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

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ABSTRACT

Shandong Engineering Vocational and Technical University's emphasis on professional construction and ideological instruction results in low instructor quality. Workshops, team training, and greater specialization are all required to strengthen ideological teaching. This paper aimed to study on the influencing factors of counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

The objectives of the study were: 1) To explore whether evaluation and incentive mechanism affects the counselor studio construction strategies in Shandong engineering vocational and technical University; 2) To explore whether 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 whether 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 325valid 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

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DECLARATION

I, Xu Xilin, hereby certify that the work embodied in this independent study entitled "Study on the Influencing Factors of Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University" result of original research and has not been submitted for a higher degree to any other university or institution.

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Chapter 1 Introduction

1.1 Background of the Study

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.

In recent years, education work in Chinese universities has been highly valued, and China's education authorities have emphasized the importance of placing education work in universities at the forefront of education, and have put forward new requirements for the student education workforce. Universities need to strengthen the importance of student education work, the education work throughout the entire university education system, to establish morality and nurture people as the central idea of education, and effectively cultivate all-round, comprehensive and high-quality talents. In order to effectively implement the spirit of the national education work, meet the requirements of counselor team building, and focus on the implementation of the fundamental task of cultivating morality and nurturing people, universities should build a team of counselors with high professional competence and high quality level through such initiatives as policy guidance, stage construction, brand creation, and scientific management (Dillon et al., 2022).

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.

1.2 Questions of the Study

The quality of ideological education work in higher education depends to a large extent on the level of comprehensive quality of instructors. The number of social problems that need to be studied and paid attention to by instructors in school work is increasing. The accumulation of negative information will also greatly reduce the enthusiasm of the educational work of the instructors. The requirements of the work of the instructors will be reduced accordingly (Dillon et al., 2022; Nicolosi et al., 2019). Through the establishment of a collaborative office management model within the counselor' responsible studio, each member will bring together his or her best professional knowledge, and the learning atmosphere of the studio will be more intense. Through the exchange and learning between the instructors, they are constantly

grinding and studying the work of ideological education together, which greatly improves the quality of ideological education in universities. Through the construction of a talent echelon with a reasonable knowledge structure and appropriate age span, it will escort the counselors' personal ability to improve as well as their career development. Creating a high-quality level of instructors can effectively do ideological education work. The counselor studio provides a development platform for each tutor, and the counselor studio should be centered on the working lifestyle of an excellent tutor, the characteristics of teaching and the strengths of his character (Dillon et al., 2022; Nicolosi et al., 2019). University counselors are facing great challenges and dilemmas both in their own career development and career advancement, which should provide guidance on the career development of instructors. Therefore, the following questions are raised:

(1) Does the evaluation and incentive mechanism affect the counselor studio construction strategies at Shandong Engineering Vocational and Technical University?

(2) Does platform building affect the counselor studio construction strategies at Shandong Engineering Vocational and Technical University?

(3) Does resource sharing affect the counselor studio construction strategies at Shandong Engineering Vocational and Technical University?

(4) Does career development affect the counselor studio construction strategies at Shandong Engineering Vocational and Technical University?

1.3 Objectives of the Study

The Counselor studio provides a platform for each instructor to develop. The counselor studio should be centered on the working lifestyle of an outstanding tutor, the characteristics of his or her teaching and the strengths of his or her character. Each member of the counselor studio to build and develop together, should be in the tutor's personal quality of work and ability to improve on the basis of additional elements of some other specialization to be integrated, so that the studio has a personalized, distinctive, so that the university counselor studio this brand and the concept of a better, directly into the work and life of counselor and students. The professional platform of the counselor studio is to allow students to learn around the excellent counselor of a certain aspect of the excellent quality and personal work ability, to ensure that the excellent counselor to show their talents. An excellent counselor studio should have many excellent tutor cadres, and should have the ability to cultivate excellent counselor, which can provide a professional working platform for counselor. Reasonable tutor talent and echelon composition to ensure the long-term stability and effective operation of this set of training methods, new counselor can get good training in the counselor studio, can quickly pass the career adaptation period, quickly get started into the tutor

work. Since its establishment and development, the university instructors' studio has made some breakthrough achievements with the efforts of the whole society, and has initially realized some basic functions in vocational education, student training, and international cooperation and exchange. However, there are still a lot of problems and contents that need to be solved urgently (Xie, 2019). On the one hand, the establishment of a professional training system for instructors still needs to be further deepened, and the system of training instructors and evaluation of their performance still need to be further improved. At the same time, due to the differences in the level of development of instructors and the ability of instructors around the world, the construction of instructors' workshops also shows some differences. Therefore, combined with the above analysis the purpose of this study is:

(1) To explore whether evaluation and incentive mechanism affect the counselor studio construction strategies at Shandong Engineering Vocational and Technical University.

(2) To explore whether platform building affects the counselor studio construction strategies at Shandong Engineering Vocational and Technical University.

(3) To explore whether resource sharing affects the counselor studio construction strategies at Shandong Engineering Vocational and Technical University.

(4) To explore whether development affects the counselor studio construction strategies at Shandong Engineering Vocational and Technical University.

1.4 Scope of the Study

The scope of this study is Shandong Engineering Vocational and Technical University. Other schools were excluded from the scope of the study. The population was the instructors of Shandong Engineering Vocational and Technical University. The instructors need to have at least one year's experience in participating in the construction of the counselor's studio. Have some understanding of the operation and development of the counselor studio and be able to give some evaluation. The period of the study was from November 1, 2013 to February 1, 2024. A questionnaire was used to collect information during the study. The questionnaire contains two main parts. The first part is about the basic information of the survey sample. The second part is mainly about evaluation and incentive mechanism, platform building, resource sharing, career development, counselor studio construction strategies The second part is about evaluation and incentive mechanism, platform building, resource sharing, career development, counselor studio construction strategies.

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1.5 Significance of the Study

The in-depth exploration of the construction of university counselors' studios can set a certain theoretical foundation for the construction of university counselors' studios in China. On the one hand, with the continuous deepening of the reform of the professionalization of university counselors in China (Xie, 2019), the counselor studio has become an inevitable trend in the development of ideological and political education in universities. On the basis of clarifying the connotation and value of counselors' studio, this paper further explores the influencing factors of counselors' studio construction, and strives to provide theoretical guidance and practical guidance for the construction of the studio. On the other hand, it can also make the content of human education in universities more enriched. University counselors have multiple roles such as nurturing, management and service (Lent & Brown, 2013), therefore, counselors' studio is the entry point and breakthrough point to prompt counselors to better nurture people. This study explores the university counselors' studio in depth from the theoretical point of view, and through the study of the influencing factors, it can make the theory of ideological education of university students more in-depth development and enrichment.

The study of counselor studio construction is by no means floating on the theoretical level, and it has profound practical significance in the current social environment. This study examines the influencing factors of counselor studio construction by processing and analyzing the current operation status of counselor studios and research data. Combined with the talent demand required by the social environment of the new era and the national policy as the basis, it puts forward relevant development strategies and construction revelations in order to promote the better construction and development of counselors' studios. First, it is conducive to promoting the professional and healthy development of university instructors. Through the study of the current influence factors of the counselor studio, the influence process, and combined with relevant theoretical research on the construction of the counselor studio to put forward relevant suggestions, which not only provides relevant theory for the

construction of the counselor studio, but also promotes the benign development of the professionalization of the tutor team. Second, it helps to improve the effectiveness of ideological education in universities. Instructors are responsible for the daily affairs management of university students, ideological education and practical activities of the builders, planners and organizers. Instructors occupy an important position in the talent cultivation system of universities (Lu et al., 2017). By joining the counselor studio, counselor can better realize the fundamental task of cultivating talents after exchanging and learning. Therefore, in-depth study and reflection on the construction of counselors' studio can promote counselors to better cultivate students' thoughts and guide young students to make progress in their thinking, so as to enhance the effectiveness of ideological education work in universities.

1.6 Conceptual and Operational Definition

Evaluation and Incentive Mechanism: This includes ways of evaluating the performance of counselor studio members, as well as incentive mechanisms, such as a reward system or the provision of development opportunities, to promote their active participation and career development.

Platform Construction: This refers to the creation and maintenance of physical and technological platforms for the counselors' studio, including physical space, IT support, etc., to support the work and communication of the counselors.

Resource Sharing: It involves the ways and mechanisms of sharing information, experience, teaching materials, training resources, etc. among the members of the Counselor Studio and with other relevant departments to enhance cooperation and interaction.

Career Development: refers to the development paths and opportunities for counselor studio members in their career, including the provision of training, mentorship, career planning support, etc., to help them achieve their personal career goals.

Counselor Studio: This refers to a work team or organizational unit that counselors work together to provide services such as student counseling and career planning.

Construction Strategy: This involves specific actions and methods taken during the construction of the counselor studio, including the development of plans, resource allocation, communication and coordination, etc., in order to achieve the mission and goals of the studio.

Chapter 2 Literature Review

2.1 Literature Review

2.1.1 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 Universitys 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).

2.1.2 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. In September 2009, the counselor studio was inaugurated in Fudan University, which is a landmark event in the construction of counselor studios in universities. As a result, local universities have begun to closely follow the requirements of the counselor studio's hierarchical classification, and gradually strive to build a platform for research and experience exchange on ideological work in universities - the counselor studio. 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).

2.1.3Cognitive Evaluation Theory

(1) Definition of Cognitive Evaluation Theory

Cognitive evaluation theory is a psychological theory that explores how an individual's cognitive evaluation of an event or situation affects their emotional responses and behavior. Cognitive evaluation 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 evaluation of the event. Individuals will choose the appropriate behavior when facing a situation based on their cognitive evaluation. If an individual's cognitive evaluation of a situation is positive, they may choose to adopt positive behaviors, while if the cognitive evaluation is negative, they

may choose to avoid or be negative (So et al., 2015). Cognitive evaluation 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 evaluation theory emphasizes the important role of an individual's cognitive evaluation 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.

(2) 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. Organizations offering rewards related to studio construction can enhance employees' perceived evaluation of the program. Rewards can be material (e.g., bonuses, benefits) or non-material (e.g., public recognition, promotion opportunities) and can increase employees' perceived evaluation of the importance and value of studio construction. The organization's provision of developmental opportunities related to studio building, such as training and learning resources, can enhance employees' perceived evaluations. These opportunities can help employees improve their skills, knowledge and abilities, which can increase their cognitive evaluation 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).

(3) 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. These functions can enhance counselor' cognitive evaluation of the platform and improve their participation and engagement. The platform construction can provide personalized customization functions, such as personal information settings, learning path customization, etc., to meet users' individual needs. The personalized customization function can enhance users' cognitive evaluation of the platform and improve their satisfaction and loyalty. Building the platform requires full consideration of technical support and maintenance to ensure the stability and reliability of the platform. Inadequate technical support and maintenance may affect users' perception of the platform and reduce their experience and satisfaction. Provide users with the necessary training and guidance to help them fully utilize the platform functions. 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.

(4) 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 evaluation. 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 evaluation 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. This kind of exchange and cooperation helps to establish a

cooperative relationship among instructors and jointly promote the development of studio construction. Resource sharing can provide counselor with rich and diverse teaching resources, such as courseware, teaching cases, teaching methods and so on. These resources can help instructors design more rich, diverse and effective teaching content and improve teaching quality. Through resource sharing, instructors can access teaching tools and interactive activities developed by other peers, thus enriching teaching methods and means. These interactive activities can enhance the classroom atmosphere and stimulate students' interest and motivation in learning. Resource sharing helps to establish a sharing culture and enhance team cohesion and collaboration. By sharing resources, instructors can feel the support and cooperation of the team, thus enhancing the cognitive evaluation of the studio construction and becoming more actively involved in the construction. The impact of resource sharing on counselor studio construction is multifaceted, which can promote the improvement of cognitive evaluation, 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).

(5) Career Development

Cognitive evaluation 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 evaluation, emotional management, and social identity, which helps to improve the quality and effectiveness of studio construction (Grzeda, 2019).

2.2 Research Relevant

The concept of the professional competence of the counselor studio is expressed by combining the basic professional competence requirements of all members of the counselor studio and the focus of their work tasks. The counselor studio broadly refers to full-time counselor who have the same or similar professional background in ideological and political education and career development planning, focusing on the goal of cultivating moral integrity in university students as the fundamental task, closely integrating with the needs of university students' growth and success, as well as the ideological education that university students need to receive, and the problems that exist in the improvement of the counselor' own professional ability and professional development. Theoretical research, and through practice to explore the direction of the later development of the team of instructors, so as to provide a professional, professional road for the construction of the team of instructors (Steger et al., 2012).

On the other hand, focusing on the work management content of the counselor studio is clearly defined, and the construction of the university counselor studio is to provide an important place for the development of counselor to know their work and provide a platform for the exchange between counselor. That is to say, to create a high-quality level of instructors' team. At the same time, the integration of resources inside and outside the school, through the development of symposiums, classroom teaching activities, etc., to carry out ideological and political education in universities, to provide a full range of educational services to the majority of recipients and students, with a good daily, personalized, practical and other characteristics, is to improve the professional level of counselors, and to promote the development of counselors to the direction of professionalism is an important way (Milsom & Moran, 2015). At present, most of the research institutions and scholars have reached a basic academic consensus on the concept of counselor studio, both the main body and the basic content are more or less the same.

The formal birth of the counselor studio, academics have already launched an in-depth study on how to establish the important topic of counselor studio in some places. Most of them have accurately summarized the superiority of the counselor' establishment of the studio in the sense of scientific theory and social practice, and further proved with theoretical research and practical results that the construction of local university counselor studios is one of the most important ways to effectively improve the quality of ideological and political work in universities (Scheng, 2023).

The earliest research on the significance of university counselors' studio remains at the university level. The counselor studio is essentially a practice and carrier of the educational development concept of "student-centered" in universities, and it is an exploration of the mode of ideological and political education to enrich the counselor. The purpose of the construction of university counselor studio is to enhance the professional level of counselors, so in essence, the construction of university counselor

studio is in fact one of the main contents of the ideological work of universities, aimed at creating their own brand and project to reflect the effect of the work of counselors. The positioning of the university counselor studio is to provide a platform for the development of counselors. The construction of university counselor studio can guide the work of counselors, and make clear the new requirements for counselors in the new era. Strengthen the counselors' awareness of their own work, eliminate the slack mentality of counselors in their work, and promote the development of counselors in the direction of professionalism.

The exploration and study of the construction path of university counselors' studio is initially aimed at helping schools find their construction paths through the use of new media and technical means such as the Internet. The main content of the two aspects of the construction of university counselor studio, that is, the construction of the counselor work website and the construction of the student information management system, online and offline together to carry out ideological and political education, in order to improve the efficiency of the work of the counselors back. The advantages of the tutor entrepreneurial studio using the network, flipped classroom and other network information platform as a carrier, for counselor to build a new form of studio, and make it with tutor brand characteristics and new educational forms, to achieve mutual communication and exchange of information openness, respond to the problem of response to the immediate automation and penetration of information technology autonomy (Gideonse, 2015).

From the viewpoint of the essence of counselor studio construction, the construction of counselor studio is actually to build a learning and exchange platform for counselor, and establish a tutor talent incentive mechanism, in order to build a high-level tutor team. The team construction of counselor studio in universities should continue to adhere to the moral cultivation and cultivation of people, and build a community of learning, and should continue to accelerate the exploration of the construction and integration of the introduction and use of incentives for outstanding talents, and should establish an incentive mechanism for the use of outstanding talents that is innovative and releases the vitality of the government at all levels to give full play to its own important role in the cultivation of outstanding talents Figure. Through the analysis of the literature, it can be found that although the existing scientific research has systematically elaborated on the importance of the construction of university instructors' studios and the importance of the collaborative nurturing pathway from multiple perspectives, there are still a lot of imperfections in the current system, which need to be solved by further research (Junker et al., 2020).

2.3 Conceptual Framework

The construction of instructors' workshops will be an important part of student management in Chinese universities in the future. 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 mechanisms, platform building, resource sharing, and career development as the factors affecting counselor studio construction strategies, construct the model. Among them, evaluation and incentive mechanisms, platform building, resource sharing, and career development are independent variables; counselor studio construction strategies are the dependent variables. The model framework is shown in Figure 2.2.

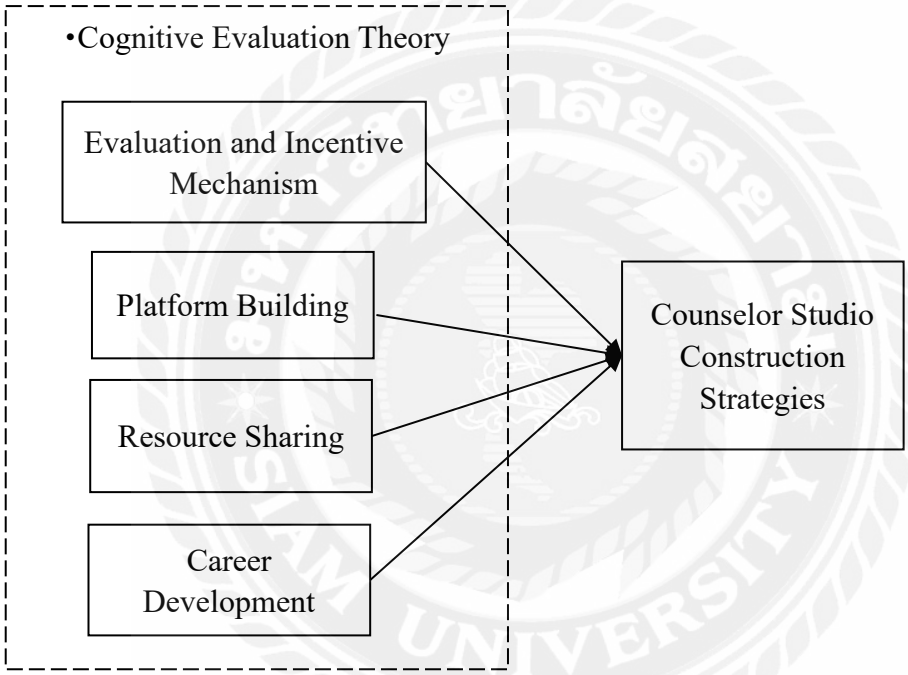

Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

This study focused 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 was set according to the classical scale in the research process, and the hypotheses were 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 needed 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.

3.2 Research Design

This study adopted the quantitative research. The factors affecting the counselor studio construction strategies in Shandong Engineering Vocational and Technical University are taken as the subject of the study. According to cognitive evaluation theory, it is determined that the important factors affecting counselor studio construction strategies include four aspects which are evaluation and incentive mechanism, platform building, resource sharing, career development.

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. See Table 3.1.

Table 3.1 The Evaluation and Incentive Mechanism Measurement Items

Variable	Measurement Item	NO.
Evaluation and Incentive Mechanism	1.Evaluation criteria that fully reflect the contributions and effectiveness of the instructors' workshops?	EIM1
	2.The incentives are effective in promoting active participation and performance of members?	EIM2
	3. The evaluation and incentive mechanism is fair, and the transparent process and mechanism effectively handle possible disputes?	EIM3
	4.Continuous improvement: Is the evaluation and incentive mechanism adjusted and optimized in a timely manner?	EIM4
	5.Evaluation and incentive mechanisms are consistent with the goals and values of Shandong Engineering Vocational University?	EIM5

The platform development includes five topics and the main measurements include platform technology, user experience, security, platform scalability, and training and support for the instructors' studio. See Table 3.2.

Table 3.2 The Platform building Measurement Items

Variable	Measurement Item	NO.
Platform building	1.Does the platform construction technology selection support the construction of the counselors' workshop at Shandong Engineering Vocational University, taking into account the needs and resources of the university?	PB1
	2. The user experience meets the needs and habits of different user groups?	PB2
	3.The platform construction process ensures data security and user privacy?	PB3
	4.Platform construction takes into account future expansion and upgrading?	PB4
	5. The platform is built to provide training and support so that instructors and other users can make full use of the platform's features?	PB5

Resource sharing consists of five measurement questions, of which the main measurements include resource identification, sharing model, benefit distribution, management and monitoring, and sustainability. See Table 3.3.

Table 3.3 The Resource Sharing Measurement Items

Variable	Measurement Item	NO.
Resource Sharing	1.Resource identification, resources can be shared?	RS1
	2.Sharing models to achieve mutual cooperation and establish specialized sharing platforms or resource centers?	RS2
	3.The distribution of benefits in the process of resource sharing to ensure that all participants are able to share the benefits of shared resources equitably?	RS3
	4.Establish management and regulatory mechanisms to manage the use and maintenance of shared resources?	RS4
	5.Is the resource sharing model sustainable in the long term?	RS5

There are five career development measurement questions. Measures in career development include content clarity, resource support, continuous learning, and career transition and development. See Table 3.4.

Table 3.4 The Career Development Measurement Items

Variable	Measurement Item	NO.
Career Development	1. Individual career development goals are clear and well-defined?	CD1
	2.In the process of realizing career development goals, the individual can obtain sufficient resource support, including training, mentoring, learning resources, etc.?	CD2
	3. Individuals are engaged in continuous learning and self-improvement?	CD3
	4.There are opportunities for career transition or development into new fields or positions?	CD4
	5.The individual's career development is able to balance personal life needs and career development goals?	CD5

The strategy for building instructors' workshops contains six question items, and the main measurements include goal clarity. Resource commitment, implementation policies, and effectiveness evaluation. See Table 3.5.

Table 3.5 The Counselor Studio Construction Strategies Measurement Items

Variable	Measurement Item	NO.
Counselor Studio Construction Strategies	1.The goals of the instructors' studio building strategy are clear and specific?	CS1
	2.The school or organization has invested sufficient human, financial, and physical resources to achieve the counselor studio building strategy?	CS2
	3.The implementation of the counselor studio building strategy has a detailed plan and steps to execute the strategy?	CS3
	4.Internal and external factors affect the implementation and effectiveness of the counselor studio building strategy?	CS4
	5.Is there a regular evaluation mechanism to monitor and assess the implementation of the strategy and the results achieved?	CS5
	6.Is there a mechanism for continuous improvement and optimization of the tutor workshop strategy?	CS6

Each variable was analyzed and organized according to the literature and variable operational definitions. The measurement question items for each variable were used as indicators and content for the specific collection of variable data. Once the questionnaire was designed, the questionnaire was distributed according to the requirements, with the primary survey population being the counselors in Shandong Engineering Vocational and Technical University. During the data collection process, the data were screened according to the time response status of the questionnaire. Invalid questionnaires were eliminated and valid questionnaires were organized to lay the foundation for later data analysis.

3.3 Hypothesis

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 the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

H2: Platform building has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

H3: Resource sharing has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

H4: Career development has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

Combined with the above analysis, the hypothetical model of the influencing factors of Counselor Studio Construction Strategies in Shandong Engineering Vocational and Technical University is constructed and the interrelationships among the variables are confirmed. See figure3.1.

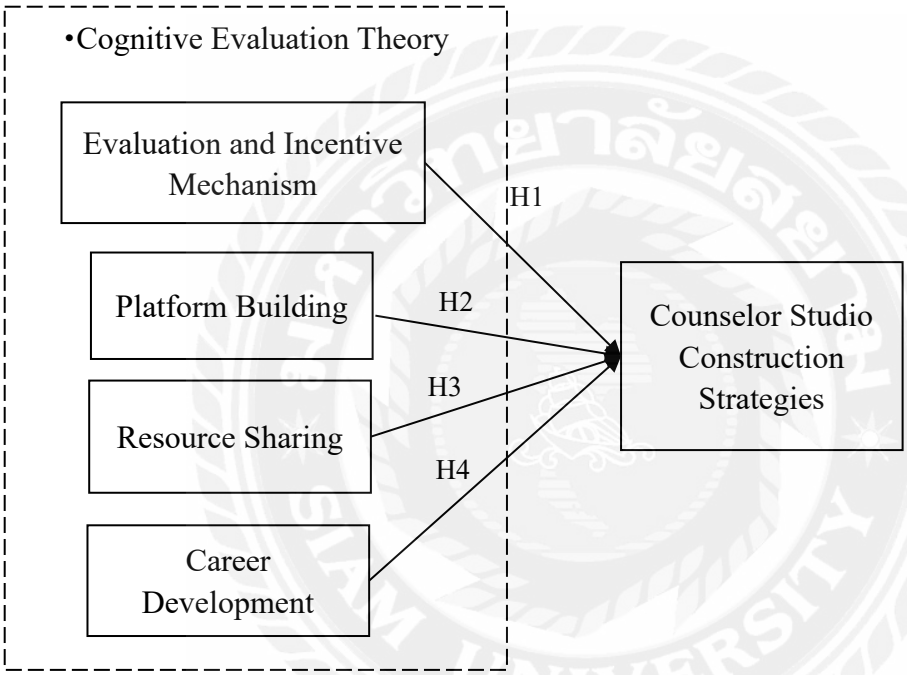

Figure 3.1 Hypotheses

3.4 Population and Sampling

The population was the instructors of Shandong Engineering Vocational and Technical University. The instructors need to have at least one year's experience in participating in the construction of the counselor's studio. Have some understanding of the operation and development of the counselor studio and be able to give some evaluation. The period of the study was from November 1, 2013 to February 1, 2024.

The sample ensured is fully representative of the entire school instructors so that more representative and reliable findings can be obtained. According to the data statistics of Shandong Engineering Vocational and Technical University, there are 1300 faculty members. Therefore, this time, the random sampling method was used for

sample selection, in which the sample size was calculated according to.

$$N = \frac{r^2 * \rho(1-\rho)}{\beta^2}$$

The calculation gives the sample size for this sample survey as 377.89, so the number of people to be sampled is 378.

3.5 Data Collection

Data collection for this survey was accomplished primarily through the personnel office of Shandong Engineering Vocational and Technical University, which provided 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%.

3.6 Data Analysis

3.6.1Reliability

Based on the collected data, the data was organized and filtered. The missing values in the research data were eliminated, while the variables assigned to the research were loaded into the SPSS software for analysis. By applying Cronbach's alpha coefficient to analyze the reliability and validity of the data in this research, we can then determine whether the intention and purpose of the survey can be carried out through the questions in the questionnaire to reflect the validity of this dissertation research, as well as whether the information and content are reliable. The questionnaire reliability analysis is mainly used to test whether the questionnaire questions used in this research are stable, reliable, and not related to whether the data is correct or not. The size of Cronbach's alpha coefficient can reflect its reliability or not. When the obtained coefficient is greater than 0.8, it indicates that the reliability of the questionnaire is

better; if the obtained coefficient is in the range of 0.6–0.8, it indicates that the reliability of the questionnaire is generally acceptable; if the obtained coefficient is less than 0.6, it indicates that the reliability of the questionnaire is not able to meet the standard. Meanwhile, to ensure the high reliability of the questionnaire, corrected item-total correlation and Cronbach's alpha if an item was deleted were used in the study to test the reliability of each topic in the questionnaire.

According to the data analysis, Cronbach's alpha of the evaluation and incentive mechanism is 0.8941, which indicates that the reliability of the evaluation and incentive mechanism is good. While analyzing the corrected item-total correlation and Cronbach's alpha if the item is deleted, the results show that the corrected item-total correlation is more than 0.5 and Cronbach's alpha if the item is deleted is 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 the evaluation and incentive mechanism is good and meets the criteria.

Table 3.6 The Evaluation and Incentive Mechanism Reliability Test

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Evaluation and Incentive Mechanism	EIM1	0.803	0.856	0.894
	EIM2	0.719	0.876	
	EIM3	0.756	0.867	
	EIM4	0.700	0.880	
	EIM5	0.724	0.874	

According to the data analysis, Cronbach's alpha for platform building is 0.874, which indicates that the reliability of platform building is better. While analyzing the corrected item-total correlation and Cronbach's alpha if the item is deleted, the results show that the corrected item-total correlation is more than 0.5 and Cronbach's alpha if the item is deleted is less than Cronbach's alpha, which indicates that the reliability of each question item is better. See Table 3.7. Therefore, through the results, it is concluded that the reliability of the questionnaire is good and meets the criteria.

Table 3.7 The Platform Building Reliability Test

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Platform Building	PB1	0.737	0.838	0.874
	PB2	0.674	0.854	
	PB3	0.696	0.848	
	PB4	0.710	0.845	
	PB5	0.694	0.849	

According to the data analysis, the Cronbach's alpha of resource sharing is 0.872, which indicates that the reliability of resource sharing is better, and the corrected item-total correlation and Cronbach's alpha if item deleted show that the corrected item-total correlation is more than 0.5 and Cronbach's alpha if item deleted is less than Cronbach's alpha, which indicates that the reliability of each question item is better. See Table 3.8. Therefore, through the results, it can be concluded that the reliability of the questionnaire is good and meets the criteria.

Table 3.8 The Resource Sharing Reliability Test

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Resource Sharing	RS1	0.783	0.824	0.872
	RS2	0.693	0.846	
	RS3	0.664	0.853	
	RS4	0.664	0.854	
	RS5	0.706	0.843	

According to the data analysis, Cronbach's alpha of career development is 0.872, which indicates that the reliability of career development is better. While analyzing the corrected item-total correlation and the Cronbach's Alpha if Item Deleted, the results show that the corrected item-total correlation is all more than 0.5, and the Cronbach's Alpha if Item Deleted is all less than the Cronbach's Alpha, which indicates that the reliability of each question item is better. See Table 3.9. Therefore, through the results, it is concluded that the reliability of the questionnaire is good and meets the criteria.

Table 3.9 The Career Development Reliability Test

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Career Development	CD1	0.735	0.835	0.872
	CD2	0.645	0.857	
	CD3	0.722	0.839	
	CD4	0.699	0.845	
	CD5	0.692	0.846	

According to the data analysis, Cronbach's alpha of counselor studio construction strategies is 0.874, which indicates that the reliability of counselor studio construction strategies is better. Also, analyzing the corrected item-total correlation and Cronbach's alpha if Item Deleted, the results show that the corrected item-total correlation is all more than 0.5 and the Cronbach's alpha if Item Deleted is all less than Cronbach's alpha, which indicates that the reliability of each question item is better. See Table 3.10. Therefore, through the results, it can be concluded that the reliability of Counselor Studio Construction Strategies is better and meets the criteria.

Table 3.10 The Counselor Studio Construction Strategies Reliability Test

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Counselor Studio Construction Strategies	CS1	0.726	0.844	0.874
	CS2	0.685	0.851	
	CS3	0.645	0.858	
	CS4	0.710	0.846	
	CS5	0.661	0.855	
	CS6	0.630	0.860	

3.6.2 Validity

Reliability analysis is an analysis done from the perspective of the stability of the scale. To test whether the items of the scale can accurately respond to the actual situation of the variable being measured, the scale needs to be examined through validity analysis. Validity analysis generally includes methods such as exploratory factor analysis and validation factor analysis. The validity analysis was done using SPSS software. Reliability analysis was done from the perspective of the stability of the scale. Generally, two indicators are used to test the validity of the questionnaire: KMO and Barlrtt's ball test. KMO is a value between 0 and 1. The larger the KMO value is, the stronger the correlation between the variables, and the more suitable the original variables are to be analyzed in factor analysis, and vice versa. According to the KMO criterion, the KMO should be greater than 0.7 for factor analysis.

The validity of the questionnaire was analyzed, and according to the results of the data analysis, the validity of the questionnaire was good. The index of validity analysis is the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO). The KMO value is 0.946, greater than 0.7, and the Sig. 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.

Table 3.11 KMO and Bartlett's Test

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

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, see Table 3.12. The calculation results by Rotated Component Matrixa show that the question-item differentiation validity of each factor is good, see Table 3.15.

Table 3.12 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	% of Variance	Cumulative %	% of Variance	Cumulative %
1	10.63	40.896	40.896	40.89	40.896	14.88	14.880
2	2.224	8.552	49.448	8.552	49.448	13.28	28.161
3	1.655	6.365	55.813	6.365	55.813	13.04	41.205
4	1.446	5.560	61.373	5.560	61.373	12.79	54.004
5	1.353	5.203	66.576	5.203	66.576	12.57	66.576
6	0.667	2.566	69.143				
7	0.611	2.349	71.491				
8	0.579	2.227	73.718				
9	0.555	2.134	75.852				
10	0.528	2.031	77.883				
11	0.515	1.982	79.865				
12	0.488	1.875	81.740				
13	0.446	1.715	83.455				
14	0.443	1.702	85.158				
15	0.422	1.623	86.781				
16	0.405	1.556	88.337				
17	0.389	1.494	89.831				
18	0.355	1.365	91.196				
19	0.338	1.299	92.495				
20	0.334	1.285	93.781				
21	0.315	1.212	94.993				
22	0.310	1.191	96.184				
23	0.276	1.062	97.246				
24	0.251	0.964	98.211				
25	0.241	0.925	99.136				
26	0.225	0.864	100.000				

The results of the factor analysis need to be practically meaningful for each factor. Rotating the factor loading matrix makes the relationship between the original variables and the factors more salient, i.e., each variable has a larger loading on only one common factor and a smaller loading on the other common factors. Also, the factors were rotated to be able to better categorize each of the original variables. The rotated formation matrix was performed by the maximum variance method to verify that there is no

covariance in the question items measured by each variable and analyzed based on the maximum eigenvalue. Through the results of Table 3.13, it can be learned that a total of five factors were extracted, and each variable has a large loading on only one common factor, while the loadings on the other common factors are small, indicating that each variable has a better but differentiated validity.

Table 3.13 Rotated Component Matrixa

Items	1	2	3	4	5
EIM1	0.156	0.777	0.206	0.211	0.256
EIM2	0.200	0.695	0.203	0.188	0.261
EIM3	0.187	0.772	0.161	0.207	0.169
EIM4	0.133	0.726	0.217	0.155	0.204
EIM5	0.160	0.738	0.243	0.203	0.143
PB1	0.197	0.187	0.766	0.181	0.150
PB2	0.138	0.207	0.701	0.221	0.159
PB3	0.176	0.184	0.699	0.230	0.212
PB4	0.040	0.229	0.762	0.202	0.137
PB5	0.180	0.172	0.710	0.207	0.221
RS1	0.202	0.141	0.194	0.803	0.178
RS2	0.220	0.213	0.200	0.693	0.196
RS3	0.164	0.251	0.245	0.682	0.061
RS4	0.138	0.173	0.171	0.720	0.168
RS5	0.126	0.160	0.234	0.734	0.193
CD1	0.246	0.224	0.165	0.088	0.760
CD2	0.117	0.154	0.172	0.256	0.694
CD3	0.288	0.181	0.313	0.189	0.664
CD4	0.171	0.222	0.152	0.120	0.746
CD5	0.164	0.198	0.141	0.174	0.734
CS1	0.772	0.098	0.162	0.136	0.162
CS2	0.731	0.048	0.170	0.152	0.224
CS3	0.704	0.202	0.104	0.193	0.057
CS4	0.764	0.130	0.188	0.116	0.133
CS5	0.718	0.220	0.041	0.147	0.132
CS6	0.717	0.093	0.058	0.079	0.182

Chapter 4 Findings

4.1 Introduction

In the present investigation, data were gathered by creating an online survey, and 325 reliable responses were obtained. The data were evaluated for both validity and reliability. The acquired data was deemed to be reliable and valid, and it could be examined using correlation and descriptive statistical analysis. The relevant data in this study were subjected to descriptive statistical examination and correlational evaluation. The analysis was conducted in order to clarify the connections between each of the variables. The hypotheses are investigated using correlation analysis.

4.2 Description of Statistical Variables

In the survey, a total of 335valid questionnaires were collected from the faculty and staff of Shandong Engineering Vocational and Technical University. By organizing and analyzing the data of the study, for the gender aspect of the survey, it was obtained that the sample of the study was 172 males, accounting for 52.9%, and 153 females, accounting for 47.1%, Figure 4.1(a). The survey on the age of the sample shows that over 40 years is 116 with 35.7%, which was the largest size. Figure 4.1(e). Regarding the educational qualification of the sample, the survey shows that Bachelor's degree is 204 (62.8%), Master's degree is 107 (32.9%), and Higher than the Master's degree is 14 (4.3%), Figure 4.1(b). Regarding the survey on job position, Operation is 146, accounting for 44.9%, Manager/senior is 64, accounting for19.7%, Lecturer/instructor is 36, accounting for 11.1%, and Other is 79, accounting for 24.3%, Figure 4.1(c). Regarding the survey on work experience, less than/or equal to 5 was 45, or 13.8%, Between 6-10 was 118, or 36.3%, Between 11-15 was 151, or 46.5%, 16 and over was 11, or 3.4%, Figure 4.1(d). As shown in Table 4.1. The sample as a whole met the statistical requirements.

Table 4.1 Distribution of Basic Characteristics Of Samples (N = 325)

Item	Options	Frequency	Percent%
Gender	Male	172	52.9
	Female	153	47.1
Education	Bachelor's degree	204	62.8
	Master degree	107	32.9
	Higher than the Master's degree	14	4.3
Position	Operation	146	44.9
	Manager/senior	64	19.7
	Lecturer/instructor	36	11.1
	Other	79	24.3
Tenure	Less than/or equal to 5	45	13.8

	Between 6-10	118	36.3
	Between 11–15	151	46.5
	16 and over	11	3.4
Age	18-25	48	14.8
	26-30	39	12.0
	31-35	57	17.5
	36-40	65	20.0
	Over 40	116	35.7
Total		325	100.0

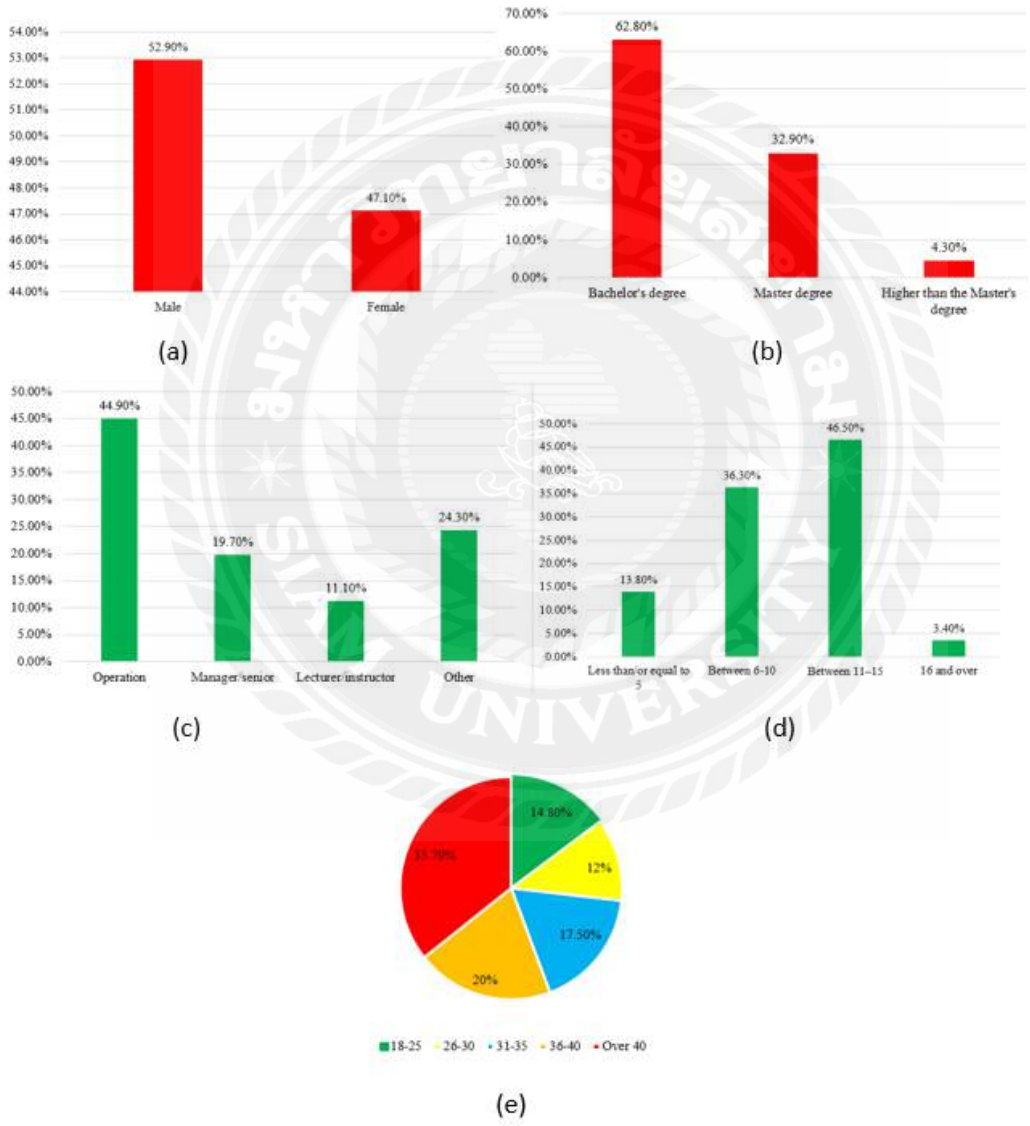

Figure 4.1 Distribution of Basic Characteristics of Samples

Descriptive statistics on the sample as a whole can provide a more intuitive measure of the subject sample as a whole. The mean method and standard deviation are generally two important indicators of descriptive statistics for an overall sample. The standard deviation reflects the relative dispersion of the data in the overall sample, while the mean reflects the concentration of the sample on a particular concept or underlying situation. The small differences in each question item indicate that the measurement of each question item was relatively evenly. Based on the analysis, the Mean Statistic for each of the variables evaluation and incentive mechanism, platform building, resource sharing, career development ranged from 3.37 to 3.83. This suggests that the measurement of each question item is rather homogenous.

Skewness is used to assess the symmetry of the data distribution. A normal distribution has a skewness of 0. If skewness > 0, it is positively skewed, with the long tail on the right side; if skewness < 0, it is negatively skewed, with the long tail on the left. Kurtosis describes how tightly the data lies on the mean and how sharp or flat the data distribution is. A high kurtosis is greater than zero, indicating a steeper, more pointed peak form than a normal distribution, and vice versa. According to the results of the analysis, the results of the descriptive statistics are mean statistic, skewness statistic, and kurtosis. According to the results of the analysis and the descriptive statistics results, the mean statistic meets the requirements, the skewness statistic and the kurtosis statistic meet the requirements (see Table 4.2). the research data meets the normal distribution and is suitable for correlation analysis

Table 4.2 Descriptive Statistics

Items	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Kurtosis Statistic
EIM1	1	5	3.49	1.177	-0.556	-0.530
EIM2	1	5	3.52	1.183	-0.600	-0.342
EIM3	1	5	3.52	1.143	-0.513	-0.268
EIM4	1	5	3.37	1.059	-0.515	0.145
EIM5	1	5	3.47	1.087	-0.425	-0.146
PB1	1	5	3.50	1.140	-0.416	-0.345
PB2	1	5	3.61	1.044	-0.669	0.271
PB3	1	5	3.59	1.158	-0.762	0.026
PB4	1	5	3.67	1.197	-0.803	-0.020
PB5	1	5	3.49	1.191	-0.786	-0.157
RS1	1	5	3.61	1.360	-0.613	-0.768
RS2	1	5	3.57	1.199	-0.794	-0.150
RS3	1	5	3.39	1.076	-0.522	-0.057
RS4	1	5	3.56	1.040	-0.642	0.324
RS5	1	5	3.65	1.119	-0.745	-0.063
CD1	1	5	3.63	1.237	-0.660	-0.415

CD2	1	5	3.53	1.145	-0.474	-0.634
CD3	1	5	3.69	1.283	-0.611	-0.761
CD4	1	5	3.49	1.132	-0.588	-0.272
CD5	1	5	3.58	1.180	-0.620	-0.375
CS1	1	5	3.83	1.090	-0.773	-0.019
CS2	1	5	3.72	1.085	-0.504	-0.540
CS3	1	5	3.78	1.143	-0.694	-0.488
CS4	1	5	3.70	1.144	-0.429	-0.934
CS5	1	5	3.83	1.086	-0.670	-0.344
CS6	1	5	3.83	1.054	-0.517	-0.683

4.3 Results of the Study

4.3.1 Correlation Analysis

Correlation analysis is a statistical research strategy that investigates whether there is any form of interdependent link between research subjects. If the correlation analysis reveals the presence of a dependent relationship between the objects of investigation, the direction and degree of correlation between the variables can be investigated as indicators. Correlation analysis is typically used to assess the degree of correlation between variables and factors. Pearson's coefficient is commonly used to assess the correlation between these variables; a coefficient more than 0 indicates positive correlation, a coefficient less than 0 indicates negative correlation, and an absolute value closer to 1 indicates greater correlation.

The correlation coefficient is commonly denoted by the symbol r in research. As shown in Table 4.3, a correlation coefficient of less than $r \leqslant 0.3$ indicates no linear correlation between the two variables. A correlation coefficient of $0.3 < r \leqslant 0.5$ indicates low linear correlation, $0.5 < r \leqslant 0.8$ indicates significant linear correlation, and $0.8 < r$ indicates high linear correlation.

Table4.3 Correlation Value Standard

	Value	Correlation
Correlation Value (r)	$r \leq 0.3$	No linear correlation
	$0.3 < r \leqslant 0.5$	Low linear correlation
	$0.5 < r \leqslant 0.8$	Significant correlation
	$0.8 < r$	Highly linear correlation

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 see Table 4.4.

Table 4.4 Correlation Between Variables (Pearson Correlation Matrix)

	EIM	PB	RS	CD	CS
EIM	1	.578**	.560**	.583**	.462**
PB		1	.589**	.552**	.432**
RS			1	.521**	.469**
CD				1	.509**
CS					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 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 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 that 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 that 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 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 that 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.

Therefore, according to the results of the data analysis, the evaluation and incentive mechanism have a significant positive effect on counselor studio construction strategies at Shandong Engineering Vocational and Technical University. Hypothesis H1 holds. Platform building has a significant positive effect on counselor studio construction strategies at Shandong Engineering Vocational and Technical University. Hypothesis H2 holds. Resource sharing has a significant positive effect on counselor studio construction strategies at Shandong Engineering Vocational and Technical University. Hypothesis H3 holds. Career development has a significant positive effect on counselor studio construction strategies at Shandong Engineering Vocational and Technical University. Hypothesis H4 holds.

Chapter 5 Conclusion and Recommendation

5.1 Conclusions

This study is based on cognitive evaluation theory, study on the influencing factors of counselor studio construction strategies in Shandong Engineering Vocational and Technical University. The study collected data by distributing questionnaires, 378 questionnaires were distributed, 325 valid questionnaires were recovered, with a recovery rate of 85.98% and the relationships and hypotheses between the variables were analyzed by SPSS.

5.1.1 Evaluation and Incentive Mechanism Positively Influences Counselor Studio Construction Strategies

According to the correlation analysis, the correlation between the variables can be obtained. The effect of evaluation and incentive mechanism on counselor studio construction strategies can be obtained through the study of Pearson correlation coefficient. 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. Through Pearson correlation, it can be seen that evaluation and incentive mechanism has an impact coefficient of 0.462 for counselor studio construction strategies and the effect is significant. Therefore, it can be concluded that evaluation and incentive mechanism positively influences counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

5.1.2 Platform Building Has a Significant Positive Effect on Counselor Studio Construction Strategies

According to the correlation analysis, the correlation between the variables can be obtained. The effect of platform building on counselor studio construction strategies can be obtained through the study of Pearson correlation coefficient. 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. Through Pearson correlation, it can be seen that platform building has an impact coefficient of 0.432 for counselor studio construction strategies and the effect is significant. Therefore, it can be concluded that platform building positively influences counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

5.1.3 Resource Sharing Has a Significant Positive Effect on Counselor Studio Construction Strategies

According to the correlation analysis, the correlation between the variables can be obtained. The effect of resource sharing on counselor studio construction strategies can be obtained through the study of Pearson correlation coefficient. 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. Through Pearson correlation, it can be seen that resource sharing has an impact coefficient of 0.469 for counselor studio construction strategies and the effect is significant. Therefore, it can be concluded that resource sharing positively influences counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

5.1.4 Career Development Has a Significant Positive Effect on Counselor Studio Construction Strategies

According to the correlation analysis, the correlation between the variables can be obtained. The effect of career development on counselor studio construction strategies can be obtained through the study of Pearson correlation coefficient. 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. Through Pearson correlation, it can be seen that career development has an impact coefficient of 0.469 for counselor studio construction strategies and the effect is significant. Therefore, it can be concluded that career development positively influences counselor studio construction strategies in Shandong Engineering Vocational and Technical University.

Table 5.1 Hypothesis Testing

NO.	Hypothesis	Result
H1	Evaluation incentive mechanism has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.	Established
H2	Platform building has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.	Established
H3	Resource sharing has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.	Established
H4	Career development has a significant positive effect on the counselor studio construction strategies in Shandong Engineering Vocational and Technical University.	Established

5.2 Recommendations

5.2.1 Optimize Evaluation and Incentive Mechanisms

The key point of human education in universities, improve the organization of human education quality assurance mechanism, optimize the organization of quality evaluation and incentive mechanism, strengthen the organization of the implementation of the quality assurance mechanism, to build a human education quality assurance system. For the new situation to continue to strengthen and improve the ideological theory and political modernization of education in universities, give full play to its own due demonstration role. Counselor studio in the construction process first need to have an accurate positioning, to the development of the counselor studio always towards specialization and professionalism, and then continue to improve the quality of ideological and political education of university students.

Universities need to establish a professional and vocational counselor team, and the counselor studio should cater to the background of the times for development. Create a branded instructors' studio to become the cradle of students' growth and success. When recruiting counselor, their political literacy, business ability and professional ethics should be strictly examined, and those with high political literacy, strong business ability and high professional ethics should be selected as members of the counselor studio. In order to ensure that there are counselors at any time to students for professional counseling, school leaders need to pay attention to the flow of members of the counselor studio, using a variety of policies to improve the work enthusiasm of counselors, so that these instructors will not lose talent. According to the situation of the schools themselves, to take relevant and effective measures. Every year at a specific time for the training of instructors, the school can be based on the actual needs of the counselor training indicators and let the counselor to learn the content, and then create a professional team of instructors.

5.2.2 Develop Innovative Platform-Building Models

In the past, the counselor studio had geographical and time limitations, and was not suitable for the modern environment, especially for the educational work of emergencies. In order to better play the role of the counselor studio and lead the rapid growth and development of the university counselor team, at this stage, the counselor studio needs to be precise about the entry point and landing point of the work, the use of new technology and information technology, integration of strength, condensing characteristics, and effectively and quickly respond to the difficulties and problems that arise in the contemporary different environments, to form a set of platform mode dedicated to the work of the counselor.

In actual teaching, students are in a passive learning position, while teachers occupy the main position, which is obviously unreasonable. Under the innovative platform model, we should always take people-oriented as the code, always respect the students' main position, and carry out ideological and political education from the students' point of view. To be based on the essence of education to give full play to the autonomy and creativity of teachers and students, especially need to pay attention to the inner values and psychological needs of teachers and students, and to improve the ability of students and teachers to carry out self-education and self-improvement. In the current management of student education, it can be found that instructors often appear as a guide. Universities to create a three-dimensional platform, to further strengthen the planning of the platform, positioning the type of audience, understanding of the audience groups, clear communication channels, to explore the characteristics of the differences, enrich the release form, to meet the needs of students, to enhance the interactivity of teachers and students, from the daily release of information to the communication and exchange of information, to create a multi-directional interaction, students classified service platform. The Instructors' Workshop comprehensively integrates the existing resources and strengthens the coordinating relationship with the direct schools, direct university's and their relevant competent functional departments, as well as the students' grassroots in the departments.

5.2.3 Strengthen Resource Sharing

In the new context, the development process of the counselor studio can find a new point of support, such as the use of the most advanced computer technology, the use of many new media to build a new ideological and political education platform, to build a tutor-student-studio model, the use of new media to expand the tutoring channels. In the daily work of the instructors' studio, it is necessary to constantly summarize and condense the experience and strengthen the sharing of experience. Do a good job of linking teachers and students online and offline. Build a communication platform to form a student-student, student-teacher, teacher-teacher communication platform. Establish student counselors, student personalized growth counseling rooms, reading study rooms and so on. Build a broader platform for students to receive counseling online at any time. The purpose and goal of the tutor's studio is to bring a good team of counselor as the goal, but also around the focus of the work of exploratory and meaningful work. With the development of computer technology and the advent of the network era, China's rapid economic development, information technology has also continued to progress, which makes the traditional way of ideological and political education has been unable to meet the requirements, and therefore the need to constantly innovate, the existence of the counselor studio for ideological and political education provides a new way of development. In order to effectively improve the quality and efficiency of the counselor team as a whole, it is imperative to set up a counselor studio as a new carrier. The counselor studio will feedback statistics, and then handed over to the counselor for one-on-one answers, this new model is the biggest advantage is not only to save a lot of manpower and material resources, but also can be

the original only be able to carry out offline counseling into unlimited at any time on-line counseling. Tutor workshops need to communicate with each other to learn from each other, and constantly improve.

5.2.4 Strengthen the Development of Information Technology Teams

As an excellent instructors need to be proficient in relevant knowledge and theories, but also constantly enrich their own knowledge structure, to provide a solid foundation for their professional development. In order to have a place in the industry the counselor studio needs to always develop and study deeply in a certain specialized direction, and then go on to establish a unique counselor studio. In terms of educational work ability and knowledge structure training, it effectively helps the team of instructors to be proficient in a wealth of educational work knowledge and new skills. Summarize the experience to rely on new media and new technology, play the media advantage, improve the working method of the theory of ideological education, and play a good leading role in demonstration. Purposefully help counselors to improve their theoretical research and practical innovation ability, offer targeted courses to improve the ability of counselors to conduct thematic research, and carry out useful educational academic research content Counselor studio to combine the actual work of schools and university students as the theoretical basis, based on the wisdom and knowledge of the studio counselors individually and collectively, in the new situation of the counselor studio put forward higher requirements, the need to Continuously seek new solutions to improve the efficiency of counseling work instructors face great challenges and quality.

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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 □Male □ Female

2. Age A 18-34 B35-44 C45-54 D above 54

3. Education 1. Bachelor's degree □ 2. Master degree
□ 3. Higher than the Master's degree 4. Other

4. Position 1. Operation □ 2. Manager/senior
□ 3. Lecturer/instructor □ 4. Other.....

5. Tenure in current position (year)
□ 1. Less than/or equal to 5 □ 2. Between 6-10
□ 3. Between 11–15 □ 4. 16 and over

Part Ⅱ: Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√". The questionnaire used Likert scale, ranging from 1 to 5 in which 1 indicates strongly disagree (or strongly disagree), 2 indicates relatively disagree (or relatively disagree), 3 indicates neutral, 4 indicates relatively agree (or relatively agree), and 5 indicates strongly agree (or strongly agree)

Measuring item	Strongly disagree	Disagree	General	Agree	Strongly agree
Evaluation and Incentive Mechanism					
1.Evaluation criteria that fully reflect the contributions and					

effectiveness of the instructors' workshops?					
2. The incentives are effective in promoting active participation and performance of members?					
3. The evaluation and incentive mechanism is fair, and the transparent process and mechanism effectively handle possible disputes?					
4. Continuous improvement: Is the evaluation and incentive mechanism adjusted and optimized in a timely manner?					
5. Evaluation and incentive mechanisms are consistent with the goals and values of Shandong Engineering Vocational University?					
Platform building					
1.Does the platform construction technology selection support the construction of the counselors' workshop at Shandong Engineering Vocational University, taking into account the needs and resources of the university?					
2.The user experience meets the needs and habits of different user groups?					
3.The platform construction process ensures data security and user privacy?					
4.Platform construction takes into account future expansion and upgrading?					
5. The platform is built to provide training and support so that instructors and other users can make full use of the platform's features?					
Resource Sharing					

1.Resource identification, resources can be shared?					
2.Sharing models to achieve mutual cooperation and establish specialized sharing platforms or resource centers?					
3. The distribution of benefits in the process of resource sharing to ensure that all participants are able to share the benefits of shared resources equitably?					
4.Establish management and regulatory mechanisms to manage the use and maintenance of shared resources?					
5. Is the resource sharing model sustainable in the long term?					
Career Development					
1.Individual career development goals are clear and well-defined?					
2. In the process of realizing career development goals, the individual can obtain sufficient resource support, including training, mentoring, learning resources, etc.?					
3.Individuals are engaged in continuous learning and self-improvement?					
4.There are opportunities for career transition or development into new fields or positions?					
5.The individual's career development is able to balance personal life needs and career development goals?					
Counselor Studio Construction Strategies					
1.The goals of the instructors' studio building strategy are clear and specific?					
2.The school or organization has invested sufficient human, financial, and physical resources to					

achieve the counselor studio building strategy?					
3.The implementation of the counselor studio building strategy has a detailed plan and steps to execute the strategy?					
4.Internal and external factors affect the implementation and effectiveness of the counselor studio building strategy?					
5.Is there a regular evaluation mechanism to monitor and assess the implementation of the strategy and the results achieved?					
6.Is there a mechanism for continuous improvement and optimization of the tutor workshop strategy?					