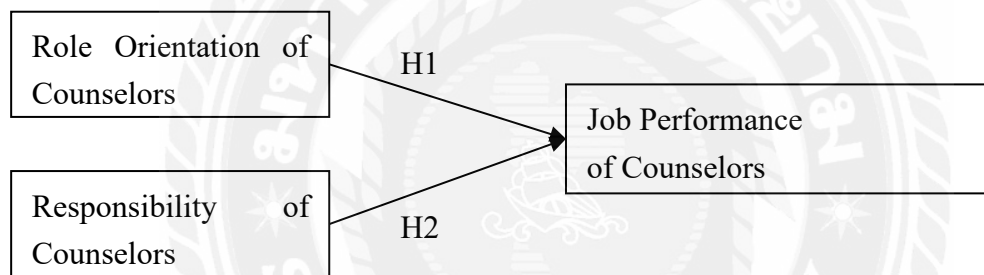


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

This study used quantitative research methodology in order to gain insight into the role and responsibility of private university counselors in shaping the educational and personal development of students and the impact of these factors on their overall performance. Using Shandong University of Engineering and Vocational Technology as a case study, we constructed a comprehensive model through quantitative research methods and combined questionnaire surveys and data collection with data analysis using SPSS 22.0 statistical software.

First, through the questionnaire survey of counselors in Shandong Engineering Vocational and Technical University, we collected detailed information about their basic situation, years of work experience, job performance, salary satisfaction and work status. These data will help to build a comprehensive profile of the counselor workforce. Second, we focused on the specific roles of counselors in terms of educational support and life coaching. Through quantitative research methods, we analyzed the role orientation of counselors, explored their roles in students' education and personal development, and gained further insight into their sense of responsibility in educational support and life coaching.

Finally, a model was constructed to more deeply analyze the impact of private university counselors' role orientation and sense of responsibility on job performance. The model was designed to reveal the relationship between counselors' role orientation and sense of responsibility and job performance in order to provide private universities with programs and strategies to better meet students' needs, promote university success, and improve educational quality.

Through these integrated research methods, we expect to gain insights into the dynamics of counselors' work in private universities and to provide substantive recommendations and suggestions for improvement to enhance their job effectiveness and service quality.

3.2 Research Design

The research design for this study involves a quantitative research approach. A quantitative methodology is suitable for examining the role and responsibilities of counselors in a private university setting, as it allows for the collection and analysis of numerical data to determine patterns, correlations, and statistical significance (Creswell

& Creswell, 2017). In this study, a questionnaire was used to collect data from counselors at Shandong University of Engineering and Vocational Technology. A structured questionnaire will be developed based on the literature review and previous studies on the roles and responsibilities of counselors. The questionnaire will include items to assess the dimensions of counselors' roles, responsibilities and job performance. The questionnaire will also be statistically analyzed using SPSS 22.0 to analyze the reliability and validity of the questionnaire, and correlation analyses will be used to determine the factors affecting counselors' job performance after determining that the reliability and validity are up to standard. The scale in this paper consists of 15 items on a five-point Likert scale with a score of 1-5, representing strongly disagree, disagree, average, agree and strongly agree. Higher scores indicate greater agreement with the item.

Table 3.1 Counselors' Performance Measurement Items

Variate	Measuring item	NO.
Role Orientation	I have a clear understanding of my role and responsibilities in the development of my students.	QS1
	I am proactive in building trust and good relationships with students.	QS2
	I am able to fully understand students' individual differences and provide personalized support to meet their needs.	QS3
	I am able to work closely with full-time teachers, parents and other relevant departments to provide holistic developmental support for students.	QS4
	I am able to actively participate in school activities and programs to provide additional developmental opportunities for students.	QS5
Responsibility	I feel responsible for the growth and development of my students.	QS6
	I am always concerned about students' academic progress and mental health.	QS7
	I am able to identify students' problems and difficulties in a timely manner and provide appropriate help and support.	QS8
	I am able to draw up personal development plans for students and track their progress.	QS9
	I am able to cultivate students with good moral character and social responsibility for the school and society.	QS10
	I am able to effectively help students solve problems	QS11

Job Performance	and challenges.	
	I am able to provide students with professional counselling and guidance for their personal growth.	QS12
	I am able to assist students in developing career plans and provide career guidance.	QS13
	I am able to assist students in resolving interpersonal issues and adapting to teamwork.	QS14
	I am able to assess students' developmental outcomes and provide necessary feedback and advice.	QS15

3.3 Hypothesis

Based on the literature review and the construction of the theoretical model, the following hypotheses are proposed in this research, As shown in figure 3.1 below.

H1: There is a significant positive correlation between counselors' role orientation and their job performance.

H2: There is a significant positive relationship between the responsibility of counselors and their job performance.

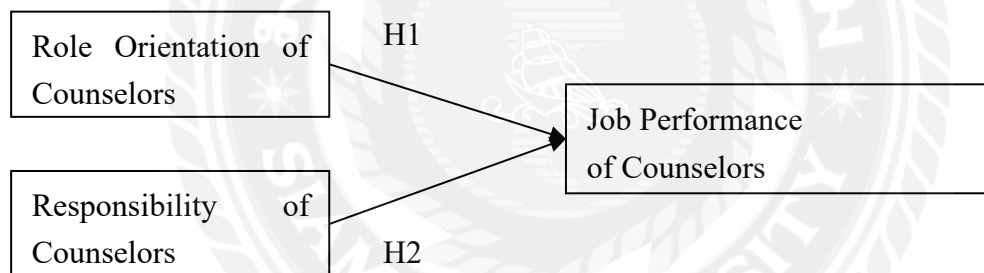


Figure 3.1 Hypotheses

3.4 Population and Sampling

This study focuses on the influencing factors of counselors' job performance in Shandong University of Engineering and Vocational Technology. The scope of the study is Shandong University of Engineering and Vocational Technology, and the main research object is the counselors of Shandong University of Engineering and Vocational Technology. The counselors of other Universities are not included in the scope of the survey. The survey included roles, responsibilities and job performance. The university has nearly 24,000 students, 1,300 teachers, and offers 26 undergraduate majors and 49 specialist majors. The primary research method for this study was random sampling.

$$N = (r^2 * q^2) / E$$

Calculated by the sample formula, collect data values for the quartile of the standard normal distribution, for the confidence level generally takes the value of 95%. q is the sample standard deviation, the sample standard deviation of the estimated value of the standard deviation of the sample is generally used 0.5, to determine the margin of error K (i.e., the maximum permissible value of the difference between the sample mean and the overall mean), $K = 0.05$. Calculated results yielded a sample of 469. For the random sampling method, a survey will be conducted using Questionnaire Star for questionnaire distribution, and the sample will be drawn randomly from the overall population.

3.5 Data Collection

In order to verify the influence of counselors' role orientation and sense of responsibility on their job performance, this paper adopts a quantitative research method by distributing and collecting questionnaires in order to obtain comprehensive and detailed research results. Using a validated scale, this paper conducted a questionnaire survey on counselors to find out their role orientation, sense of responsibility and job performance statistically, and the data results were analyzed. A total of 469 questionnaires were issued and recovered, excluding invalid responses, of which 454 were valid questionnaires, and the validity rate of the questionnaires was 96.8%. The detailed collection of data from the above questionnaires enabled this study to provide a more comprehensive and in-depth understanding of the impact of counselors' role orientation and sense of responsibility on job performance.

3.6 Data Analysis

The questionnaire data were statistically analyzed in this study. Statistical methods including descriptive statistics, correlation and regression analyses were used in this study to analyze the relationship between the variables of tutors' role orientation, sense of responsibility and job performance. Stratified sampling method was used to ensure representation of different counsellor departments within the university. The sample size will be determined based on statistical power calculations to ensure adequate statistical validity. Ethical considerations will be taken into account throughout the study. Informed consent will be obtained from participants and confidentiality and anonymity will be ensured. Finally, the correlation between role position and

responsibility and job performance will be assessed through the calculation of indicators and modeling.

Based on the conceptual model and research hypotheses presented earlier in this study, it was determined that the variables to be measured in the questionnaire scale include role, responsibility and job performance. The sources of measurement items for the variables in this study are either directly quoted from the relevant literature which has been proven to be effective or relatively mature, or the scales proposed in the literature are modified based on the actual needs of this study. In this study, the measurement terms of the variables are mainly based on existing scales and modified to take into account the characteristics of China's educational background and the characteristics of the research subjects.

In terms of the measurement of the variables, scholars have sorted out the papers of the 1940s and found that more than 75% of the papers were measured on a 5-point scale (Day, 1940), so this study also adopts the subjective perception method to measure the variables in the form of a 5-point Likert scale. The variables were rated from "strongly disagree", "disagree", "partially agree", "agree" to "strongly agree". "Strongly Agree" were given a score of 1, 2, 3, 4 and 5 respectively by ticking one of the five options.

The reliability test is an important test to examine the reliability, stability, and consistency of the measured variables in the questionnaire, and Cronbach's alpha value is generally used to test the reliability of the scale. While KMO test and Bartlett's Sphericity test are used to measure the validity of the questionnaire data. The reliability test Cronbach's α for the role orientation of counselors is 0.991, The reliability test Cronbach's α for the responsibility of counselors is 0.987, The reliability test Cronbach's α for the job performance of counselors is 0.997, which is greater than 0.8, this scale has high stability and consistency, and this questionnaire is reliable in testing the roles and responsibilities of counselors in private universities (Table 3.2).

Table 3.2 Reliability Analysis

Variate	Cronbach's α	Items
Role Orientation of Counselors	0.991	5
Responsibility of Counselors	0.987	5
Job Performance of Counselors	0.997	5

The KMO value of this scale is 0.845, which is greater than 0.8, and the significance is 0.000, which is less than 0.05 and reaches the significance level (Table 3.3). This indicates that there is a correlation between the variables and the factor analysis is valid, which suggests that the questionnaire has good construct validity, and research data is perfect for extracting information.

Table 3.3 Validity Analysis

KMO & Bartlett's test		
KMO		0.845
Bartlett's test	Approximate Chi-square	7271.911
	df	105
	p	.000

The study was also analyzed by one-sample t-test using SPSS 22.0 as shown in Table 3.4, where the t-value and p-value for each of the analyzed terms are less than 0.01, presenting significance.

Table 3.4 Results Analyzed by One-sample T-test

Entry	Minimum Value	Maximum Value	Average Value	Standard Deviation	T	P
1	1.000	5.000	4.368	0.913	39.463	0.000**
2	1.000	5.000	4.456	0.854	43.024	0.000**
3	1.000	5.000	4.382	0.864	41.808	0.000**
4	1.000	5.000	4.397	0.866	41.856	0.000**
5	1.000	5.000	4.397	0.866	41.856	0.000**
6	1.000	5.000	4.397	0.900	40.284	0.000**
7	1.000	5.000	4.456	0.836	43.933	0.000**
8	1.000	5.000	4.426	0.834	43.753	0.000**
9	1.000	5.000	4.382	0.847	42.669	0.000**
10	1.000	5.000	4.412	0.851	42.773	0.000**
11	1.000	5.000	4.471	0.819	45.013	0.000**
12	1.000	5.000	4.485	0.819	45.139	0.000**
13	1.000	5.000	4.471	0.819	45.013	0.000**
14	1.000	5.000	4.456	0.818	44.901	0.000**
15	1.000	5.000	4.471	0.819	45.013	0.000**

* $p < 0.05$ ** $p < 0.01$

This chapter explains the design principles and the design process of the questionnaire for this study, including the theoretical basis and the process of generating the measurement entries. Next, it tests the validity, reliability and one-sample t-test of

the questionnaire. Reliability and validity analyses were conducted for each variable, indicating good independence of each dimension. The final results showed good validity and validity of the questionnaire.



Chapter 4 Finding

4.1 Introduction

In China's private colleges and universities, counselors play an important role and play a key role in promoting private college education to a new level. This study combines the factors and theories affecting the job performance of counselors through a literature review. Quantitative research methods were used to analyze the reliability and validity of the data from the collected questionnaires to determine the validity of the collected data. Descriptive statistics, correlation analysis and linear regression analysis were used for data analysis in order to further understand the relationship between variables. Through the analysis, to explore the role positioning and responsibility of counselors in private colleges and universities. The hypotheses were verified and the roles between the variables in the model of influencing factors of counselors' work performance in Shandong University of Engineering and Vocational Technology were clarified. The results of the study show that there is a significant positive correlation between role orientation and a sense of responsibility and job performance. Specifically, the clearer the counselors' role orientation and the higher their sense of responsibility, the better their job performance. This finding underscores the importance of counselors' role orientation and sense of responsibility in improving job performance and highlights the contribution of counselors to the success of the university and students in private universities.

4.2 Description of Statistical Variables

This study takes Shandong Engineering Vocational and Technical College as an example, and the questionnaires were collected, collated, and counted. A total of 454 valid questionnaires were collected in this study. The scope of survey respondents in this study is the counselors of Shandong Engineering Vocational and Technical College, and the sample overall meets the statistical requirements. This study concludes that the job performance of college counselors may be affected by personal background variables such as age, marriage, and educational background in addition to the counselors' roles and responsibilities, so it is necessary to introduce control variables. Based on the relevant literature, this study chooses seven control variables: age, marital status, children's status, education level, years of working experience, position, and company type (Liang, 2012). They are presented as follows.

- (1) Gender: divided into two categories male and female.

(2) Marital status: divided into two categories married and unmarried.

(3) Age: 20-25 years old, 26-30 years old, 31-35 years old, 36-40 years old, and 41 years old and above.

(4) Position status: full-time counselors, and part-time counselors.

(5) Working experiences: less than three years, four to six years, seven to ten years, and more than ten years.

(6) Educational level: Ph.D., master, undergraduates and colleges.

(7) Professional background: 6 categories: agriculture, medicine, military science, literature, science, engineering.

Based on the above, this study statistically describes the overall distribution of the sample, as shown in Table 4.1.

Table 4.1 Statistics on the Distribution of Survey Respondents

Items	Category	Frequency	Percentage
Gender	Male	189	42%
	Female	265	58%
Marital status	Married	242	53%
	Unmarried	212	47%
Age	20-25 years old	128	28%
	26-30 years old	253	56%
	31-35 years old	35	8%
	36-40 years old	26	6%
	41 years old and above	12	2%
Position status	Full-time Counselors	322	71%
	Part-time Counselors	132	29%
Working experiences	less than 3 years	146	32%
	4~6 years	174	38%
	7~10 years	114	25%
	more than 10 years	20	5%
Educational level	Ph.D.	12	2%
	Master	289	64%
	Undergraduates	129	29%
	Colleges	24	5%
Professional background	Agriculture	99	22%
	Medicine	29	6%
	Military Science	59	13%
	Literature	121	27%

	Science	97	21%
	Engineering	49	11%

The distribution of the sample characteristics can be seen in Table 4.1 as follows: From the gender composition of the counselors, it seems that there is a big difference between male and female proportion, male counselors are a little less than female counselors, male is 42% and female is 58%. In terms of marriage, there is not much difference between the proportion of married and unmarried counselors, which are 53% and 47% respectively; in terms of age composition, the majority of counselors are 26-30 years old, accounting for 56% of the total number of counselors, and there are more counselors who are 20-25 years old, accounting for 28% of the total number of counselors, while those who are 41 years old or above account for a smaller proportion of the total number of counselors, which is 2%. From the perspective of position status, the vast majority of counselors are full-time, accounting for 71%, followed by part-time, accounting for 29%; from the perspective of working experiences, the proportion of less than 3 years is 32%, 4-6 years is 38%, 7-10 years is 25%, and the proportion of those who have been working for more than 10 years is less, accounting for 5%; from the perspective of educational level, the majority of counselors have a higher level of culture, of which 64% of them are masters, and the proportion of those with bachelor's degree is 64%. In terms of educational level, most of the counselors have a high level of education, of which the percentage of master's degree is 64%, undergraduate degree is 29%, and the percentage of Ph.D. and Colleges is very small, only 2% and 5%, and in terms of professional background, the most popular one is Literature is 27%, and the second one is Agriculture, which is 22%.

The statistical description shows that most of the counselors are young employees under 30 years of age and generally have a high level of education. Moreover, the surveyed sample showed a single peak in terms of education level, years of working experience, and position status, which is a good sample situation. These distribution characteristics may be influenced by the working environment and characteristics of counselors.

4.3 Pearson's Correlation Analysis

Correlation analysis of the relationship between the research variables is an important basis for the analysis of their causal relationship later. This study also used Pearson's correlation analysis to test the situations related to the roles, responsibilities and job performance of college counselors. The main hypotheses tested are as follows:

H1: There is a significant positive correlation between counselors' role orientation and their job performance.

H2: There is a significant positive relationship between the responsibility of counselors and their job performance.

4.3.1 The Relationship Between the Role Orientation and Job Performance of Counselors

This study takes counselors of Shandong University of Engineering and Vocational Technology as an example for role orientation analysis, it is found that many counselors play the role of attendants in colleges and universities, and some of them are even called "firemen", "nannies", and so on. In addition, the leaders of private universities also have positioning bias towards the counselors, overemphasizing the management function of the counselors and requiring the counselors to conduct comprehensive management, which leads to the accumulation of some trivial daily affairs in the duties of the counselors, which to a large extent affects the counselor's role in the education and guidance of students' ideological and political work, resulting in the dislocation and absence of the role of the counselors (Wu, 2021). To save funds and coordinate development, it is common for private universities to have one post and multiple posts. Apart from student work, counselors also focus on enrollment and debt collection. Similar chores not only increase the work burden of counselors but also inevitably affect the quality of their own work. It is precisely because of such work characteristics that the recognition and attraction of counselors' positions are not high, and they are highly mobile.

The correlation analysis of college counselors' competence and their job performance was carried out, and the results of the correlation analysis obtained are shown in Table 4.2 shown:

Table 4.2 Correlation Between Role Orientation and Job Performance

		Role Orientation
Job Performance	Correlation Coefficient	0.863**
	<i>p</i>	0.000
	N	454

Table 4.2 shows that correlation analysis was used to investigate the correlation between Role Orientation and job performance, and Pearson's correlation coefficient was used to indicate the strength of the correlation. Specific analysis shows that the correlation coefficient between Role Orientation and job performance is 0.863 and shows a significance at the 0.01 level, thus indicating that there is a significant positive correlation between Role Orientation and job performance of counselors.

In this study, we conducted an extensive questionnaire survey to find out their role orientation in terms of educational support and life counseling. The results showed that

counselors have multiple roles in private universities, including educational support, life counseling, and mental health support. This supports our first research hypothesis (H1). This multiple-role positioning of counselors reflects the need for counselors in private colleges and universities to meet the different missions of the school and the diverse needs of students. This is consistent with previous research findings that counselors in private colleges and universities need to be more flexible in adapting to the characteristics of the school and the needs of students (Wang, Liu, and Xu, 2021; Zhou, Chen, and Jiang, 2019).

4.3.2 The Relationship Between the Sense of Responsibility and Job Performance of Counselors

Counselors are affected by factors such as the external management environment and their own role positioning, resulting in a reduced sense of work accomplishment, a weakened sense of responsibility, and eventually the elimination of the counselor's personalized awareness and the emergence of professional fatigue (Zhang, 2010). Based on this, this study conducted a Pearson correlation analysis on counselors' Responsibilities and job performance, as shown in Table 4.3

Table 4.3 Correlation Between Responsibility and Job Performance

Responsibility		
Job Performance	Correlation Coefficient	0.917**
	<i>p</i>	0.000
	N	454

Table 4.3 shows that the correlation between Responsibility and Job Performance was analyzed using correlation analysis, and the Pearson correlation coefficient was used to indicate the strength of the correlation. Specific analyses show that: The correlation coefficient value between Responsibility and Job Performance is 0.917 and shows significance at the 0.01 level, thus indicating that there is a significant positive correlation between Counsellor's Responsibility and Job Performance. This supports our second research hypothesis (H2).

4.4 Regression Analysis

Correlation analysis can indicate whether there is a relationship between the factors and how strong the relationship is, but it does not indicate causality by itself, while regression analysis can further indicate the direction of the relationship and show whether there is a causal relationship between the factors. The correlation analyses in the previous section have shown that most of the variables and their dimensions involved in the theoretical conceptualization of this study have significant correlations

with each other. Regression was also used in this study to further analyze the relationship between college counselors' roles, responsibilities and job performance. In this study, Role orientation and sense of responsibility as independent variables and job performance as dependent variables were analyzed by linear regression and the results of regression analysis are shown in Table 4.4.

Table 4.4 Results of Linear Regression Analysis

Item	B	S.E.	Beta	t	p	VIF	1/ VIF
C	0.540	0.216	-	2.499	0.015*	-	-
Role Orientation	0.258	0.154	0.126	2.727	0.009*	2.971	0.337
Responsibility	0.825	0.176	0.819	2.819	0.000**	2.971	0.337
R Square	0.854						
Adjusted R Square	0.850						
F	F (2,77) =224.614,p=0.000						
Durbin-Watson	1.812						

As can be seen from Table 4.4, the model formula is: job performance = 0.540+0.258*role positioning + 0.825*responsibility, and the model R-squared value is 0.854. The F-test of the model found that the model passed the F-test (F=224.614, p=0.000<0.05). This suggests that the relationship between counsellor's role orientation and sense of responsibility has an impact on counsellor's job performance. In addition, the test for multicollinearity of the model found that all the VIF values in the model are less than 5, which means that there is no problem of covariance; and the D-W value is around the number 2, thus indicating that there is no autocorrelation in the model, and there is no correlation between the sample data, and the model is better.

In conclusion, this chapter is the key part of this study, which firstly describes the way and method of large sample data collection, and then tests the research hypotheses using SPSS statistical software. Specific testing methods include t-test for independent samples, descriptive analysis, correlation analysis, regression analysis and so on. Finally, the results of hypothesis testing are summarized and generalized.

This study is based on the context of counselor development in private universities and the research hypotheses were supported by the SPSS.22.0 data analysis tool.

H1: There is a significant positive correlation between counselors' role orientation and their job performance. The clearer the role orientation of counselors, the higher their job performance.

H2: There is a significant positive relationship between the responsibility of counselors and their job performance. The higher the sense of responsibility of counselors, the higher the job performance.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

In the previous process of literature review and conceptual model construction, this study proposes to research from the perspective of the impact of universities and colleges counselors' role orientation and responsibilities on their job performance and establishes a research model in the main vein of the mechanism of the relationship between universities and colleges counselors' role orientation-responsibilities-job performance.

5.1.1 The Relationship Between the Role Orientation and Job Performance of Counselors

In this study conducted an extensive questionnaire survey among faculty and counselors at Shandong University of Engineering and Vocational Technology, According to the results of regression analysis Role Orientation and Job Performance correlation coefficient is 0.258, there is a positive correlation between the variables and $p < 0.05$, hypothesis H1 is valid.

Universities and colleges counselors' years of working experience, gender, education level and position status all have a significant impact on their Role orientation and job performance, while the impact of each different status indicator is different. The impacts of different status indicators are different. For example, in the Role orientation of college counselors, the longer the working experience is, the better it is, but the influence on their work performance is not the same. The education level of college counselors shows different influences in their Role orientation and job performance. According to the concept of Role Orientation and job performance of college counselors and related research, it can be known that this is the most important issue. According to the concept of college counselors' competence and self-efficacy, job performance, and related research, it is an indicator of individual characteristics, and different individuals show different characteristics. The reason for this study to test the hypothesis of this item is to test the questionnaire and to test the overall data.

5.1.2 The Relationship Between the Responsibility and Job Performance of Counselors

According to the results of regression analysis Responsibility and Job Performance correlation coefficient is 0.825, there is a positive correlation between the variables and $p < 0.05$, hypothesis H2 is valid.

Based on the results of the study, we can conclude that private college counselors are highly responsible for their duties. This sense of responsibility is manifested in the

private college setting in the form of counselors' active concern for students' needs, loyal service to the mission of the college, and adherence to professional ethics. This is consistent with the findings of previous research supporting the positive relationship between counselors' sense of responsibility and job performance.

5.2 Recommendation

This study on Shandong University of Engineering and Vocational Technology as an example, through a series of theoretical and empirical research has come up with the above research conclusions, based on the above conclusions and combined with the relevant theories, to put forward some suggestions on how to improve the work performance of college counselors.

5.2.1 Recommendations for Universities and College Counselors Themselves

It can be learnt from this study that the role orientation and responsibilities of college counselors play an important role in predicting their work performance. Role orientation and responsibilities are descriptions of personal characteristics and attributes, which are different from some objective evaluation indexes that cannot be controlled by individuals. Unlike some objective evaluation indexes that cannot be controlled by individuals, the role orientation and responsibilities of college counselors can be adjusted by individual college counselors through certain ways. Specifically, it can be adjusted from the following aspects:

- (1) Cultivate a positive work attitude.
- (2) Establishing good values that match the work of college education.
- (3) Exercise and cultivate personal ability to do a good job as a college counsellor.
- (4) Convinced that they can do a good job in student management, and at the same time can get satisfaction from student management.
- (5) To establish harmonious interpersonal relationships (including relationships with colleagues, leaders, and students).
- (6) Thinking in the right way and controlling one's emotions.

5.2.2 Recommendations for Universities and College

To improve the performance of college counselors, analyzed from an organizational point of view, colleges and universities can take the following measures.

- (1) Private universities need to implement accountable management: Analyzing the level of the policy system, attaching importance to the construction of counselors in private universities, and formulating targeted measures to solve the problems of promotion, staffing, and training of counselors in private universities. It is necessary for the internal leaders of private universities to effectively identify the role of counselors, attach importance to the improvement of counselors' abilities, and

continuously improve the status of counselors . Counselors need to continuously change their management concepts roles and responsibilities to fully realize the value of counselors .

(2) Private universities need to consider incentive systems to improve efficiency: relevant departments are required to formulate relevant incentive mechanisms according to the actual situation of private college counselors and guide the situation. The external incentive system is constantly improved to promote the stable development of the counselor team from the aspects of counselor recruitment, qualification certification, personnel transfer, bonus and treatment evaluation, promotion, and so on. Private universities must improve the incentive system and based on adherence to pertinent national rules and regulations, focus on solving various problems that restrict the effective construction of the counselor team, to ensure the smooth development of the counselor work. The establishment of the evaluation mechanism for counselors in private colleges can change the counselors' working attitude, enhance their awareness of danger and competition for excellence, and motivate them to improve the quality of their work.

(3) Private universities need to do a good job of career planning for counselors to promote their career development: the scientific basis and standards of career management must be emphasized in the professional development of counselors at private schools and universities. Private universities are required to establish a counselor management team that meets their actual development needs based on learning from rich foreign experience and hire relevant education experts to provide guidance and training for counselors' development and career planning. The counselor's personal career and sense of achievement should be effectively combined with the development of the school so that the counselor can not only improve their own quality, but also improve their own professional identity and satisfaction, and increase the stability of the construction of the counselor team. Research to encourage private universities to guide counselors to correctly understand the value of their work and improve their own professional identity. In addition, private universities should be encouraged to specify the responsibilities of counselors with rules and regulations, avoid tasks that have a negative impact on the effectiveness and quality of counselors' work, encourage counselors to engage in school-related scientific research activities in their free time, provide locations and funding for these activities, and enhance counselors' capacity for conducting scientific research. Encourage private universities to broaden the space for the development of counselors, make a good plan for their careers, and increase their opportunities for development and promotion. Create a backup team of psychologists at the same time to maintain the team's continuity throughout a personnel transition.



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Appendix Questionnaire

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part I:

1. Gender? A. Male B. Female
2. Marital status? A. Married B. Unmarried
3. Age? A. 20-25 B. 26-30 C. 31-35 D. 36-40 E. above 41
4. Position status? A. Full-time B. Part-time
5. Working experiences?
A. Below 3 years B. 4~6 years C. 7~10 years D. More than 10 years
6. The highest education?
A. Ph.D. degree B. Master's degree C. Undergraduate D. Colleges
7. Your Professional background?
A. Agriculture B. Medicine C. Military Science
D. Literature E. Science F. Engineering

Part II:

Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√". The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree (or strongly disagree), two indicates relatively disagree (or relatively disagree), three indicates neutral, four indicates relatively agree (or relatively agree), and five indicates strongly agree (or strongly agree)

Measuring item	Strongly disagree	Disagree	General	Agree	Strongly agree
Role Orientation: Please assess the extent to which you identify with the role of the counsellor.					
1. I have a clear understanding of my role and responsibilities in the development of my					

students.					
2. I am proactive in building trust and good relationships with students.					
3. I am able to fully understand students' individual differences and provide personalized support to meet their needs.					
4. I am able to work closely with full-time teachers, parents and other relevant departments to provide holistic developmental support for students.					
5. I am able to actively participate in school activities and programs to provide additional developmental opportunities for students.					
Responsibility: Please assess the extent to which you identify with the responsibilities of a counsellor.					
6. I feel responsible for the growth and development of my students.					
7. I am always concerned about students' academic progress and mental health.					
8. I am able to identify students' problems and difficulties in a timely manner and provide appropriate help and support.					
9. I am able to draw up personal development plans for students and track their progress.					
10. I am able to cultivate students with good moral character and social responsibility for the school and society.					

Job Performance: Please assess the extent of your performance as a counsellor.					
11. I am able to effectively help students solve problems and challenges.					
12. I am able to provide students with professional counselling and guidance for their personal growth.					
13. I am able to assist students in developing career plans and provide career guidance.					
14. I am able to assist students in resolving interpersonal issues and adapting to teamwork.					
15. I am able to assess students' developmental outcomes and provide necessary feedback and advice.					

