



RESEARCH ARTICLE

ROLE CLARIFICATION AND FUNCTIONAL DEEPENING OF
COUNSELORS IN VOCATIONAL UNDERGRADUATE EDUCATION:
IMPLEMENTATION STRATEGIES FROM A STUDENT DEVELOPMENT
THEORY PERSPECTIVE

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ABSTRACT

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The distinctiveness of vocational undergraduate education and the heterogeneity of student populations necessitate targeted adjustments to educational models, student affairs priorities, and institutional strategies in vocational institutions. Building on student development theory (SDT), this paper explores the role positioning and functional deepening of counselors in vocational undergraduate colleges. counselors should assume multifaceted roles as career planning navigators, practical education facilitators, mental health advocates, industry-education integration coordinators, and campus culture architects. Functional deepening strategies are advanced through integrated ideological-political education and vocational literacy, career planning and employment guidance, psychosocially supported experiential learning, information technology empowerment, and home-school collaboration. Implementation frameworks include policy / institutional support, professional development systems, cross-disciplinary partnerships, and global benchmarking to foster holistic student development.

1. Introduction

The new era has witnessed a significant surge in demand for talent with exceptional skills and high-quality competencies. Vocational undergraduate colleges not only shoulder the responsibility of imparting specialized technical skills but also aim to cultivate high-level technical professionals with vocational professional literacy, innovative capabilities, and adaptability to future societal needs (Yang, 2022). The unique characteristics of vocational undergraduate education and the heterogeneity of student populations necessitate targeted adjustments to educational models, student affairs priorities, and institutional strategies in these institutions. As indispensable student administrators bridging universities and students, counselors assume multiple responsibilities including ideological-political education, academic guidance, career planning, mental health promotion, and holistic student development. However, rapid institutional expansion in vocational higher education has created challenges such as ambiguous role definitions, unclear responsibility boundaries, and misaligned work priorities, which hinder counselors' effectiveness and ultimately impact student growth and development (Li, 2023; Wu, 2021).

Student Development Theory (SDT), anchored firmly within philosophico-educational discourse and deeply entwined with existentialist thought, emerges as a doctrinal framework quintessential to student affairs administration. Its genesis is evidenced by the fusion of vocational guidance narratives as well as pedagogical decrees interwoven with examinations in both sociology and psychology (Ma & Chen, 2007). The theoretical conglomeration, encompassing social-psychological postulates, cognitive structural paradigms, alongside person-environment interaction models, permits insights multifarious into educational pathways from psychological, sociological, and didactic perspectives (Wang, 2016).

To arouse intellectual curiosity are the inquiries that SDT proposes: Which primary constructs should be nurtured in students? By what means does this developmental process evolve? Toward which directions ought such advancement aim? A comprehensive view appears when academic, emotional, mental, and communal elements necessitate holistic advancement. From this one deduces that distinctive, stimulating mentorship conjoined with adaptable support constitutes the foundation upon which SDT predicates

the enrichment of cognitive deftness, psychological resilience, and moral capability, thereby facilitating augmented societal integration and identity convergence.

As a vital component within the domain of student services governance is SDT, providing conceptual, epistemic, and operative groundwork imperative for counseling specialists while extending frameworks indispensable for discerning role differentiation and augmenting operational scope. In this analysis under an SDT lens, it is contemplated:

- 1) An illumination of counselors' roles amidst shifting terrains prevailing in vocational tertiary establishments;
- 2) An exploration of methodologies rooted in scientific, professional, and precision-oriented approaches concerning counselor duties;
- 3) augmenting counselors' resilience pertinent to dynamic educational contexts;
- 4) proffering theoretico-pragmatic direction invaluable for constructing professionally adept counselor cohorts aligning with contemporary epochal requirements.

From these thematic endeavors, implications for fostering holistic student evolutions germinate, resonant with nationwide agendas propelling modern advancements in vocational scholarship.

2. Role Positioning of Vocational Undergraduate counselors: A Student Development Theory Perspective

In the realm of vocational undergraduate pedagogy, it is discernible that counselors assume roles marked by an intensified requirement for heterogeneity in function and specialization. An emphasis distinctly resides on nurturing a student's adeptness in tech-based skills and practical competencies. Instances demonstrate deviation from traditional pedagogic models wherein counselor engagement typically orbits around academic theories and skills associated with standard tertiary education realms. Under scrutiny—through the lens of student development theory (SDT)—a congruence emerges between baptismal nuances intrinsic to vocation-centric learning and the pronounced need for clear exposition of counselor responsibilities. Conspicuous are five dimensions interwoven into the essential fabric of holistic pupil progression and talent cultivation across various disciplinary intersections.

2.1. Career Path Navigator: Laying the Foundation for Future Career Planning

Vocational undergraduate education emphasizes skills and employability to meet

society's urgent demand for high-skilled talent. Drawing on Super's Career Development Theory and Holland's Vocational Interest Theory, undergraduates in career exploration phases require in-depth self-assessment of abilities, vocational roles, and interests to specify career preferences (Lv & Long, 2024). However, at the intersection of self-awareness and career exploration, students often lack clarity about their interests, competencies, and values, leading to vocational decision-making confusion.

Amidst the framework of academia, counselors inhabit an indispensable position by orchestrating career advisement endeavors and disseminating cogent industry revelations. Students are aided in the intricate process of unraveling ongoing sectors' trends, correlating their visionary goals with innate dispositions while forging well-founded professional trajectories — these actions transpire through specialized guidance sessions intricately laced with emotive supports coupled with methodical transferences of erudition (Li, 2024). By examining the industrial metamorphosis of career choices and projections, they arrived at unique educational approaches and developmental insights that could have facilitated deeper thinking about students' career paths (Wang & Cheng, 2024).

A comprehensive repertoire accrued by counselors pertaining to employment terrains commands a relentless incorporation of policy transformations, erratic sectoral fluxes intertwined with labor market demands; it emerges from this that accurate information, crucial for judicious strategic devisings, is imparted thereby. Instances illustrate an instigation directed towards student involvement in exploratory incursions into vocations via internships, ephemeral employments and altruistic engagements—hereby bestowing upon them experiential wherewithal and competencies pivotal for effortless assimilation within vocational milieus. In sculpting educative careers, these counselors offer substantial navigational support in formulating vocational roadmaps, bridging seamlessly students' aspirations with institutional requisites for skilled intellection. Ultimately, this manifests evidence of a resolute dedication to nurturing adroit professionals endowed with thorough vocational comprehension, as seen from aligning scholastic provisions with industry's exigent imperatives.

2.2. The Educative Facilitator: Transmuting Theory into Praxis

Recurrently echoed in post-Congressional discourses of the 18th National Assembly

of China's Communist Party by General Secretary Xi Jinping, emerges the emphasis on practical scholarship as a cornerstone indispensable to youth development during this new epoch (Zhuang,2024). Evident from instances is its crucial role within overarching ideological-political tutelage among advanced education institutions, serving to corroborate theoretical paradigms alongside engendering individual self-actualization. On one flank presiding over vocational undergraduate instruction lies a composite “theory coupled with practice” construct purposed to mend erstwhile bifurcations amidst intellectual comprehension and empiricism, thus facilitating fluent amalgamations between cognition and adeptness. Conversely, brewing tension within psychological viewpoints navigates collegiate scholars across pivotal crossroads defined by pursuits of introspection and formulations of professional identity. In parallel, pragmatic pedagogy dispenses myriad immersive opportunities through which pupils may delve into aptitudes, channel potential capacities, formulate unequivocal occupational aspirations whilst simultaneously amplifying fortitude along with societal dexterity amid veracious contexts where applicability holds unrivaled majesty.

Within the realm of practical education, counselors fulfill dual roles as orchestrators and pedagogical mentors, wielding acumen gleaned from industry engagements to curate avant-garde experiences for students. Campus resources conjoined with corporate assets thereby create a milieu where skills competitions, project-centric training, and corporate apprenticeships are organized by these mentors. From such arrangements arises the conversion case of theoretical knowledge into practicable skills; herewith fostering operational proficiency, problem-solving prowess, analytical acumen in thought processings, and innovative aptitudes among learners through this conduit of experiential learning.

The bespoke mentoring—characterized by customized guidance—these counselors provide alongside critical evaluative support empowers students to surmount obstacles, unleash creative potentialities, and craft inventive techniques for problem resolution. This indispensable facilitative role executively allows not only for theory-practice amalgamation but augments both professional prepubescence and continual edification capacities alongside nurturing personal evolution potentials. It is perceptible that beyond mere acquisition of disciplinary expertise, students cultivate core competencies

vital for navigation within imminent socio-vocational terrains.

2.3. Guardians of Mental Health: Building a Multidimensional Psychological Support System

Seen through psychological dimensions emphasizing human maturation, universities operate as environments conducive to inhabitants poised at critical junctures of personal discovery—junctures wherein numerous challenges are encountered pertaining to career selections, social relations, and evolving self-perceptions. By examining academic conversations regarding mental well-being, roles intrinsic emerge with functions facilitating students' quests toward sculpting affirmative self-concepts, entrenching their ego identities; routes favorable for personal development and expansive trajectories of growth appear to be charted from this observation.

The domain of undergraduate vocational instruction witnesses a requisite metamorphosis among counselors from mere facilitators of student welfare to prominent proponents of mental wellness advocacy. In this transformed capacity, counselors become foundational supports for sustaining the psychological resilience of students under their watch. Their principal duty emerges embedded within trust-infused relationships cultivated meticulously with students underpinned by regard. Fostering engagement mandates that these counselor figures entwine attentive listening skills with empathetic responses, in conjunction with providing actionable insights. Laden with encouragement such triadic components are, a climate ensues wherein disclosure concerning one's tribulations becomes both endorsed and normalized.

Vocational undergraduates encounter stressors atypical to their educational cohort; consequentially, resilience education requires proactive advocacy on part of the counselorate cadre. Workshops and seminars emerge suitable conduits, conveying skills in emotion regulation, management of stress, and meticulous planning of time—skills imperative for nurturing effective coping mechanisms and holistic development potential. Professional sensitivity augmented—via skill advancement enables early identification of issues offering tailorable mental wellness support becomes essential.

Moreover, a counselor functions as connective tissue linking universities, households, and societal structures—a role enhancing cooperative frameworks within mental welfare services. By magnifying their function as custodians of mental robustness, they effectuate

notable improvements in pupil psychological states; thereby contributing towards the cultivation of individuals embodying applied expertise infused with social conscientiousness, innovative thinking, and hands-on competence.

2.4. Coordinators of Industry-Education Integration: Practitioners of Collaborative Education

With rapid global economic transformation and accelerating industrial upgrading, deep integration between education and industry has become a critical pathway to enhance higher education quality and cultivate talent that meets societal needs. As a vital bridge connecting higher education and industrial practice, vocational undergraduate education imposes new challenges and requirements on counselor roles. Counselors are not merely student management executors but also coordinators of education-industry synergy and practitioners of collaborative talent cultivation.

In the engagement between academia and industrial entities, there exists a pronounced emphasis on the confluence termed industry-education integration. Noteworthy within this domain is the development of nuanced networks encompassing university-business partnerships, experiential internships, alongside collaborative methodologies intertwining industry, academia, research, and application elements. Such entwined constructs resonate with remarkable influence in harmonizing academic pursuits to align with the pressing demands of the industrial sector (Lin,2023). The fabric of this paradigm identifies counselors as pivotal facilitators, whose roles necessitate not only a profound comprehension of educational philosophies but also an acute understanding of the continually shifting landscape of industrial practices. Weaving such intricate networks involves collaboration among universities and businesses in concerted efforts that advocate for immersive practice-oriented internships and innovative alliances.

Within these methodical frameworks transformative mechanisms arise, permitting disciplined dialogues amongst constituents comprising student advisors, corporate bodies, and academic circles. Herein, curricula are co-developed along with experiences rooted firmly in practicality—aligned meticulously with contemporary commercial imperatives. An emergent synergy, identifiable as “industry-university-research-application” unifies education sectors intricately. From instances of feedback evaluation and integrative procedural appraisals, one may discern pathways directing counselors in assisting

academic institutions to adapt curricular structures resiliently to dynamic industrial paradigms. Furthermore, facilitating student participation in realistic corporate scenarios augments not merely their operational competencies; peer-collaborative problem-solving capabilities are fortified, establishing foundational platforms supporting eventual vocational prospects.

2.5. Builders of Campus Culture: Creating a Positive Campus Cultural Atmosphere

Central to the essence of tertiary education is the concept of campus culture, which nurtures not merely students' inherent ethos but fortifies also their communal affiliation's sense. Distilling from the theory—campus culture theorizing exposes the cultural layers intrinsic to the educational methodology—it is evident therein that such culture augments both cognitive acquisition and multifaceted pro-social elements, morality included alongside emotional discernment and an appreciation for aesthetics. Observations can be drawn about the present self-media epoch: herein arises a remarkable swiftness paibblue with hitherto unseen expansiveness in informational spreadability, dictating concurrently both adversities and prospects apropos of campus culture's crafting and its transmission.

Occupying positions as architectural stewards of this culture must counselors do, steering aspirants towards judicious frameworks of world perception, existence narratives, and evaluative axiologies through verbal discourse, behavioral exemplification alike, including ideological dissemination thus nurturing an ambiance based on positivity within academia. Upon critically examining progressive cultures on campuses: embodiment unto itself are reinforcements bestowed upon personal identification processes interwoven togetherness concerning societal accountability linked amidst civil awareness; additional enhancement materializes concerning social adeptness, team-centric developmental endeavors, plus creatively oriented cognition initiatives received by the studentry populace. As posited emergently requisite—counselors require perspicacity duly aligning activities reflective of trends translating academia whilst harmonizing educatorial progressions ensuring pertinacious dynamism alongside cultural contemporaneousness abound. Further requisites demand demonstrably robust capabilities organizationally-wise coordinating synergistic junctures cross-sectional across university limits encapsulating resource integration—a facilitation toward renditions

enabling tangential ideation exchanges encompassing talent presentation stages amongst collegiate individuals.

Through engrained involvement deepened regarding culturization projects ongoing loci entails—enriching vivacity respects campus existences conjunctively heightens comprehensive proficiencies accumulated within learners characteristically-speaking elevating scenarios foreseeable in culturally rich identity dissemination encounters consequently harmonious coexistence environments manifested amid scholastic institutions meanwhile advancing forthcoming professionals equipped efficiently dispositioned towards enacting societal responsibility merged innovative outlooks.

3. Deepening the counsellor function: a key driver for vocational undergraduate education

The diachronic progression of student development theology and praxis underpins the burgeoning expansion of counselor functionalities within vocational undergraduate institutions, proffering an ontological framework rich in multi-faceted service-characteristics deeply ingrained. Counselors' roles transcend mere engagements in ideological-political pedagogies, aspiring towards pervasive cultivators of both holistic growth and career propellants—a model imperative for student's prosperity and enhancement of academic caliber. Evident herein is functional augmentation's pivotal role: by provisioning specialized educative offerings that facilitate the formation of students' professional identities alongside sharpening technical competencies and bolstering their employability, a well-rounded advancement ensues—a path where counselors morph into quintessential innovators of vocational educational paradigms.

3.1. Deep Integration of Ideological Education and Vocational Literacy

Herein, counsellors serve doubly, as stewards of ideological discourse and facilitators of vocational skill enhancement. Their expanded operatives catalyze symbiotic integration between occupational adeptness vis-à-vis ideological instruction. Competency extending beyond technics—the realm also embraces ethical professionalism, moral precepts, and societal conscientiousness—elements forming one's foundational employability core. Observably, ideological infusions steer personal philosophy, ethos, and worldviews, aiding students to navigate judiciously amidst complex societal constructs.

Counselors in furtherance of these roles necessitate perceiving said interrelationship

betwixt competence and ideology, fostering such unions through instructional innovation, resource breadth growths, and utilization chains practical; the curriculum itself shall innovatively illustrate connectivity—the embedding of competency proximities via case methodology and tableau vivant scenarios permits learners dual knowledge absorption. Enrichment via real-world experiential contexts further wherein social engagements and voluntary undertakings contextualize ethics application transcending theoretical understanding, whilst initiatives featuring operational simulations among experts enable practice-based learning arenas. The advancements technological—information platforms digitalized and virtual reality capacitate transformative teaching methodologies benefiting curricular delivery expansively within ideological as much as occupational spectrums.

Thus rendezvous pivotal are counselors not just in dual education melding but delineating key sociopolitical values interwoven with vocation moral frameworks, they bolster comprehensive student progressions, inexorably invoking innovations amid quality educational predispositions and talent cultivation societal schemas. Together, underpinning united education with philosophic-ethic cum vocational enterprises shapes substantial competence cores sufficing lifelong professional arcs beyond academia navigational boundaries.

3.2. Joint promotion of career planning and employment counselling

Within the ever-evolving paradigms of vocational marketplaces, students encounter a labyrinthine array of career decisions demanding prompt intervention in both scheming professional trajectories and advisory employment mechanisms. A dichotomy emerges wherein career planning endeavors to facilitate students' self-comprehension alongside the articulation of vocational ambitions; concurrently, occupational counsel underscores ephemeral methodologies encompassing prowess in procuring opportunities and scrutinizing market vicissitudes so as to augment employability prospects. Conjoined pursuit—commencing from introspective recognition to vocational actualization—mansions provide all-encompassing supporting pathways that perpetuate prolonged prosperity.

In academia's echelons, counselors occupy positions paramount, instrumental in synthesizing career stratagems with employment advisements into cohesive wholes.

Primarily, it is through devising personalized systems of guidance they enact influence. Counselors, by harmonizing student inclinations, proficiencies, and vocational aspirations, bestow specific support permatrixed upon exercises such as introspectual evaluations, ambition-scripting, and execution agenda constructs. They furnish tangible instruction like crafting résumés, simulating interviews, and strategizing job searches imperative for employability enhancement. Additionally, vigilance in monitoring labor terrains cultivates alignment betwixt nascent career aims and industrial requisites while prognostications potentially ameliorate placement results derived from meticulous market dissection.

Furthermore, architecture pertaining to networks abundant in professional resources fortifies these initiatives. Melding collegiate resources with commercial associations engenders platforms aptly replete for apprenticeships, tutelage experiences, and employment possibilities. Collaborations forged with enterprises coupled with industry consortia offer immersive learning encounters whilst delivering contemporaneous locational intelligence regarding employments—consummating readiness therein among students on brink of career ingress.

It witnessable herein arises manifold benefits emanate: an augmentation observable in pupil's professional prowess coinciding with academia refining adaptiveness towards societal exigencies at large. The delivery embracing holistically manner woven finely matrixed precise aids development-wise facilitates breeding professionals attuned volantly modern occupational sceneries.

3.3. Psychological support to promote practical education

Within the framework of modern vocational education systems, it stands as an imperative to cultivate the practical relational competencies among pupils, viewed as a crucial mechanism for augmenting both comprehensive competence and employability potential. At the heart of one's overall competence lies the construct of practical acumen—an assemblage not confined solely to technical prowess but extending also towards proficiency in problem resolution, collective synergy, creative cognition, and cross-cultural interlocutionary skillsets. These are formulated into constructs underpinning adaptability, expansive learning, and achievement amid environments marked by dynamism. From this foundation emerges evidence manifesting these

multifaceted skill sets' noteworthy impact upon students' competitive standing within labor marketplaces and their subsequent career accomplishments (Fan, 2021).

Figures prominent in the realm of educational nurturing assume roles instrumental to developmental facilitation, effectuating latent aptitude unveiling whilst galvanizing active participation across an array of experiential undertakings. Included within this ambiticined spectrum are societal explorations, volunteer service positions, and corporate internships which transgress mere theoretical scholarship, serving instead as catalysts for the evolution of personal attributes alongside comprehensive skillset enhancement. Ascertainable from such endeavors is advisement mandating mentors' deployment of enduringly multi-faceted frameworks purposed toward fostering personalized guidance, ensuring both experiential profundity and extensive scope regarding pragmatic engagements (Zhang & Niu, 2016). Observed amidst these pursuits shall instances arise necessitating intervention whereupon psychological burdens manifest; responsibilities here fall upon advisors who must astutely monitor emotional metamorphoses, thereby conducting requisite assessive measures directing learners toward mental positivity given encounters with pressures emergent.

Henceforth, counselors inherit obligations requiring continual refinement of their psychologistic perceptiveness, advancing in consultative methodologies adept at discerning and mitigating mentees' mental requisitions. By espousing a pupil-centeblue dogma, their caregiving extends into bespoke fortification facilitating psychological resilience throughout practical involvements; thus fostering innovative capabilities enhancement en route deeper commitment. Through enriching advisory functions steeped in psychoeducation, resultantly dual enhancements become obtainable — those pertaining to mental tenacity therein correlative correlations wedded to praxis pedagogies ultimately propel individuals toward comprehensive self-development intertwined with enduring professional progression pathways.

3.4. Information Technology Enabling Innovation in Education

Aligned with the imperatives set forth by the Ministry of Education's directives concerning the propulsion of vocational education informatization, it is discernible that educational informatization manifests a global inevitability, wherein contemporary information technologies are requisitioned for augmenting both the efficiency and

qualitative aspects across myriad dimensions of educative governance. Counselors within vocational undergraduate institutions stand as pivotal facilitators in this comprehensive informatization schema.

Immersed within the intricate sphere of educational counseling, emerges vividly the noteworthy prominence wielded by information technology. A comprehensive assemblage and meticulous systematization of data focused on students becomes feasible for counselors. Such capability results in their sustained surveillance over scholastic achievements whilst generating meticulously fashioned guidance strategies aligning with each student's unique situational demands.

In technologically sculpted frameworks like these, evidence indicates that a propensity exists among counselors for integrating social networking platforms—particularly those such as WeChat and QQ serve effectively—as mediums for swift communicative interactions. Thus, vital feedback is proficiently gathered while simultaneously fostering embryonic pedagogic approaches. Material conveying academic content and notifications regarding professional pathways are disseminated efficiently via these channels. Concomitant participation in electronically facilitated dialogues, cooperative endeavors, and internships effectuates an invigorated engagement within members of the college community.

There subsequently unfolds proficiency in advancing personalized counsel derived from analytical insights predicated upon comprehensively collated datasets interwoven with artificial intelligence paradigms. Counselors prognosticate learning propensities necessitating intervention, provide resource recommendations imbued with intricate personalization, and construct adaptively modulated educational pathways—correlated meticulously—with individualized scholastic trajectories.

As evidenced herein, IT's expansive repertoire irrevocably augments efficacy within educational service sectors and functions catalytically in pioneering shifts toward teaching reforms steeled with enriched customization geared resiliently towards sustained intellectual enrichment.

3.5. Home-school co-operation for self-management

In the dynamically altering societal framework, scholarly examinations have decipheblue that adept self-regulation profoundly magnifies an individual's social

belongingness perception. Derived from such discernments, one infers individuals to partake in interactions, forge emotional bonds, and adapt to external milieus while diminishing distressful sentiments like anxiety (Li et al.,2017; Shi et al.,2023). The acumen over personal governance coupled with autonomous learning is considerably imperatively pivotal for undergraduates' development.

The familial collective, characteristically esteemed as the foundational environment for quintessential societal interaction, ingrains profoundly upon university students' self-regulatory aptitudes. From this vantage point, it becomes discernable that extending counselors' duties past conventional advisory engagements towards inclusion in active educational paradigms presents indispensability, aiding student advancement. Establishing a cooperative framework interlinking domicile and scholastic institutions assumes paramount significance.

On one aspect, conducting undertakings such as topic-focused class assemblies, expositions, and instructive discourses ignites innate motivation among learners, fostering independence in learning alongside critical cognition indispensable to autonomous thought continuity. By adeptly steering pupils in their quest for mastering personal oversight capabilities, an evaluative awareness emerges organically, converting externally perceived management into intrinsic motivational reactions fostered inwardly. Synchronously, instilling perpetual educational philosophies strategically positions them agile amidst projected sociocultural and vocational transformations anticipated.

In divergence, enriching channels of familial-academic discourse demands necessity. Timely conveyance merged with feedback modalities relevant to institutional edicts permits caretakers broader insight concerning curriculum theories and practices—cultivating trustworthy alliances productive of educational concordance targeting varied growth needs typical of personalized learner scenarios.

Counselors ought to partake actively not solely crafting frameworks around student-centric governance modalities affirmably but delivering tailor-made supportive interventions and engaging dynamically within familial instruction domains propelling parental efficacy participation across progeny's scholastic trajectories maximally appraised. Through integrative home-institution collaboration paradigms orchestrated mutually by both counselor educators and custodians alike coalesce qualitatively

formulated pedagogics advancing comprehensively encompassing cognition acquisitions alongside learning methodologies entwining intersocial nuances via career strategizations seamlessly eventually sculpturing luminaries embodying inventive fortitude whilst pragmatic comprehension intertwined closely mirroblue against conscientious societal accountability rightfully vested apparent pervasive increment permanency pursued enduring contemporarily responsively guided interchangeability realized foremost witnessed succession sustainably perseveres justifiably aspiblue enshrined.

4. Strategies for realising the role positioning and function deepening of vocational undergraduate counsellors

Emergent within the realm of vocational undergraduate guidance, an ever-greater prominence has counselors attained, compelling necessity is for multi-faceted strategic elucidation and profundity in function deepening. Manifest are these strategies through supports policy-wise, innovation institutionally, training professional, alongside bench-marking internationally; these aim at constructing teams counselor-wise imbued with high quality and specialization conformed to educational reforms ongoing. Observed as profoundly significant this initiative can be, advancing it does educational modernisation, which improves schooling quality while cultivating talent fittingly competitive on a global stage.

4.1. Policy and institutional support: laying a solid foundation for the development of the counselling workforce

Motivations undergirding the modernizing reforms within higher education, especially vocational academia's pivotal contribution to this ecosystem, necessitate formidable policies and institutional assurances for counselor team evolution within these establishments.

Within this precept, it is espoused that vocational undergraduate universities engage with frameworks aligning the Implementation Plan on National Vocational Education Reform against the backdrop of discipline-spectrum variances and local exigencies, crafting a developmental schema harmonized between global trends and homegrown realities (Kang & Zhou,2024).

From these efforts arises an imperative for institutions to codify role delineation and functional perimeters of counselors through meticulous designs at the highest echelons;

implementation via legislative or regulatory routes serves in establishing counseling vocation authority and dedication.

Assessment mechanisms based upon scientific evaluation paradigms emerge as requisite. These frameworks—encompassing ideological-political enlightenment, student oversight, psychological advisement, alongside career path guidance—facilitate holistic job performance reviews. Methodological diversity should underpin evaluations: drawing on pupil insights, colleague appraisals, leadership examinations amidst standard institutional assessments enhances impartiality.

Through the meticulous exploration of novel administrative paradigms in the educational landscape emerges a symbiosis between pedagogical endeavors and industrial insight, encapsulated within progressive counselor-specific workshops as well as "dual-qualification" educational initiatives. A discernible panorama is thus unveiled whereby vocational trajectories expand conspicuously whilst theoretical constructs visibly interlace with practical implementations. Within this intricate milieu reside complex developmental schemas, compounded by layered evaluative frameworks and infrastructure refinements; these are evidences propounded on behalf of unwavering support for vocational collectives striving to enhance counseling capabilities. The constellation of these intricacies witnesses an indelible reinforcement in the preparation and cultivation of adept technical professionals, which remain inexorably fortified through scrupulously investigated comprehensive structures.

4.2. Collaboration and Resource Integration: Building an Ecosystem for Counsellors' Work

The roles occupied by counselors within higher education systems, extending well beyond ordinary management of student affairmentations and embracing the formation of complex support-like-networks spanning academic endeavors, psychological assistance services, in addition to diverse critical domains they navigate. The wide array of influential conducts demonstrated by counselors—a pivotal conduit interlinking students, educators, universities with broader societal fabric—evidence from this scales upon their integrative task's profundity and breadth regarding holistic development among student populations-profitably affected by said integrative / completionary diligence therein observed. From examining institutional models emerges prioritization imperatives

focused on collaborative agreements' arrangements alongside resource amalgamational strategies as elemental schemata for role heightening plus expansion.

Firstly, an establishment appears paramount wherein scholarly entities can craft cross-departmental and interdisciplinary collab-mechanisms synonymous with scientific systematics applying appropriate taxonomizations. An exemplar would be instituting meeting grains driven by Student Affairs Office leadership; thus anchoring Academic Matters Departments conjointly beside Logistics Management and Psychological Consultive Hubs, enabling barriers dissolution vis-à-vis organizational confinements whilst enhancing communicatory exchanges. Instances highlight interdisciplinary dialogues habitually engaged around prominent challenges singular to student life advancement yielding synergized resolutions organically thrived communally initiated.

Counselors, including themselves actively involving school-level pedagogical undertakings along research-centric participial ventures, inevitably forge cohesive partnership-boundaries amidst subjectively disposed instructors likened herewith highlighted positions instrumentalities wielded aplenty enhanced comprehension over learner concerns juxtaposed positronically associated emotional states subsequently aiding enrichments faculty reciprocates twenty-onefold envisionment through encompassed coordinated diachronic counseling intertwining mental welfare alignizing respective academe pilgrimages anew.

Resourcing integration arises foundationally-characteristic concerning cooperative frameworks where universities mobilize towards blending inner versus extraneous channel sources reinforcing counselor edifice-supported services herein denoted: Partnerful engagements hallmark contributors pinpoint career-specific practical provision placements augmented via entrepreneurial outfitting amongst graduates contrasting other coupling general resources invaluable broadens worldlier insights glean-edifically empowering embedded experiential parlances appreciable all-rounded ephemerally-programmed articulateness amassed truthful final stageayers.

4.3. Professional Training and Personal Growth: The Twin Engines Driving Counsellors'

Career Development

As discernible from current trajectories, the evolution of societal and educational paradigms necessitates a redefinition of the roles occupied by counselors within these

domains. Their responsibilities now extend well beyond mere student administration, encompassing more expansive duties in education, guidance, and service provision. The augmentation of their vocational pathways emerges as crucial to not only fulfilling the evolving developmental needs of students but also enriching the breadth of their professional functions. From this can be seen, such transformation serves both personal growth prospects and augments the qualitative dimensions of services off blue, with concomitant improvements in educative outcomes and an intrinsic impetus for deeper role engagement.

Training, wrought to an elemental significance by its specialized nature, forms the bedrock upon which the advancement of counselors pivots. It is amidst swiftly evolving sociocultural landscapes that a fluency in emergent educational doctrines and methodologies becomes essential for those in the counseling profession. The refurbishing of conceptual frameworks transpires within meticulously crafted training conduits, endowing professionals with avant-garde competencies necessary for confronting the exigencies of contemporary practice.

The dimension unfurling within mentorship spheres, deliberately tailored for both apprentices and experienced counselors alike, serves as crucibles fostering intellectual exchanges of immense worth. Consider the dynamic interaction inherent among classroom management stratagems and problem-resolution techniques—a fusion forged from diverse experiential legacies—from which arises an augmented intelligence collective, proficient at navigating intricate student dynamics. Equally important is the transmission of a culture that is steeped in ongoing scholarly engagement and resonates strongly in broader social dialogue, while being intricately intertwined with individual-centred pedagogical practices. This advocacy for ongoing involvement cultivates counselor participation in research initiatives, engenders academic authorship, or births comprehensive treatises—manifesting elevated regard within academic echelons and precise governance of pedagogy. One witnesses a shift ensue from dependency on experience-driven approaches to methods more attuned to empirical scrutiny and skill-centric implementation, thereby enabling practitioners to provide nuanced counsel that aligns seamlessly with unfolding paths in student growth trajectories.

4.4. International perspectives and comparative analyses: broadening the global

perspective of deepening the counsellor's functions

The tapestry of global pedagogic assimilation suggests that scrutinizing international counseling paradigms reveals profound ramifications for the progressive evolution and refinement of China's advisory apparatus. Within this rigorously delineated context, assessments comparative in nature concerning counselor systems extant amongst established locomotives culturally diverse such as those typified by American originality, Japanese meticulousness, and continental European variance supply wellspring -illuminating both parallelism alongside contradiction which functions as instrumental models conducive to augmenting Chinese methodologies' intricate framework.

Emerging from the referenced paradigm within America—a nation steeped in advocating multifaceted service orientations—is exhibited counselors envisioning expansive capacities wherein their remit exceeds mere academic ascensionism; functioning therein become facilitators grooming holistic development including corporeal vitality, psychological resilience, career planning acumen, coupled with social dexterity (Jiang,2019). From Japan's schools of thought, one perceives principles firmly interwoven around emphasizing intimate human interaction, subtending towards harmonious educator-disciple relational dynamics centrally pivoted on emotional cohesion (Weng,2016).

Examinations undertaken in Singapore acknowledge experiential integration into intercultural curricular methods prioritizing synthesis across multicultural lines whilst cultivating conscientious stewardship recognized universally. Indicated herein lies evidence substantiating requisite skills among advisors entrenched amidst these environments necessitating adept command over perspectives transnationally varied along with dialogues transcending cultural barriers—fortitudes rend blue indispensable when entangled under globalization's burgeoning tides (Yu & Han,2020).

Upon juxtaposing aforementioned universal insights against indigenous encumbrances peculiar to China—and notably within spheres plicated upon vocational undergraduate educative strata—the resultant confluence sustains potential bestowing latitude ripe with prospects endeavoring toward amplifying counselor operational depth distinctively informed by sovereign parameters; honing practitioners primed favorably to vie amid worldwide exemplary standards of excellence.

5. Conclusion

This scholarly inquiry delves into the systematic framework concerning the positioning of vocational undergraduate college counselors, alongside strategies and functionalities in the domain of student development theory (SDT). From these explorations emerges a nuanced understanding: within the scope of vocational education's uniqueness, counsel-seekers must extend beyond traditional professional boundaries, embracing a multifaceted system shaped by vocational imperatives, active empowerment initiatives, socioeconomic-psychological support frameworks, collaboration-industry educational integrations, and an immersion infused culturally. Conceived is herein a five-facet paradigm deepening functional exploration: amalgamating ideological-political pedagogy with vocational competency literacy; aligning strategic career pathing with employment facilitation guidance; psychosocial nuances backed experiential learning methodologies; innovations engine blue through IT-enhanced educative processes, and facilitator-parental collaborations aiming towards self-regulatory objectives.

Commended upon the praxis of operational methodology, a support construct of multi-dimensional nature emerges, comprising chiefly pathways for policy or institutional reformulation. Enhancement through cooperative ventures of cross-disciplinary essence and cultivation of acumen professional via trajectories of target-specific training stand as further components; adherence to benchmarks comparative on a global scale—these collectively engender an evolution toward professionalism within the counseling domain. Seen is theoretical enrichment as expansion of SDT application suitably tailored to vocational settings accompanied by introducing a framework directed at facilitating development for counselors.

Empirical discourse reveals diverse vocational scholars' progression requirements encompassing technological proficiency, enhanced literacy across professions, psychological tenacity, and sociocultural adaptability; therefore, signaling a paradigmatic transition from mere 'administrative overseer' to proactive 'development enablers.' An associated basis is thus constituted for vocations-centric student welfare oversight frameworks.

Practical elucidations suggest means to counteract perennial challenges such as

fragmented academia-industrial collaborative dialogues and delays in educational technology integration mechanisms. A viable approach includes structuring tripartite alliances among counselors, enterprise mentorship benches, and academic faculty networks to bolster learners' vocational versatility, while analytical data procubue through AI modalities afford foresighted impediment interventions regarding development constraints.

Constraints confronting this study reflect limited empirical breadth characterized by theoretical empiricism absent significatory large-scale affirmations. Furthermore, generalizability issues emerge since transformative propositions like "dual-qualified counselor acculturation" necessitate bespoke adaptations aligned with distinct regional and institutional idioms. Gaps pervade cultural comparatism where present analyses lack comprehensive mosaics against international blueprints.

In recognition of vocational academics evolving as foundational components underpinning China's collegiate framework, deepened understanding pertinent to counselor roles constitutes indispensable pedagogical reformation and essential development obligatio—a twin perspective acknowledging theoretical-pragmatic counselor competence enhancement against continuously fluctuating educational legislation, industrial modification, and technologic dynamism. Subsequent research undertakings should fortify cross-theory-practice linkages aimed at fostering robust quality standpoints in vocational education spheres.

Sponsorship

Research on the Path and Role of the Grassroots Working Committees for the Care of the Next Generation in Vocational Undergraduate Colleges Participating in Curriculum Ideological and Political Education - An Approved Project of the Working Committees for the Care of the Next Generation in the Education System of Shanghai in 2024, Project Number: 2024GGW227

Analysis of the Paths for the Construction of Clean and Honest Culture in Private Higher Vocational Colleges - An Implementation Project of the Special Plan for the Innovation of Party Building and Ideological and Political Work in Private Higher Education Institutions in Shanghai in 2024, Project Number: z90020.24.09

CONFLICT STATEMENT

The authors of the article "Role Clarification and Functional Deepening of counselors in Vocational Undergraduate Education: Implementation Strategies from a Student Development Theory Perspective", Peisen Hou, Hui Yang, and Zhixiong Wang , solemnly declare that throughout the entire process of creating this work and all subsequent activities related to it, including but not limited to collecting and analyzing research materials, forming opinions, writing, modifying, submitting, and publishing papers, I have no conflicts of interest that may interfere with the fairness, objectivity, and originality of the work.

COOPERATION STATEMENT

The first author (Peisen Hou) is responsible for writing the methodology, investigation, and initial draft. The second author (Hui Yang) and third author (Zhixiong Wang) provided supervision, guidance, and critical editing.

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