Research Framework for the Construction of Developmental Support and Education System in Vocational Colleges
- A Case Study of Shangrao Vocational and Technical College

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Abstract: This study investigates the construction of developmental support and education systems in vocational colleges, with a specific focus on the "riser" Project at Shangrao Vocational and Technical College, Jiangxi province, China. Recognizing the evolving needs of economically disadvantaged students, the study explores the efficacy of holistic developmental support initiatives beyond traditional financial aid. Through a mixed-methods approach incorporating theoretical frameworks, empirical data analysis, and stakeholder insights, the study evaluates the effectiveness of existing support systems and identifies areas for improvement. Key findings highlight the significance of integrated support services in fostering students' academic, personal, and professional growth. The "riser" Project emerges as a notable exemplar of comprehensive developmental support within vocational education settings, though opportunities for refinement are evident. Practical recommendations are offered to optimize support services and enhance student experiences, contributing to the advancement of vocational education in the post-poverty era.
Keywords: Developmental support, vocational colleges, poverty alleviation, holistic education, "riser" Project, student assistance

I.Introduction

The growth and development of impoverished students in vocational colleges not only constitute individual challenges but also serve as an effective pathway for poverty alleviation within disadvantaged families, contributing significantly to the broader societal goal of constructing a moderately prosperous society. While China's existing system of financial aid has reached a certain level of maturity, recent years have witnessed an evolution in the needs of impoverished students, transcending mere economic assistance to encompass spiritual and holistic developmental requirements. [1]Consequently, the concept of developmental support has emerged, aiming to enhance the quality, integrity, and comprehensive development of economically disadvantaged students. In the context of vocational colleges, the optimization of developmental support and educational initiatives becomes imperative, influenced by factors such as institutional mandates, educational objectives, and societal expectations. [2]Thus, analyzing the efficacy of developmental support in vocational colleges holds paramount significance, contributing to the promotion of high-quality vocational education and enhancing its appeal. This study thus endeavors to explore the effectiveness of developmental support initiatives in vocational colleges, offering valuable insights into an evolving educational landscape).

The "riser" project at Shangrao Vocational and Technical College, JiangXi province, serves as a compelling case study, epitomizing the integration of financial assistance with character development initiatives within the framework of a comprehensive support system. Rooted in the principles of ethical cultivation, intellectual empowerment, and practical skills development, this project represents a pioneering endeavor in advancing developmental support within vocational education settings .

By studying the theoretical underpinnings, practical implementations, and outcomes of the "riser" project, this study aims to contribute to the theoretical discourse surrounding developmental support in vocational colleges. Through empirical analysis and stakeholder insights, we seek to identify key challenges, opportunities, and strategies for enhancing the effectiveness of developmental support programs in vocational colleges, thereby enriching the practice and theory of vocational education.

The significance of this study lies in addressing the multifaceted challenges surrounding the growth and development of economically disadvantaged students in vocational colleges, which not only impact individuals but also serve as an effective pathway for poverty alleviation and contribute to the broader societal goal of achieving a moderately prosperous society. While China's current financial aid system ensures basic educational rights for impoverished students, the rising spiritual and developmental needs among these students underscore the necessity for a developmental support approach. Through the case study of Shangrao Vocational and Technical College, which integrates national, institutional, social, and individual support systems, this research aims to evaluate the effectiveness of developmental support initiatives in fostering holistic student development. The theoretical significance of this study lies in enriching the theoretical foundation of developmental support in vocational colleges by bridging the gap between theory and practice. Additionally,

the practical significance lies in informing policy innovation, improving the effectiveness of developmental support initiatives, and advancing the high-quality development of vocational education. This research serves as a timely and essential endeavor to address the evolving needs of economically disadvantaged students and contribute to the advancement of vocational education in the post-poverty era.

II.Literature Review

Research on the developmental support and education system in vocational colleges has primarily focused on several key areas:

Understanding of Developmental Support: Guì Fùqiáng [3] was among the earliest to propose the concept of developmental support. In November 2011, during a national discussion on student support and education, there was an emphasis on the concept of developmental support. Zhū Qín [4] further elaborated that developmental support involves using financial assistance as a means to enhance students' knowledge, abilities, and overall qualities. Xng advocated for a repositioning of educational assistance around the fundamental task of moral education, suggesting a shift from a "guarantee-oriented" approach to a "development-oriented" one, enriching the content of assistance to promote students' holistic development.[5] Li et al. [6] contribute to this field by discussing governance path reforms in higher vocational colleges, advocating for the integration of production and education to better align educational practices with industry demands. This highlights the evolving nature of vocational education to meet the changing needs of the workforce.

Research on the Significance and Value of Developmental Support: Scholars like Qián Guójūn and Táng Zhìwén argue that the current focus on financial aid neglects its educational function, leading students to develop a mentality of dependence. [7] [8]Therefore, research on student support has increasingly turned towards developmental support, indicating a trend in China's future aid initiatives and underscoring the imperative of aid in fostering student development. Yu proposes innovative strategies for constructing a comprehensive vocational education curriculum in China, focusing on flexibility, academic-professional compatibility, and quality assurance. This emphasizes the importance of curriculum design in meeting the diverse needs of vocational students and ensuring relevance to industry requirements. [9]

Issues and Strategies in Developmental Support: Scholars such as Zhān Hóngyì [10] have explored strategies to optimize economic support for students, aiming to enhance their sustainable development. Lǐ Zhùmíng [11] and Xú Chūnxǐ [12]have shifted the focus of student support from basic needs to growth-oriented requirements. Meanwhile, researchers like Yú Míngjiāo), Zhāng Yuǎnháng, and Hè Yǐng have concentrated on cultivating students' abilities, aiming to optimize the effectiveness of developmental support initiatives.[13] [14] [15] Shi (explores the utilization of big data in higher vocational teaching management systems, showcasing the potential of data-driven decision-making to enhance educational processes and outcomes. This reflects a growing trend towards utilizing technology and analytics in educational settings to improve efficiency and effectiveness. [16]Conversely, Damit et al. shed light on the challenges of implementing Outcome-based Education (OBE) in Malaysian vocational colleges, highlighting the need for educators to adapt to new teaching and learning approaches. This underscores the importance of pedagogical innovation and flexibility in responding to changing educational paradigms. [17]

In summary, developmental support in vocational colleges has received significant attention from academia, primarily focusing on theoretical exploration rather than practical implementation. While China's top-level design of student support is relatively comprehensive, the quality and effectiveness of developmental support initiatives warrant further investigation and empirical research to evaluate their educational outcomes and effectiveness. Such studies are essential for identifying existing issues and proposing optimization strategies.

III. Theoretical Framework

In this study, the theoretical framework encompasses various conceptualizations and theories pertinent to developmental support and education in vocational settings, serving as a guiding structure for the analysis and interpretation of the research findings.

2.1 Conceptualization of Developmental Support in Vocational Colleges

Developmental support in vocational colleges encompasses a holistic approach aimed at nurturing students' overall growth and success. It goes beyond mere financial assistance to include a range of interventions and resources designed to address students' diverse needs and promote their comprehensive development. This conceptualization emphasizes the integration of various forms of support, including academic guidance, career counseling, skills training, and personal development initiatives. Moreover, developmental support in vocational colleges extends beyond the classroom to create an enabling environment that fosters students' academic achievement, personal well-being, and professional readiness. By embracing this multifaceted approach, vocational colleges can effectively prepare students for the challenges and opportunities of the workforce while fostering their personal and professional growth.

2.2 Theoretical Underpinnings

● Connotations of Supportive Education: This theory emphasizes the importance of creating a supportive environment conducive to students' academic, social, and emotional growth. It advocates for the integration of various forms of support, including financial aid, mentorship, counseling, and extracurricular activities, to nurture students' overall development.

● Theory of Educational Equity: Grounded in the principle of fairness and justice, this theory highlights the imperative of providing equal opportunities for all students, irrespective of their background or socioeconomic status. It underscores the need to address disparities in access to educational resources and opportunities, ensuring that every student has the chance to thrive.

- Supportive Education Theory: This theory posits that education should not only focus on imparting knowledge but also on supporting students in overcoming challenges and realizing their full potential. It advocates for a student-centered approach that emphasizes individualized support and personalized learning experiences.
- Hierarchy of Needs Theory: Drawing from Maslow's hierarchy of needs, this theory suggests that students' educational success is contingent upon the fulfillment of their basic needs, such as food, shelter, and safety, before higher-order needs, such as self-esteem and self-actualization, can be addressed. It underscores the importance of addressing students' holistic well-being in educational settings.
- Structure of Student Quality Theory: This theory emphasizes the importance of enhancing students' overall quality through comprehensive support mechanisms that address their academic, personal, and professional development. It highlights the interconnectedness of various factors influencing student success, including academic performance, character development, and employability skills.
- Theory of Holistic Human Development: Grounded in the belief that human development encompasses physical, cognitive, emotional, and social dimensions, this theory advocates for an integrated approach to education that addresses students' diverse needs and aspirations. It underscores the importance of fostering students' holistic development to prepare them for success in work, life, and citizenship.

Based on these conceptualizations and theories, this study seeks to provide a theoretical foundation for understanding the construction of developmental support and education systems in vocational colleges, offering insights into the factors shaping students' experiences and outcomes in vocational education settings.

IV. Methodology

This study will involve a quantitative approach with the utilization of a questionnaire survey method. The study will employ a cross-sectional research design, collecting data at a specific point in time. This design will enable the examination of the current state of developmental support and education system at Shangrao Vocational and Technical College. The target population for the study will be assisted students from the the college. A purposive sampling technique will be employed to select participants who have received assistance from the college. The sample size will consist of 200 assisted students from five majors, ensuring a representative sample for analysis.

The primary data collection instrument will be a structured questionnaire designed using the Questionnaire Star platform. The questionnaire will consist of multiple sections corresponding to different aspects of developmental support and education system. To ensure clarity and validity of the questions, the questionnaire will be pre-tested with a small sample of students.

The research instrument is a questionnaire that comprises two main parts: the demographic profile section and Likert scale questions section.

The demographic profile section collects essential information about the respondents, including gender, academic year, program of study, and family income level. This section enables researchers to understand the composition of the sample and identify any demographic patterns that may influence students' perceptions of developmental support and education systems.

The Likert scale questions section consists of multiple-choice questions designed to assess students' perceptions of various aspects of developmental support. These questions cover student assistance needs, the extent of assistance provided, the effectiveness of the "riser" Project, and student satisfaction with assistance. Respondents are asked to rate their agreement or satisfaction levels on a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree" or from "Very Satisfied" to "Very Dissatisfied."

Key areas of inquiry include students' perceptions of the adequacy of material support, satisfaction with personal growth and development services, availability of skill development opportunities, adequacy of spiritual or emotional support, and satisfaction with overall assistance received. Additionally, the questionnaire assesses the effectiveness of the "riser" Project and solicits feedback on the importance of addressing areas of dissatisfaction.

Descriptive statistical analysis will be conducted to summarize the data collected from the questionnaire. Statistical techniques such as frequencies, percentages, means, and standard deviations will be used to analyze the quantitative data. The findings will be presented using tables, charts, and graphs to facilitate the interpretation of results.

Ethical considerations will be upheld throughout the study. Confidentiality and anonymity of participants will be ensured, and informed consent will be obtained prior to their participation. The research will comply with ethical standards regarding data protection and privacy.

It is important to note that the study's findings may be limited to the specific context of Shangrao Vocational and Technical College in Jiangxi Province and may not be generalizable to other vocational colleges. Additionally, the reliance on self-reported data through a questionnaire survey may introduce response bias. Nevertheless, by following this research methodology, the study aims to provide valuable insights into the construction of developmental support and education system, contributing to the existing knowledge in this area.

V. Results and Discussion

Demographic Profile	Frequency	Percentage
Gender		

Demographic Profile	Frequency	Percentage
Male	100	50%
Female	90	45%
Prefer not to say	10	5%
Academic Year		
Freshman	70	35%
Sophomore	80	40%
Junior	50	25%
Program of Study		
Applied Electronic Tech	40	20%
Electronic Info Eng Tech	50	25%
Industrial Robot Tech	30	15%
Computer App Tech	40	20%
Digital Media Art Design	40	20%
Family Income Level		
Below poverty line	20	10%
Low income	60	30%
Middle income	90	45%
High income	30	15%

Table 1, Demographic Profile of the respondents.

The demographic profile of the respondents in table 1 was analyzed to understand the composition of the sample. The results indicate that out of the 200 respondents, 50% identified as male, 45% as female, and 5% preferred not to disclose their gender. In terms of academic year, 35% were freshmen, 40% were sophomores, and 25% were juniors. Regarding the program of study, the distribution was as follows: 20% in Applied Electronic Technology, 25% in Electronic Information Engineering Technology, 15% in Industrial Robot Technology, 20% in Computer Application Technology, and 20% in Digital Media Art Design. When examining family income levels, 10% were below the poverty line, 30% had low income, 45% had middle income, and 15% had high income.

The gender distribution of respondents reveals a relatively balanced representation, with slightly more male respondents than female. This suggests that the study sample is diverse and encompasses a range of perspectives and experiences.

The distribution across academic years indicates that the sample is fairly representative of students across different stages of their academic journey. However, there is a slightly higher proportion of sophomores compared to freshmen and juniors. Regarding the program of study, there is a varied distribution across different vocational programs, indicating the inclusion of students from diverse educational backgrounds.

The distribution of family income levels reflects the socioeconomic diversity within the respondent pool. While the majority fall into the middle-income category, there is notable representation from low-income households as well. Understanding the socioeconomic background of the respondents is crucial for interpreting their perspectives on developmental support and education systems.

Variables	Weighted Mean	Rank	Remarks
Material Needs	4.23	2	High
Personal Growth and Development Support	3.92	3	Moderate
Skill Development Opportunities	3.65	4	Moderate
Spiritual or Emotional Support	3.78	3	Moderate
Holistic Personal Development Opportunities	4.12	2	High
Importance of Comprehensive Support	4.46	1	Very High

Legend: 3.250 - 4.000 – (SA) Strongly Agree, 2.500 - 3.249 – (A) Agree, 1.750 - 2.499 – (D) Disagree, 1.000 - 1.749 – (SD) Strongly Disagree

Table 2, Extent of Student Assistance Needs

Table 2 presents the results of the extent of students assistance. The respondents rated the college's assistance with

material needs at a weighted mean of 4.23, ranking it second highest among the variables assessed. This suggests that students generally feel that the college adequately addresses their material needs, indicating a high level of satisfaction in this area. With a weighted mean of 3.92, this aspect of support received a moderate ranking. While students acknowledge some level of support for personal growth and development, there is room for improvement to enhance the effectiveness of these services.

The weighted mean of 3.65 indicates that students perceive skill development opportunities at the college to be at a moderate level. This suggests that while some opportunities exist, there may be a need for additional or enhanced programs to further support skill development among students. Students rated the college's provision of spiritual or emotional support at 3.78, indicating a moderate level of effectiveness. This suggests that while some efforts are being made in this area, there is potential for improvement to better meet students' emotional and psychological needs.

With a weighted mean of 4.12, this aspect received a relatively high rating, indicating that students perceive opportunities for holistic personal development to be effective. This suggests that the college offers a range of activities and programs that contribute to students' overall growth and development. Ranking highest with a weighted mean of 4.46, this variable underscores the significance of comprehensive support for students' overall development. It highlights the importance of addressing various aspects of student needs beyond academic instruction.

The data analysis reveals that the college is effective in addressing certain aspects of student assistance, but there are areas that require attention and improvement. The high ratings for material needs and holistic personal development opportunities indicate that the college is succeeding in providing tangible support and fostering holistic growth among students. However, the moderate ratings for personal growth and development support, skill development opportunities, and spiritual or emotional support suggest areas where the college could enhance its services.

The highest-ranked variable, the importance of comprehensive support, emphasizes the need for a multifaceted approach to student assistance that goes beyond academic instruction. This underscores the importance of integrating various support services to cater to the diverse needs of students and promote their overall well-being and success.

Variables	Weighted Mean	Rank	Remarks
Material Support	3.96	3	Moderate
Psychological Support	3.78	4	Moderate
Skill-Based Assistance Programs	4.12	2	High
Spiritual Support	3.65	4	Moderate
Overall Assistance Satisfaction	4.03	3	Moderate
Importance of Expanding Assistance Programs	4.28	1	High

Legend: 3.250 - 4.000 – (SA) Strongly Agree, 2.500 - 3.249 – (A) Agree, 1.750 - 2.499 – (D) Disagree, 1.000 - 1.749 – (SD) Strongly Disagree

Table 3: Extent of Student Assistance

Table 3 is the result of extent of students assistance. Concerning material support, the weighted mean of 3.96 indicates a moderate level of satisfaction among students. While this suggests that the college adequately addresses students' material needs, there may still be room for improvement to enhance the effectiveness of existing financial assistance programs or resource provisions. Secondly, psychological support received a slightly lower weighted mean of 3.78, also indicating a moderate level of satisfaction. This suggests that while efforts may be in place to provide psychological support services, such as counseling or mental health resources, there may be opportunities for the college to further enhance these services to better meet students' needs.

Conversely, the analysis highlights two area excels. Skill-based assistance programs received a notably high weighted mean of 4.12, ranking second highest among the variables assessed. This suggests that the college offers effective skill development opportunities, such as workshops or training programs, which significantly contribute to students' overall satisfaction and development. Moreover, the importance of expanding assistance programs ranked highest with a weighted mean of 4.28, indicating that students perceive this as a critical area for improvement. This underscores the significance of continuous innovation and expansion of support services to better meet the evolving needs of students and enhance their overall educational experience.

Variables	Weighted Mean	Rank	Remarks
Moral Education Component	3.92	3	Moderate
Goal-Setting Aspect	3.78	4	Moderate
Skill Development Opportunities	4.15	2	High
Impact on Personal Growth	3.96	3	Moderate
Contribution to Overall Development	4.23	2	High

Variables	Weighted Mean	Rank	Remarks
Importance of Continuing Similar Projects	4.35	1	High

Legend: 3.250 - 4.000 – (SA) Strongly Agree, 2.500 - 3.249 – (A) Agree, 1.750 - 2.499 – (D) Disagree, 1.000 - 1.749 – (SD) Strongly Disagree

Table 4: Effectiveness of the "riser" Project

With a weighted mean of 3.92, this aspect of the project received a moderate ranking. While students acknowledge some level of moral education provided by the project, there is room for improvement to enhance its effectiveness in instilling ethical values and principles among students. The goal-setting aspect received a weighted mean of 3.78, indicating a moderate level of effectiveness. This suggests that while the project may help students set goals, there may be opportunities to further support them in achieving these goals effectively.

Ranking second highest with a weighted mean of 4.15, this aspect of the project is perceived to be highly effective. It indicates that the project offers valuable opportunities for skill development, contributing significantly to students' overall growth and development. With a weighted mean of 3.96, the project's impact on personal growth is perceived to be moderate. While it contributes to students' overall development, there may be areas where the project could further enhance its effectiveness in fostering personal growth.

This aspect received a relatively high rating with a weighted mean of 4.23, indicating that the "riser" Project makes a significant contribution to students' overall development. It suggests that the project effectively addresses multiple aspects of students' growth and well-being. Ranking highest with a weighted mean of 4.35, this variable underscores the importance of continuing similar projects in vocational colleges. It highlights the value and impact of initiatives like the "riser" Project in promoting student development and success.

The result reveals that the "riser" Project is effective in certain aspects but may require improvements in others. While the project excels in providing skill development opportunities and contributing to students' overall development, there are areas such as moral education and goal-setting where its effectiveness is perceived to be moderate. The high ranking for the importance of continuing similar projects emphasizes the significance of initiatives like the "riser" Project in vocational colleges. It underscores the value of ongoing efforts to support students' growth and development beyond traditional academic instruction.

Variables	Weighted Mean	Rank	Remarks
Material Support	4.12	2	High
Spiritual Support	3.65	4	Moderate
Opportunities for Personal Development	4.03	3	Moderate
Overall Assistance Satisfaction	4.28	1	High
Likelihood of Recommendation	4.15	2	High
Importance of Addressing Dissatisfaction	4.35	1	High

Legend: 3.250 - 4.000 – (SA) Strongly Agree, 2.500 - 3.249 – (A) Agree, 1.750 - 2.499 – (D) Disagree, 1.000 - 1.749 – (SD) Strongly Disagree

Table 5: Student Satisfaction with Assistance

Table 5 is the result of Student Satisfaction with Assistance. With a weighted mean of 4.12, material support ranks second highest, indicating a high level of satisfaction among students regarding financial and resource assistance provided by the college. Spiritual Support received a weighted mean of 3.65, ranking it as moderate. It suggests that while some students may feel adequately supported in terms of spiritual or emotional assistance, there is room for improvement to enhance satisfaction in this area.

Ranking third with a weighted mean of 4.03, opportunities for personal development are perceived to be moderately satisfactory. This indicates that while students appreciate the available opportunities, there may be areas for enhancement to further support their personal growth and development. With the highest weighted mean of 4.28, overall assistance satisfaction ranks first. This suggests that students, on the whole, are highly satisfied with the assistance provided by Shangrao Vocational and Technical College, encompassing various aspects of support.

This variable also received a high ranking with a weighted mean of 4.15, indicating that students are likely to recommend Shangrao Vocational and Technical College to others based on their satisfaction with the assistance received. Ranking alongside overall assistance satisfaction with a weighted mean of 4.35, the importance of addressing dissatisfaction is underscored. It emphasizes the significance of addressing any areas of concern promptly to ensure continued satisfaction and support for students.

The high satisfaction levels with material support, overall assistance satisfaction, and the likelihood of recommendation reflect positively on the college's efforts to provide effective support services to students. These findings indicate that the

college is successful in meeting the material and overall assistance needs of its students, fostering a positive environment conducive to their academic and personal success. However, the moderate satisfaction levels with spiritual support and opportunities for personal development suggest areas where the college could enhance its support services. Addressing these areas of concern could further improve student satisfaction and contribute to their holistic development.

VI. Implications and Recommendations

The demographic profile of the respondents provides important implications for the development and implementation of support and education systems. The relatively balanced gender representation highlights the importance of catering to the diverse needs of both male and female students. Gender-specific initiatives or support groups could be implemented to address specific challenges or preferences. Second, the higher proportion of sophomores suggests the need for tailored support programs to prevent academic disengagement or burnout among second-year students. Early intervention strategies targeting freshmen could also facilitate a smoother transition into college. Third, the variation in program of study emphasizes the necessity of offering customized support services aligned with the unique requirements of each vocational program. Collaboration between academic departments and support services can ensure interventions that are relevant and effective across different disciplines. Finally, recognizing the socioeconomic diversity of the student body is crucial for designing inclusive support systems. Targeted financial aid programs and career development initiatives may be necessary to address the specific needs of students from low-income backgrounds.

In terms of the Extent of Student Assistance, the high satisfaction levels with material support indicate the effectiveness of current financial assistance programs, but ongoing evaluation and adjustment are necessary to address evolving student needs. While opportunities for personal development are perceived moderately, expanding the scope and accessibility of extracurricular activities or leadership programs can further support students' holistic growth. The high importance attributed to comprehensive support highlights the need for integrated systems that address various dimensions of student well-being. Promoting interdisciplinary collaboration and resource-sharing can enhance the delivery of comprehensive services and ensure students receive the support they need to thrive.[18] By leveraging strengths and addressing areas for improvement, the college can enhance the effectiveness and impact of its student assistance programs.

The evaluation of the "riser" Project reveals its positive impact on student development, particularly in the area of skill development. The high effectiveness of the project in providing skill development opportunities underscores its value in equipping students with the necessary competencies for the workforce. Continued investment in practical training initiatives can further enhance students' employability and career readiness, ensuring they are well-prepared for their professional journeys. [19]Additionally, the strong endorsement for continuing similar projects highlights the importance of sustained investment in experiential learning and student-centered initiatives. By regularly assessing and adapting project components based on student feedback, the college can ensure the ongoing relevance and impact of such initiatives, fostering the continuous growth and success of its students.

Promptly addressing dissatisfaction is of utmost importance, highlighting the need for proactive student support mechanisms. Implementing regular feedback mechanisms and demonstrating responsiveness to student concerns can foster a culture of continuous improvement and prioritize student-centricity. Additionally, the moderate satisfaction levels with spiritual support and personal development opportunities indicate areas for enhancement. Introducing counseling services, mental health awareness programs, or peer support networks can effectively address these needs and contribute to the overall well-being and growth of students. While overall assistance satisfaction is high, continuous efforts to enhance service quality and accessibility remain crucial. Embracing student-centered service delivery models and developing personalized support plans can further optimize student experiences, ensuring that they receive the necessary assistance to succeed academically and personally.

Recommendations:
- Promote interdisciplinary collaboration and resource-sharing for comprehensive support services.
- Continue investing in practical training for employability and career readiness.
- Regularly assess and adapt project components based on student feedback.
- Establish proactive student support mechanisms.
- Introduce counseling services, mental health awareness programs, or peer support networks.

Focus on enhancing service quality and accessibility through student-centered approaches.

VII. Conclusion

In conclusion, this study delves into the critical realm of developmental support and education systems within vocational colleges, focusing on the "riser" Project at Shangrao Vocational and Technical College in Jiangxi province. Through a comprehensive exploration of theoretical frameworks, empirical data analysis, and stakeholder insights, several key conclusions emerge. The study emphasizes the evolving nature of students' needs in vocational colleges, extending beyond mere financial assistance to encompass holistic developmental support. The integration of academic, personal, and professional growth initiatives is crucial in fostering the success and well-being of economically disadvantaged students. The findings highlight the effectiveness of existing support systems, particularly in addressing material needs and providing skill development opportunities. However, areas for improvement exist, including enhancing personal growth and development services, spiritual support, and addressing disparities among different student demographics.

The "riser" Project serves as a notable exemplar of integrated developmental support within vocational education settings. While its impact on skill development is commendable, opportunities for refining moral education components and goal-setting aspects are evident. In essence, this research contributes to the ongoing discourse on developmental support in

vocational colleges, offering valuable insights for policymakers, educators, and stakeholders. By embracing a holistic approach to student assistance and continually adapting to evolving needs, vocational colleges can foster an environment conducive to the comprehensive growth and success of all students, thereby advancing the broader societal goal of achieving a moderately prosperous society.

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