

Research on the Collaborative Mechanism of Counselors' Work for the In-Depth Integration of Ideological and Political Education and Student Management in Colleges and Universities

Lixin Wang

Department of Student Affairs, Changchun Finance College, Changchun 130124, Jilin, China

Corresponding author: Lixin Wang (e-mail: WLX2025tougao@163.com)

ABSTRACT The in-depth integration of ideological and political education with student management in colleges and universities is an important measure for implementing the fundamental task of fostering virtue through education. As the main undertakers of ideological and political education and student management, counselors play a key role in building a collaborative work mechanism and improving educational effectiveness. Ideological and political education and student management share inherent unity in value orientation, educational goals, and practical fields, which provides a theoretical basis for deep integration. The collaborative mechanism of counselors' work should cover four dimensions: concept coordination, subject coordination, content coordination, and method coordination. By establishing an operational system featuring goal guidance, process connection, resource integration, and evaluation feedback, and by providing guarantees through organizational leadership, institutional norms, team building, and platform support, colleges and universities can form a comprehensive collaborative education pattern. The proposed mechanism supports the transformation of student management from administrative coordination to value-guided education and improves the overall effectiveness, continuity, and precision of educational work.

INDEX TERMS ideological and political education, student management, counselors, collaborative mechanism, higher education

I. INTRODUCTION

FOSTERING virtue through education is the fundamental task of colleges and universities. As two important areas of educational work, the in-depth integration of ideological and political education and student management is crucial to improving educational effectiveness by embedding the professional ethics and craftsmanship spirit of the industry into the student development process. This synergy ensures that the cultivation of future professionals aligns with both the ideological standards and the technical rigor required for the high-quality development of the modern sector. Counselors are not only the back-bone of ideological and political education for college students but also the main providers of daily management and services, and their work inherently features the integration of ideological and political education and student management [1]. However, in practical work, some colleges and universities still have the

phenomenon of "two separate systems" between ideological and political education and student management, which affects the overall effectiveness of educational work. Therefore, in-depth research on the collaborative mechanism of counselors' work and exploration of effective ways to deeply integrate ideological and political education with student management are of great theoretical value and practical significance for innovating the educational model of colleges and universities and improving the quality of talent training [2].

II. THEORETICAL FOUNDATION FOR THE IN-DEPTH INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND STUDENT MANAGEMENT IN COLLEGES AND UNIVERSITIES

A. THE FUNDAMENTAL TASK OF FOSTERING VIRTUE THROUGH EDUCATION ESTABLISHES THE INHERENT UNITY OF THEIR VALUE ORIENTATIONS

As the fundamental task of college education, fostering virtue through education provides a common value coordinate for ideological and political education and student management. Ideological and political education focuses on cultivating students' world outlook, outlook on life, and values, shaping their ideological character through systematic theoretical teaching and practical activities. Student management transforms value concepts into operable behavioral norms through daily behavioral norms, institutional constraints, and service guidance. Both aim at the core goal of cultivating builders and successors of socialism with all-round development of morality, intelligence, physical fitness, aesthetics, and labor in terms of value orientation, thus sharing inherent unity. Ideological and political education provides value guidance and theoretical support, while student management translates these concepts into specific management practices and service behaviors, ensuring that educational goals are implemented in different work scenarios [3]. The current phenomenon of "two separate systems" in college educational work essentially severs this value unity, leading to ideological and political education remaining at the theoretical level without practical carriers, and student management reducing to simple administrative work without value guidance. Only by deeply recognizing the common mission entrusted by the fundamental task of fostering virtue through education can we fundamentally promote the in-depth integration of ideological and political education and student management.

B. THE COMMON MISSION OF CULTIVATING NEW-ERA TALENTS LAYS THE LOGICAL PREMISE FOR GOAL INTEGRATION

The cultivation of new-era talents requires colleges and universities to realize the organic unity of knowledge impartment, ability training, and value shaping, ensuring that the professional craftsmanship and innovation mindset essential to the industry are deeply embedded in the educational process. Ideological and political education undertakes the core function of nurturing souls through education, providing ideological guidance for students' growth through a content system including Marxist theory education, ideal and belief education, and socialist core values education. Student management addresses practical problems in students' growth and promotes their all-round development through academic guidance, psychological counseling, career planning, and assistance for needy students. Both are highly consistent in training goals, aiming to cultivate new-era talents with firm ideals and beliefs, solid professional knowledge, strong practical abilities, and good moral character. This consistency in goals provides a logical premise for their integration, enabling the value guidance of ideological and political education to be reflected in the specific practice of student management, while student management work

provides rich practical scenarios and educational carriers for ideological and political education. From the perspective of educational laws, students' growth is a systematic project that requires the collaborative effect of multiple aspects. Relying solely on ideological and political education or student management is difficult to achieve the training goals [4]. Only by deeply integrating the two to form a joint educational force can we effectively cultivate new-era talents who can shoulder the responsibility of national rejuvenation.

C. COUNSELORS' DAILY WORK PRACTICE PROVIDES A PRACTICAL FIELD FOR IN-DEPTH INTEGRATION

As an important force in college educational work, counselors' job responsibilities inherently cover both ideological and political education and student management, providing a practical carrier for their integration. In daily work, counselors not only carry out ideological and political education activities, organize theoretical learning and thematic education but also handle specific affairs such as students' academic problems, psychological distress, and interpersonal relationships. This work characteristic makes counselors the key link connecting ideological and political education and student management, enabling them to naturally integrate value guidance into daily management and transform management services into educational opportunities in practice. Through various forms such as class meetings, heart-to-heart talks, and class activities, counselors conduct ideological guidance while solving students' practical problems, and integrate humanistic care and personalized services into ideological and political education. This work model breaks the artificial boundary between ideological and political education and student management, making educational work closer to students' actual needs and more targeted and effective. At the same time, based on in-depth understanding and continuous attention to students, counselors can accurately grasp students' ideological dynamics and growth needs, thereby achieving precise connection between ideological and political education and student management [5]. Counselors' work practice fully proves that the in-depth integration of ideological and political education and student management is not only theoretically inevitable but also practically feasible, and the key lies in building a scientific and effective collaborative work mechanism.

III. MULTI-DIMENSIONAL COMPOSITION OF THE COLLABORATIVE MECHANISM OF COUNSELORS' WORK

A. ESTABLISHING THE CONCEPT OF INTEGRATED EDUCATION TO CLARIFY THE VALUE ORIENTATION OF COLLABORATIVE WORK

The concept of integrated education serves as the ideological foundation for collaborative work, but the transition from a 'physical combination' to 'chemical integration' requires problem-oriented participatory reflection as a specific catalyst. Counselors must resolve the apparent opposition between the 'political nature' of guidance and the 'admin-

istrative nature' of management through value-embedded service logic. By transforming rigid administrative norms into observable carriers of ideological values, management behavior ceases to be a blind procedural act and becomes a deliberate educational intervention. This transformation ensures that the 'chemical reaction' occurs during the resolution of practical student issues, where the fulfillment of reasonable needs and the guidance of healthy growth are no longer separate tasks but a unified process of character shaping. avoid simplifying ideological and political education into indoctrination, and avoid reducing student management to administrative work. The establishment of the concept of integrated education enables counselors to consciously find the combination point between the two in daily work, combine solving students' ideological problems with practical problems, and combine meeting students' reasonable needs with guiding their healthy growth. At the same time, this concept requires counselors to have higher educational awareness and professional quality, enabling them to accurately grasp educational opportunities in complex and changing work scenarios and achieve seamless connection between ideological and political education and student management, thus forming an all-round and whole-process educational pattern.

B. INTEGRATING MULTIPLE INTERNAL AND EXTERNAL SUBJECTS TO FORM A JOINT EDUCATIONAL FORCE OF ALL STAFF

The formation of a joint educational force depends on interest-linked incentive logic rather than a simple listing of roles to ensure that diverse subjects willingly collaborate. To address the reality where professional teachers prioritize research over student management, universities must integrate the outcomes of 'curriculum-based ideological education' into teaching quality evaluations and professional title promotion systems. This creates a structural incentive where teachers perceive student guidance as a facilitator of their teaching efficacy rather than an additional burden. As the core node of this network, counselors provide reciprocal resource support and information sharing, ensuring that the collaborative network is sustained by both institutional mandates and the internal motivation of all staff members [6]. By regularly holding educational work coordination meetings, establishing home-school linkage mechanisms, and expanding school-enterprise cooperation channels, scattered educational resources are integrated into a systematic educational network. This all-staff collaborative model can form a joint educational force, enabling students to receive consistent value guidance and comprehensive growth support in different scenarios, thereby improving the overall effectiveness and sustainability of educational work (see Figure 1).

C. PROMOTING THE ORGANIC CONNECTION OF IDEOLOGICAL AND POLITICAL ELEMENTS AND MANAGEMENT AFFAIRS AT THE CONTENT LEVEL

The content connection between ideological and political elements and management affairs is a key link to achieve in-depth integration. Student management involves multiple areas such as academic guidance, scholarship and aid evaluation, disciplinary handling, psychological counseling, and employment services, and each area contains rich ideological and political education resources. Counselors need to be good at exploring the educational value in management affairs and naturally integrating ideological and political elements into specific work scenarios [7]. Integrate learning outlook education and professional ideal guidance into academic guidance, strengthen integrity awareness and gratitude education in scholarship and aid evaluation, carry out rule awareness and responsibility education in disciplinary handling, infiltrate life education and personality cultivation in psychological counseling, and strengthen professional ethics and social responsibility cultivation in employment services. This content connection requires counselors to have a strong awareness of curriculum-based ideological and political education and educational transformation ability, enabling them to accurately grasp the entry point and focus of ideological and political education when handling daily affairs. At the same time, content connection should avoid rigid indoctrination and simple superposition, but select appropriate educational content and expression methods according to the characteristics of different management scenarios and students' acceptance psychology [8]. By closely combining ideological and political education content with students' actual needs and concerns, ideological and political education becomes more targeted and appealing, and student management becomes more educational due to the integration of value guidance, thus achieving organic unity at the content level.

D. PROMOTING THE INTERCONNECTION OF EXPLICIT EDUCATION AND IMPLICIT INFILTRATION AT THE METHOD LEVEL

Methodological connection is most critical when addressing student crises, requiring a 'dual-track' response where explicit education and implicit infiltration complement each other simultaneously. In a crisis scenario, explicit education establishes the 'red line' through the direct application of disciplinary regulations to provide a clear framework of accountability. Concurrently, implicit infiltration provides the 'warm heart' through emotional support and psychological counseling, subtly fostering self-reflection and the internalization of values. By mastering the timing and proportion of these two methods, counselors ensure that the immediate correction of behavior leads to long-term ideological growth, realizing a seamless educational loop within the daily management of complex situations, and creating an educational atmosphere in organizing activities, counselors realize the organic integration of explicit educa-

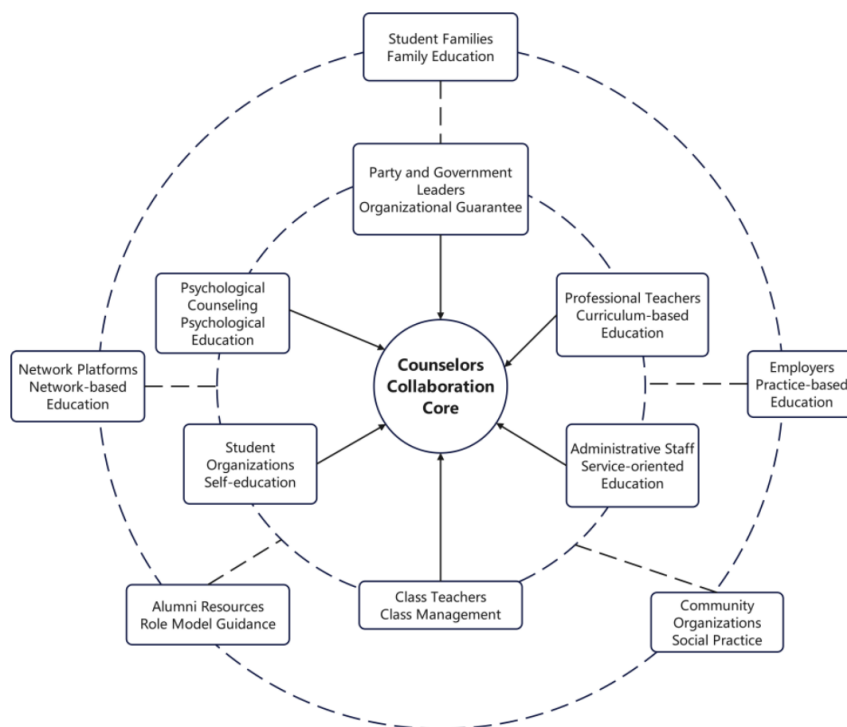


FIGURE 1. Multi-subject Structure Diagram of Counselors' Work Collaborative Mechanism

tion and implicit infiltration, thereby enhancing the affinity and effectiveness of ideological and political education.

IV. OPERATIONAL SYSTEM OF THE COLLABORATIVE MECHANISM OF COUNSELORS' WORK

A. COORDINATING THE OVERALL SITUATION OF COLLABORATIVE EDUCATION WITH FOSTERING VIRTUE THROUGH EDUCATION AS THE CORE GOAL

Goal orientation of fostering virtue through education is the fundamental principle for the operation of the collaborative mechanism, determining the direction and standards of educational work. Counselors need to decompose the fundamental task of fostering virtue through education into phased goals and specific work tasks, and build a hierarchical goal system. At the strategic level, establish the overall goal of cultivating builders and successors of socialism with all-round development of morality, intelligence, physical fitness, aesthetics, and labor; at the tactical level, set sub-goals such as the improvement of ideological and political quality, professional ability development, and physical and mental health promotion; at the operational level, formulate semester work plans and monthly work priorities. Goal coordination requires counselors to clarify the educational value and goal orientation of any work they carry out, avoiding formalism that merely completes tasks. By establishing goal lists and responsibility matrices, the goal of fostering virtue through education is implemented in all links such as ideological and political education, academic guidance, psychological counseling, and employment services, making each work an organic part of achieving educational goals. At the same time, goal coordination needs to consider

students' grade differences and individual characteristics, set differentiated training goals for students of different grades, and formulate personalized growth plans for different types of students, thereby achieving precise education. This goal-oriented operational mechanism can effectively integrate scattered work resources, avoid the fragmentation of educational work, and ensure the high unity of ideological and political education and student management at the goal level (see Figure 2).

B. CONNECTING IDEOLOGICAL GUIDANCE AND DAILY MANAGEMENT TO FORM A WHOLE-PROCESS EDUCATIONAL CHAIN

Whole-process education requires counselors to integrate ideological guidance into all stages and links of students' growth. Throughout the process from enrollment to graduation, students face different growth tasks and ideological puzzles at different stages, requiring counselors to provide targeted guidance and support. In the freshman enrollment stage, focus on adaptability education and professional identity cultivation, helping students quickly integrate into college life and establish clear learning goals through enrollment education and professional navigation [9]. In the sophomore and junior years, focus on ability improvement and value shaping, promoting students' all-round development and strengthening their sense of responsibility through academic guidance, practical training, and role model demonstration. For graduating students, focus on career planning and mission education, guiding them to combine personal development with national needs and cultivating their dedication to serving society. Counselors



FIGURE 2. Hierarchical Structure Diagram of Counselors' Work Goal System

need to integrate ideological guidance into all links of daily management, transforming routine work such as class meetings, heart-to-heart talks, dormitory visits, and activity organization into educational opportunities. By establishing student growth files, tracking and recording students' ideological dynamics and development trajectories, continuous attention and precise guidance for students' growth are realized. This whole-process educational model breaks the time and space limitations of ideological and political education, transforming educational work from phased activities to a continuous process, thereby enhancing the systematicness and coherence of educational work.

C. GATHERING HIGH-QUALITY INTERNAL AND EXTERNAL RESOURCES TO ACHIEVE ADVANTAGE COMPLEMENTATION IN COLLABORATIVE EDUCATION

Resource integration is a key support for improving the effectiveness of collaborative education. Internal resources include curriculum resources, faculty strength, practical platforms, cultural facilities, and other aspects. Counselors need to take the initiative to connect with different subjects such as professional teachers, functional departments, and student organizations, integrating scattered resources into a joint educational force. Collaborate with professional teachers to carry out curriculum-based ideological and political construction, integrating ideological and political elements into professional teaching to realize the organic unity of knowledge impartment and value guidance. Establish a collaborative mechanism with functional departments such as student affairs, Communist Youth League committees, and career development centers to jointly carry out student education, management, and service work, avoiding duplicate resource investment and overlapping work [10]. External resources include social practice bases, enterprise cooperation units, alumni networks, parent resources, etc., providing broader platforms and richer opportunities for students' growth. By expanding school-enterprise cooperation channels, counselors create internship and practical opportunities for students, helping them transform theoretical knowledge into practical abilities, and strengthening professional ethics and social responsibility education in the process. Establish a home-school linkage mechanism, regularly communicating with parents about students' performance and growth status at school to form a home-school co-education pattern. Use alumni resources to carry

out career guidance and life planning education, giving play to the role model of outstanding alumni. This internal and external integrated, multi-dimensional collaborative resource integration model can achieve advantage complementation, providing students with more comprehensive growth support and higher-quality development resources [11].

D. ESTABLISHING A MULTI-DIMENSIONAL EVALUATION AND FEEDBACK MECHANISM TO PROMOTE THE CONTINUOUS IMPROVEMENT OF COLLABORATIVE EFFECTIVENESS

To prevent the feedback loop from remaining a theoretical abstraction, the multi-dimensional evaluation mechanism must be defined by Key Performance Indicators (KPIs). Quantitative evaluation should specifically track the 'positive shift rate' of student ideological qualities, the 'conversion success rate' of academic warnings, and the 'response timeliness' in crisis interventions. Qualitative assessment should move beyond general surveys toward 'service depth satisfaction analysis' and peer-reviewed case studies that examine the long-term impact of collaborative interventions. These concrete metrics allow the mechanism to generate a precise data-driven feedback loop, facilitating the dynamic optimization of resource allocation and the continuous promotion of successful educational models. Through regularly holding work seminars, conducting case analyses, and organizing experience exchanges, problems identified in evaluations are transformed into improvement measures, and successful experiences are summarized into promotion models. At the same time, establish a dynamic adjustment mechanism, timely optimizing the operational process, resource allocation, and working methods of the collaborative mechanism according to evaluation feedback results, making collaborative education work continuously improved and enhanced in practice, thus forming a virtuous cycle of evaluation-feedback-improvement-promotion.

V. GUARANTEE SUPPORT FOR THE COLLABORATIVE MECHANISM OF COUNSELORS' WORK

A. IMPROVING THE COLLABORATIVE EDUCATION ORGANIZATIONAL STRUCTURE UNDER THE UNIFIED LEADERSHIP OF THE PARTY COMMITTEE

The unified leadership of the Party committee is the fundamental guarantee for the effective operation of the collaborative education mechanism. Colleges and universities should

establish a four-level organizational structure led by the Party committee, responsible by the president, coordinated by departments, and implemented by colleges, clarifying the functional positioning and work tasks of each level in collaborative education. At the Party committee level, responsible for top-level design and strategic planning, regularly studying major issues in the integration of ideological and political education and student management, and formulating overall plans and policy measures for collaborative education. The president's office meeting is responsible for coordinating the work relations of various functional departments, solving resource allocation and mechanism connection problems in collaborative education, and ensuring the effective implementation of various decisions and arrangements. Functional departments such as student affairs, academic affairs, Communist Youth League committees, and career development centers need to break departmental barriers, establish a normalized communication and coordination mechanism, and avoid policy conflicts and duplicate resource investment. At the college level, establish an educational work leading group led by the Party secretary or dean to coordinate the ideological and political education and student management work of the unit, and counselors specifically implement various educational tasks under the guidance of the leading group. This organizational structure clarifies responsible subjects and work processes, ensuring that collaborative education work is grasped, managed, and implemented, thus forming a work pattern of upper-lower linkage and left-right coordination, providing a solid organizational guarantee for counselors to carry out collaborative education (see Figure 3).

B. CONSTRUCTING A SYSTEM OF COLLABORATIVE WORK NORMS WITH CLEAR POWERS AND RESPONSIBILITIES

System norms are the basic guarantee for the standardized operation of the collaborative mechanism. Colleges and universities need to establish a system covering the entire process of collaborative education, clarifying the power and responsibility boundaries, work processes, cooperation methods, and assessment standards of various subjects. The work joint meeting system stipulates that student affairs, academic affairs, Communist Youth League committees, and other units regularly hold coordination meetings to study and solve key and difficult problems in collaborative education, avoiding working in isolation and passing the buck [12]. The information sharing system requires relevant departments to promptly inform students' ideological dynamics, academic status, psychological health, and other information, providing data support for counselors to carry out precise education, while establishing an information confidentiality mechanism to protect students' privacy. The two-way assessment system incorporates the effectiveness of collaborative education into the personal assessment of counselors and the annual assessment indicators of colleges, comprehensively evaluating the actual effect of collaborative

work through a combination of quantitative and qualitative evaluation. The resource sharing system clarifies specific measures for opening internal practical platforms, cultural facilities, expert resources, etc., to educational work, breaking departmental resource barriers and improving resource utilization efficiency [13]. These system norms transform collaborative concepts into operable work mechanisms by clarifying power and responsibility relations, standardizing work procedures, and strengthening assessment constraints, ensuring that various educational tasks are implemented, and making collaborative education work rule-based and evidence-based.

C. STRIVING TO IMPROVE THE PROFESSIONALIZATION AND PROFESSIONAL QUALITY OF COUNSELORS

The implementation of the collaborative mechanism depends on the professionalization of the counselor team, which requires a transition from 'experience-based' to 'expert-type' work. Universities should establish a hierarchical training system that incentivizes long-term career commitment through 'dual-track' promotion channels, allowing outstanding counselors to achieve professional recognition equivalent to academic faculty. By reducing fragmented administrative burdens and establishing specialized counselor studios, institutions can foster a professional ecology focused on high-level research and practical mastery. This professional transformation ensures that counselors possess the multi-disciplinary expertise necessary to implement complex collaborative strategies, thereby providing high-quality talent support for the systematic integration of ideological education and student management. New counselors receive pre-service training to master basic working methods, on-the-job counselors participate in special training to improve special abilities, and backbone counselors expand their theoretical horizons and research capabilities through advanced studies. At the same time, encourage counselors to pursue relevant professional degrees, participate in professional qualification certification, and carry out research projects, transforming practical experience into theoretical achievements, thereby realizing the transformation from experience-based to expert-type. Establish platforms such as counselor studios and master workshops to promote mutual learning and common growth among counselors through mentor guidance, case discussions, and experience sharing, forming a good professional development ecology and providing high-quality talent support for collaborative education.

D. BUILDING A DATA-DRIVEN INTELLIGENT COLLABORATIVE EDUCATION SERVICE PLATFORM

Information technology provides a new realization path and working method for collaborative education. The intelligent service platform provides data support and decision-making reference for counselors to carry out precise education by integrating multi-dimensional data such as students' basic

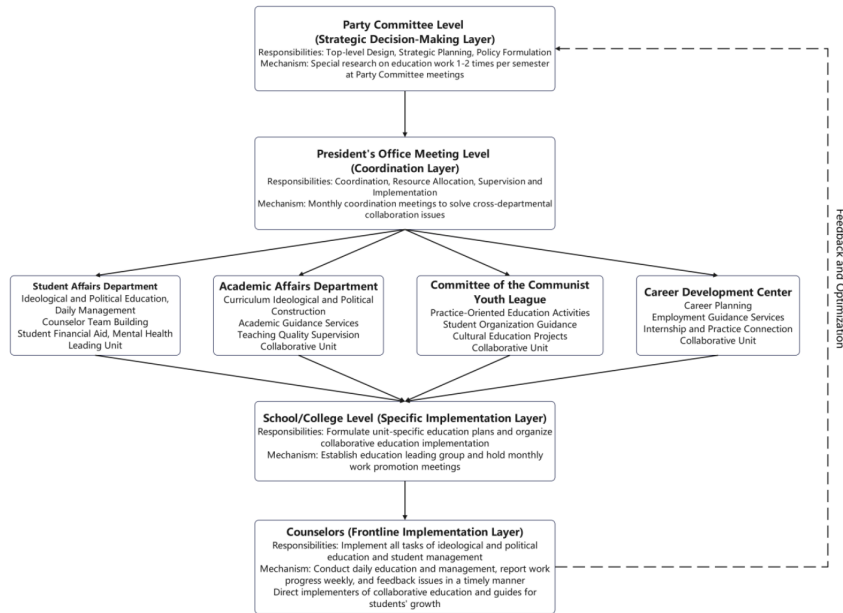


FIGURE 3. Collaborative Education Organizational Structure and Responsibility System Diagram

information, academic data, behavioral trajectories, and psychological status. The platform should have core functions such as data collection, analysis and early warning, resource management, and collaborative office to realize the digital transformation of educational work. The data collection module automatically aggregates students' class attendance, grade changes, consumption patterns, reading habits, online duration, and other information by connecting with multiple data sources such as academic systems, campus card systems, library systems, and network behavior systems, forming a comprehensive and three-dimensional student profile [14]. The analysis and early warning module uses big data analysis and artificial intelligence algorithms to identify at-risk students with academic difficulties, psychological abnormalities, and economic poverty, and promptly pushes early warning information to counselors, enabling them to intervene in advance and provide precise assistance. The resource management module integrates internal and external educational resources, establishing resource libraries and sharing mechanisms to facilitate counselors to quickly find and call required resources [15]. The collaborative office module realizes information flow and business collaboration between different departments, improving work efficiency and response speed. Through the construction of an intelligent platform, traditional experience-based judgment is transformed into data-driven scientific decision-making, and scattered work records are transformed into systematic process management, thereby enhancing the accuracy and effectiveness of collaborative education (see Figure 4).

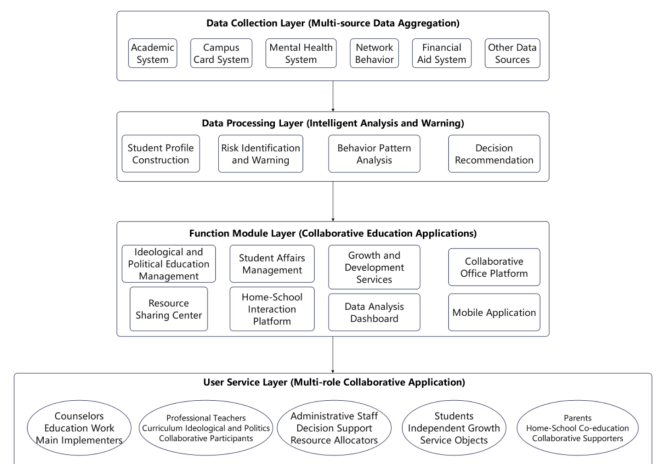


FIGURE 4. Architecture Diagram of Intelligent Collaborative Education Service Platform

VI. CONCLUSION

The in-depth integration of ideological and political education with student management is an inherent requirement for fostering virtue in the new era, particularly as it embeds the industrious spirit and professional craftsmanship of the industry into the core of student development. The construction of the collaborative mechanism of counselors' work provides an effective practical carrier for this integration. By consolidating the theoretical foundation for the in-depth integration of ideological and political education and student management, clarifying the multi-dimensional composition of the collaborative mechanism, establishing a scientific and efficient operational system, and improving multi-level guarantee support, the transformation of ideological and political education and student management from "physical combination" to "chemical integration" can be effectively promoted. Colleges and universities should

base themselves on educational laws and students' growth needs, continuously optimize the collaborative mechanism of counselors' work, give full play to the role of counselors as a bridge in collaborative education, and constantly enhance the systematicness, collaboration, and effectiveness of educational work, providing strong support for cultivating new-era talents who can shoulder the responsibility of national rejuvenation.

AUTHOR CONTRIBUTIONS

Lixin Wang designed, collected and analyzed the data, and drafted the manuscript. Lixin Wang conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Lixin Wang participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

FUNDING

This research was supported by, This article is a phased achievement of the 2025 Jilin Province Youth Development Research Plan project "Z-Generation Spiritual Resonance: New Media Role Model Narrative Mechanism and Youth Value Leading Innovation" (Project Approval No. 2025jqy-319);

The phased achievement of the 2025 Jilin Province Network Education Master Studio cultivation unit and the network education boutique project "Building a New Paradigm of Network Ideological and Political Education with 'One Transmission, Two Stories, and Three Stories', Empowering Youth Growth as a 'Spiritual Charging Station'".

ACKNOWLEDGEMENTS

Not applicable.

REFERENCES

- [1] K. Wang, "Exploring the Integration Path of Student Management and Ideological and Political Education in Colleges and Universities," *Applied Mathematics and Nonlinear Sciences*, vol. 10, no. 1, 2025, doi: 10.2478/AMNS-2025-0521.
- [2] B. Teer, "The Embedding of Ideological and Political Education in Student Management in Colleges and Universities in the Context of Informatization," *Applied Mathematics and Nonlinear Sciences*, vol. 9, no. 1, 2024, doi: 10.2478/AMNS.2023.2.01264.
- [3] Y. Wang, "Research on the Management of College Counselors and Students Under the Background of 'Three Complete Education'," *New Explorations in Education and Teaching*, vol. 2, no. 5, 2024, doi: 10.18686/NEET.V2I5.4637.
- [4] X. Liu, "Innovative measures of student management by counselors in higher education institutions under a big data environment," *Applied Mathematics and Nonlinear Sciences*, vol. 9, no. 1, 2024, doi: 10.2478/AMNS.2023.2.00171.
- [5] D. Y. Lan, "Exploration on the Integration of Ideological and Political Education and Student Management in Colleges and Universities from the Perspective of Fostering Virtue through Education," *Middle School Political Teaching Reference*, no. 44, pp. 97, 2023.
- [6] Y. Zhang, "Study on the Paths and Strategies of Integrating Ideological and Political Education into Student Management," *Education Reform and Development*, vol. 7, no. 9, pp. 274-280, 2025, doi: 10.26689/ERD.V7I9.12349.
- [7] D. Yang, "Reflections on the management of college counselors' guidance to students based on constructivism theory," *Communication & Education Review*, vol. 3, no. 4, 2022, doi: 10.37420/J.CER.2022.036.
- [8] T. Zhang, "Research on College Student Management and Counselor Work under the Market Economy System," *Academic Journal of Business & Management*, vol. 2, no. 8, pp. 28-34, 2020, doi: 10.25236/AJBM.2020.020805.
- [9] W. Li, "How to integrate ideological and political education into daily management of college students," *BASIC & CLINICAL PHARMACOLOGY & TOXICOLOGY*, vol. 128, pp. 193, 2021.
- [10] P. Huang, "Effect Analysis of Ideological and Political Education Integrated into Student Management Work," *Middle School Political Teaching Reference*, no. 30, pp. 81, 2023.
- [11] Y. Yuan, "Innovating the Student Management Mode of College Counselors Under the New Situation," *Journal of Contemporary Educational Research*, vol. 6, no. 5, pp. 54-59, 2022, doi: 10.26689/JCER.V6I5.3956.
- [12] L. Liu, "Research on the Infiltration Mechanism and Practical Strategies of Ideological and Political Education in University Student Management," *Transactions on Comparative Education*, vol. 7, no. 2, 2025, doi: 10.23977/TRAN.2025.070218.
- [13] X. Wang, "Factors Affecting the Management of College Students in Ideological and Political Education in the Information Age," *Journal of Physics: Conference Series*, vol. 1744, no. 4, Art. no. 042170, 2021, doi: 10.1088/1742-6596/1744/4/042170.
- [14] L. Chen, "Innovation Analysis of Student Management Methods for Vocational College Counselors in the New Situation," *International Journal of New Developments in Education*, vol. 5, no. 20, pp. 135-139, 2023, doi: 10.25236/IJNDE.2023.052024.
- [15] M. Li, "Exploration of the Integration Path of Ideological and Political Education and Student Management in Vocational Colleges in the New Era," *International Educational Research Development*, vol. 2, no. 3, pp. 103-105, 2025, doi: 10.12462/IERD.ISSN3007-7664.2025.03.035.