

THE REDUCE ADMINISTRATIVE STAFF BRAIN DRAIN STRATEGIES OF
GUIZHOU VOCATIONAL COLLEGE OF INDUSTRY & COMMERCE,
GUIZHOU, CHINA



XIN ZHANG

MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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XIN ZHANG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
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ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
IN PUBLIC ADMINISTRATION

APPROVED BY

Advisory Committee

Chair

(Associate Professor Dr. Winit Pharcharuen)

...../...../.....

Committee

(Assistant Professor Dr. Non Naprathansuk)

...../...../.....

Committee

(Dr. Jariya Koment)

...../...../.....

Program Chair, Master of Public Administration

in Public Administration (Assistant Professor Dr. Thammaporn Tantar)

...../...../.....

CERTIFIED BY THE OFFICE OF
ACADEMIC ADMINISTRATION
AND DEVELOPMENT

.....

(Associate Professor Dr. Chaiyot Sumritsakun)

Vice President

...../...../.....

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วิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์ก๊วยโจว
ก๊วยโจว ประเทศจีน

ชื่อผู้เขียน Mrs. Xin Zhang

ชื่อปริญญา รัฐประศาสนศาสตรมหาบัณฑิต สาขาวิชาการบริหารสาธารณะ

อาจารย์ที่ปรึกษาหลัก รองศาสตราจารย์ ดร.วินิจ ฝาเจริญ

บทคัดย่อ

วัตถุประสงค์ของการศึกษานี้เพื่อ 1) เพื่อทำความเข้าใจสถานการณ์ปัจจุบันที่ทำให้เกิดปรากฏการณ์การสูญเสียบุคลากรที่มีความสามารถในฝ่ายบริหารของวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์ก๊วยโจว 2) เพื่อวิเคราะห์ปัจจัยหลักที่นำไปสู่การสูญเสียบุคลากรที่มีความสามารถในฝ่ายบริหารของวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์ก๊วยโจว 3) เพื่อเสนอแนะแนวทางในการลดการสูญเสียบุคลากรที่มีความสามารถในฝ่ายบริหาร การศึกษานี้ใช้ทฤษฎีสามประการเป็นหลัก ได้แก่ ทฤษฎีสองปัจจัย ทฤษฎีลำดับขั้นความต้องการของมาสโลว์ และทฤษฎีการจัดการเชิงกลยุทธ์ด้านทรัพยากรบุคคล การศึกษานี้ใช้วิธีการวิจัยเชิงปริมาณเพื่อตรวจสอบสถานการณ์ปัจจุบัน ปัจจัยที่มีอิทธิพล และกลยุทธ์การรักษาพนักงานฝ่ายบริหารที่มีประสิทธิผล โดยรวบรวมข้อมูลส่วนใหญ่ผ่านแบบสอบถามออนไลน์ โดยมีขนาดตัวอย่าง 133 ตัวอย่างที่คำนวณตามสูตรของทาโร ยามาเนะ และสุดท้าย แบบสอบถาม 150 ชุดได้รับการแจกแบบสุ่ม การวิเคราะห์ข้อมูลดำเนินการโดยใช้โปรแกรมสำเร็จรูปสำหรับการวิเคราะห์ข้อมูล (SPSS) รวมถึงการทดสอบความน่าเชื่อถืออัลฟาของครอนบาค และการวิเคราะห์ปัจจัย KMO เพื่อให้มั่นใจว่าผลการสำรวจแบบสอบถามมีความถูกต้อง

ผลการวิจัยแสดงให้เห็นว่าความพึงพอใจโดยรวมของเจ้าหน้าที่ฝ่ายบริหารที่วิทยาลัยอาชีวศึกษาก๊วยโจวต่อสถานการณ์ปัจจุบันอยู่ในระดับต่ำ และปัจจัยหลักที่ส่งผลต่อการลาออก ได้แก่ เงินเดือนที่ไม่น่าพอใจ ผลงานที่ไม่เป็นธรรม สภาพแวดล้อมในสำนักงานที่ย่ำแย่ และการสื่อสารข้อมูลนโยบายที่ไม่ทันท่วงที จากการวิเคราะห์ข้อมูล ข้อเสนอแนะที่มอบให้กับวิทยาลัย คือให้เพิ่มเงินเดือนและปรับปรุงมาตรฐานและการประเมินผลการปฏิบัติงานในยุติธรรมและเหมาะสมยิ่งขึ้น

คำสำคัญ : วิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์ก๊วยโจว, เจ้าหน้าที่ฝ่ายบริหาร, การสูญเสียบุคลากร, กลยุทธ์



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Author	Mrs. Xin Zhang
Degree	Master of Public Administration in Public Administration
Advisory Committee Chairperson	Associate Professor Dr. Winit Pharcharuen

ABSTRACT

The purpose of this study is: 1) To understand the current circumstances causing the brain drain phenomenon among the administrative staff of Guizhou Vocational College of Industry & Commerce. 2) To analyze the main factors leading to the brain drain of administrative staff at Guizhou Vocational College of Industry & Commerce. 3) To suggest a strategies that Guizhou Vocational College of Industry & Commerce reduces the brain drain administrative staff. This study mainly applies three theories, The Two-Factor Theory, Maslow's Hierarchy of Needs theory and Human Resource Strategic Management Theory. This study adopts quantitative research methods to investigate the current situation, influencing factors, and effective retention strategies of administrative staff turnover. The data was mainly collected through online questionnaires, with a sample size of 133 calculated according to Taro Yamane's formula. Finally, 150 questionnaires were randomly distributed. The data analysis was conducted using SPSS software, including Cronbach's alpha reliability test and KMO factor analysis, to ensure the validity of the questionnaire survey results.

The results show that the overall satisfaction of administrative staff at Guizhou Vocational College of Commerce with the current situation is low, and the main factors affecting turnover are unsatisfactory salary, unfair performance, poor office conditions, and untimely communication of policy information. Through data

analysis, the suggestion given to the school is to increase salary and improve the fairness and reasonableness of performance evaluation standards.

Keywords : Guizhou Vocational College of Industry & Commerce, administrative staff, brain drain, strategies



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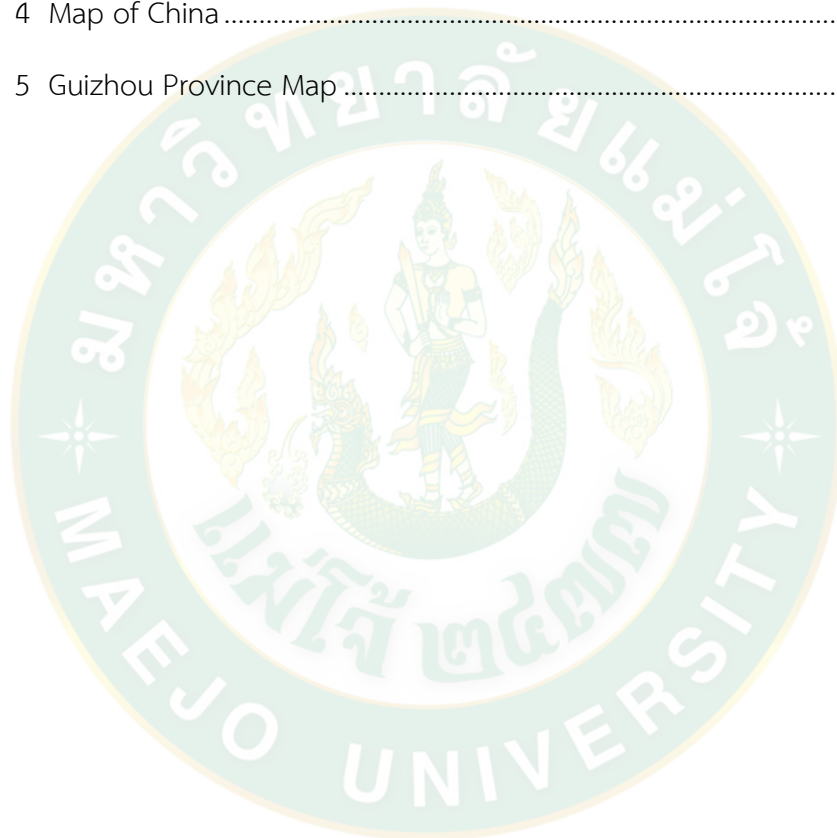
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CHAPTER 1

INTRODUCTION

Research background

In recent years, China's higher education system has experienced rapid development, with the expansion of university sizes and continuous enrollment growth in almost every major each year. In this competitive environment, attracting excellent students requires not only distinguished faculty and advanced teaching facilities but also effective management. Establishing a high-quality management team with modern management concepts is essential for achieving modernized university management, representing the latest requirements for university administration (Liu, 2022). With the rapid development of Chinese higher education, private universities have played an active role in talent cultivation and regional economic development (Yu, 2023). As a well-known private institution in Guizhou Province, Guizhou Vocational College of Industry & Commerce not only possesses advantages in providing higher education resources but also shoulders the responsibility of nurturing talent for local economic development. However, in recent years, the issue of talent drain among management staff has emerged as a challenge for the sustainable development of the college.

The brain drain among management staff is not unique to Guizhou Vocational College of Industry & Commerce; it is a common issue faced by many private universities. With the rapid socio-economic development in China, various types of universities are facing increasingly fierce competition. Management staff as a key force in university development, not only bear important responsibilities but also encounter various challenges and opportunities. Hence, their departure can significantly impact a university's development.

Therefore, conducting an in-depth study on the issue of administrative staff brain drain at Guizhou College of Industry & Commerce is of paramount importance for the institution's sustainable development and the overall advancement of local

higher education. With the rapid development of higher education in China, maintaining a stable management team and cultivating a high-caliber cadre of administrators has become a pivotal element in achieving modernized administration and enhancing educational quality. By comprehensively understanding the current situation, analyzing influencing factors, and proposing effective strategies, this research not only contributes to maintaining a stable administrative team and optimizing the teaching environment at Guizhou College of Industry & Commerce but also offers valuable insights and guidance for similar institutions, thereby promoting the overall enhancement and progress of local higher education. These endeavors not only bolster the institution's competitiveness but also play a proactive role in nurturing exceptional talents and driving regional economic prosperity.

Research Significance

This study focuses on investigating the attrition of administrative staff talent at Guizhou Vocational College of Industry & Commerce, providing crucial insights for higher education management and development. Effectively reducing administrative staff attrition also holds a positive impact on local economic prosperity. It can foster closer collaboration between universities and local enterprises/industries, facilitating the integration of talent development with regional economies. Furthermore, this research enriches the theoretical framework of public administration, offering practical experience and theoretical guidance for addressing similar issues, thereby advancing the field of public administration.

By comprehending the current state of talent attrition, analyzing key influencing factors, and summarizing practical experiences and effective strategies to reduce attrition, this research not only aids in maintaining a stable administrative team within the institution, improving educational quality, and nurturing outstanding talents but also provides reference for talent management in other universities and organizations. This assistance can help these entities attract and retain talents, and cultivate exceptional managerial personnel, ultimately elevating overall management standards and enhancing organizational competitiveness.

Research Questions

1. What is the current situation that leads to the brain drain of Guizhou Vocational College of Industry & Commerce's administrative staff?
2. What are the main factors leading to the brain drain of administrative staff at Guizhou Vocational College of Industry & Commerce?
3. What strategies can Guizhou Vocational College of Industry & Commerce reduces the brain drain of administrative staff?

Research Objectives

1. To understand the current circumstances causing the brain drain phenomenon among the administrative staff of Guizhou Vocational College of Industry & Commerce.
2. To analyze the main factors leading to the brain drain of administrative staff at Guizhou Vocational College of Industry & Commerce.
3. To suggest a strategies that Guizhou Vocational College of Industry & Commerce reduces the brain drain administrative staff.

Scope and Limitations of the Research

This study closely centers on Guizhou College of Industry & Commerce, with its primary focus directed towards the institution's administrative staff. The research delves into the issue of administrative staff brain drain at the college.

Expected Research Outcomes

The anticipated research outcomes aim to offer a comprehensive understanding of the strategies to reduce administrative staff brain drain at Guizhou College of Industry & Commerce. These outcomes will encompass insights into the root causes of attrition, effective measures for retention, and potential challenges.

Furthermore, the study is expected to provide practical recommendations for the college to enhance its administrative staff retention efforts, leading to improved institutional stability and competitiveness. The outcomes will contribute valuable insights to the field of public management and offer guidance to similar organizations facing similar challenges in talent retention and organizational development.

Operational Definition of Terms

1. Guizhou Vocational College of Industry & Commerce means Guizhou Vocational College of Industry and Commerce is a full-time ordinary higher vocational college approved by the Guizhou Provincial People's Government.
2. Administrative staff refers to individuals at Guizhou Vocational College of Industry Commerce of Industry and Commerce who undertake managerial responsibilities or perform administrative duties. This includes management personnel at all levels within the college, as well as staff in functional departments responsible for administrative management, coordination, logistical support, and related services.
3. Brain Drain means the phenomenon where skilled and talented individuals leave one organization to join another.
4. Strategies means the action formulate planning and adopted to achieve specific objectives

CHAPTER 2

LITERATURE REVIEW

Talent attrition has consistently been a significant challenge for organizations, with the turnover of personnel in universities posing an urgent issue currently. In order to comprehensively understand and effectively address this challenge, the present study aims to utilize multiple theoretical frameworks as a foundation, conducting an in-depth analysis of the reasons for employee turnover and formulating corresponding strategies.

1. The Two-Factor Theory
2. Maslow's Hierarchy of Needs theory
3. Human Resource Strategic Management Theory
4. Related research
5. Conceptual framework

The Two-Factor Theory

American psychologist Herzberg proposed the Two-Factor Theory, also known as the "Motivation-Hygiene Theory." His research has had a profound impact on understanding employee motivation and satisfaction.

Herzberg (1959) study was based on in-depth interviews with 200 accountants and engineers, utilizing the critical incident technique to understand the key factors contributing to employee satisfaction and dissatisfaction at work. The interviews focused on two main aspects: firstly, what aspects of the job brought satisfaction and how long this satisfaction lasted, and secondly, what aspects led to dissatisfaction among employees and how long this dissatisfaction persisted.

Lin Chongde (Lin, 2003) mentioned in the "Encyclopedia of Psychology" that Herzberg categorized factors in enterprises into two types: satisfaction factors and dissatisfaction factors. Satisfaction factors refer to elements that can bring satisfaction and motivation to individuals, known as motivators, while dissatisfaction factors refer

to elements that are prone to generating grievances and negative behaviors, termed hygiene factors. He believed that these two factors are the main determinants of employee performance. Hygiene factors include company policies and management, supervision, salary, relationships with colleagues, and working conditions, all of which are external to the job. Satisfaction of these factors can eliminate dissatisfaction and maintain existing work efficiency, but cannot motivate individuals to exhibit more proactive behaviors. Motivating factors are related to the job itself or its content, including achievement, recognition, the intrinsic meaning and challenge of the work, sense of responsibility, promotion, and development. Satisfaction of these factors can greatly stimulate individuals, while dissatisfaction with them will not generate dissatisfaction as with hygiene factors.

Zhang Xiaoyu (Zhang, 2022: 14) mentioned in the "Research on the Analysis and Countermeasures of Talent Loss in Private Universities" that in the practical application of private universities, if these hygiene factors are satisfied (including factors outside of work content such as work environment, administrative management and policies, supervision, salary, and relationships with colleagues), it can eliminate the dissatisfaction of talents in private universities and maintain their original work efficiency. However, this cannot achieve the effect of motivating talents to exhibit more proactive behaviors. Motivating factors are related to factors within the work content, including responsibility and achievement in work, the intrinsic value and challenges of the work itself, recognition received, and career development and promotion. If these motivating factors are satisfied, talents in private universities will be greatly encouraged, thereby mobilizing their enthusiasm. Therefore, in the management process of private universities, effectively identifying and analyzing hygiene factors and motivating factors related to talents in private universities, and achieving tailored management, are the key to improving employee satisfaction and mobilizing enthusiasm to maintain talent stability. The specific analysis is shown in Figure 1:

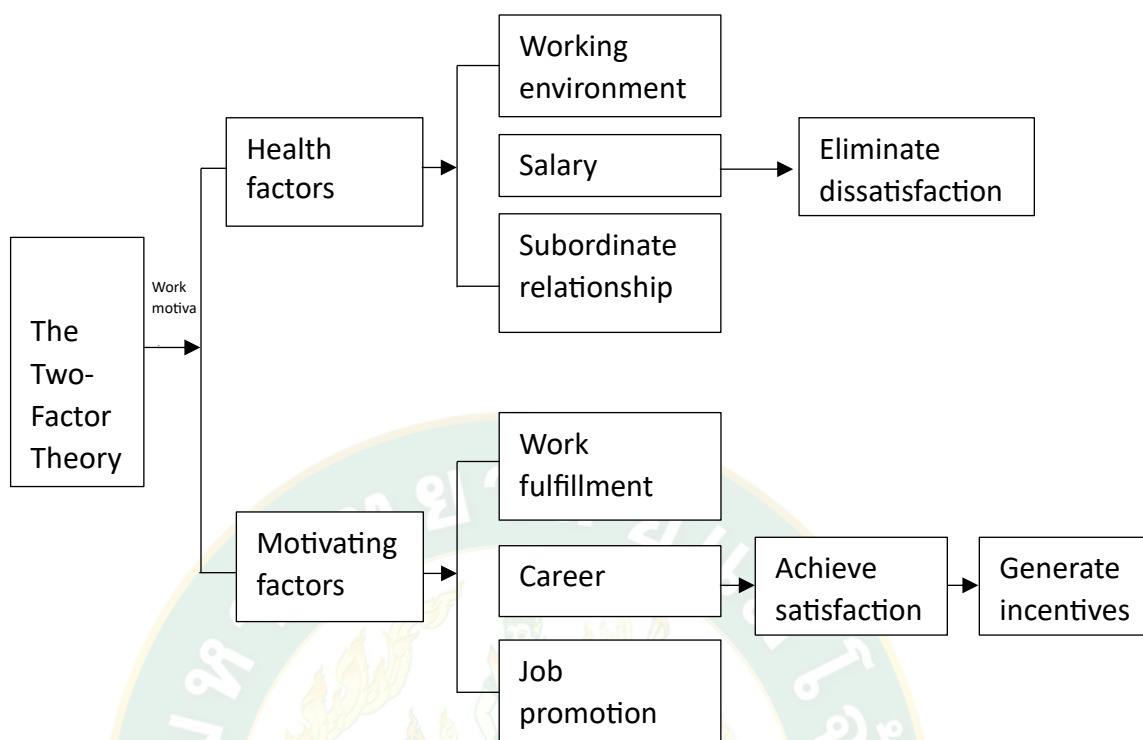


Figure 1 Two-Factor Theory Analysis Chart
(Zhang, 2022: 14)

Wei Chen (Wei, 2020: 16-17) mentioned in the "Research on the Incentive Mechanism of Township Civil Servants Based on Herzberg's Two-Factor Theory" that Herzberg's innovation mainly consists of two points. First, he proposed that "satisfaction" and "dissatisfaction" are no longer opposites for a factor. Traditional incentive theories assume that evaluation of a policy is either satisfactory or dissatisfactory. However, the Two-Factor Theory suggests that the opposite of satisfaction is not dissatisfaction but rather no satisfaction, and the opposite of dissatisfaction is not satisfaction but rather no dissatisfaction. Second, Herzberg pointed out that satisfying all needs does not necessarily motivate employees; only satisfying motivating factors can truly stimulate enthusiasm. In administrative management, it is necessary to analyze the factors affecting employee efficiency and classify them into hygiene and motivating factors. Firstly, ensure employees' basic needs to reduce dissatisfaction, while increasing motivating factors to maximize work enthusiasm.

The developmental process of the Two-Factor Theory can be divided into different stages, with each stage significantly influencing the formulation and application of the theory.

In the early 1950s-60s, Frederick Herzberg first proposed the Two-Factor Theory, categorizing work satisfaction factors into motivators and hygiene factors, laying the initial framework for employee satisfaction theory.

Moving into the in-depth empirical research phase (1960s-1970s), scholars further validated and expanded the theory through larger samples and in-depth interviews, gaining widespread academic recognition. During the theory refinement and expansion stage (1980s-1990s), scholars integrated it with other psychological theories, providing a deeper understanding of employee motivation and satisfaction, signifying an enhanced scope of applicability.

In the early 21st century, the Two-Factor Theory gradually entered the application and practical phase. Enterprises, by optimizing work environments and improving compensation systems, sought to enhance employee satisfaction and motivation, highlighting its increasing significance in organizational management.

Over time, numerous scholars have conducted in-depth research and empirical validation of the Two-Factor Theory. These studies further explore the specific impacts of motivating and hygiene factors on employees' work motivation and satisfaction. Scholars, through research across different cultures, industries, and occupational groups, continually expand and refine the theory. Some researchers propose modifications and extensions to the Two-Factor Theory to provide a more comprehensive explanation of employee motivation and satisfaction.

Bernard M. Mausner (cite in Herzberg et al., 1959) is a significant contributor to the Two-Factor Theory, collaborating with Herzberg on research papers about this theory. He focused on in-depth empirical research to validate and expand the theory's application, aiming to comprehensively understand the impact of motivational and hygiene factors on employees' job satisfaction. While Mausner's work played a crucial role in theory development, it faced criticism for potential sample limitations, primarily focusing on specific occupational groups, limiting the generalizability of research results.

Porter and Lawler (1965: 23-51) validated the effectiveness of the Two-Factor Theory through empirical research, focusing on the impact of motivational and hygiene factors on employee job satisfaction and performance. In his study, Porter emphasized the significance of motivational factors, stating that they positively influence employees' work motivation and performance. Porter's research enhanced the comprehensiveness of the Two-Factor Theory, offering a better understanding of the driving forces behind employee behavior. Furthermore, Porter made modifications and expansions to the Two-Factor Theory, introducing new concepts and variables that enriched the theoretical framework. His study deepened the understanding of the interactive relationship between motivational and hygiene factors, making the Two-Factor Theory more practical.

Barbara B. Snyderman (cite in Herzberg et al., 1959) primarily focused her research on the impact of motivational and hygiene factors on employee job satisfaction, providing crucial empirical support for the development of the Two-Factor Theory. Through extensive surveys and field studies involving employees from various organizations and industries, she gained in-depth insights into factors prioritized by employees in their work. Snyderman not only examined Herzberg's proposed motivational and hygiene factors but also conducted detailed analyses of how these factors manifest in different work environments and professions.

Freudenberger (1974: 159-165) applied the Two-Factor Theory in various occupational settings, exploring factors influencing job satisfaction and dissatisfaction. His work revealed the impact of prolonged work-related stress and fatigue on individuals, offering valuable insights for organizations aiming to enhance work environments and improve employee experiences. His research findings provide organizational managers with inspiration to prioritize employee psychological well-being in the workplace, further emphasizing the significance of both motivational and hygiene factors in influencing employee satisfaction .

Hackman (1987: 159-170) conducted profound research on the Two-Factor Theory, focusing primarily on a systematic study of work motivation and satisfaction. Through on-site investigations in multiple organizations and teams, he extensively analyzed the impact of motivational and hygiene factors on job performance and

employee satisfaction. Hackman's work not only validated the theory but also emphasized its practical application, highlighting the relationship between internal organizational factors and employee performance. In his seminal work, "Leading Teams," Hackman delved into the Two-Factor Theory, emphasizing the importance of motivational factors for team members and underscoring the significance of the nature of the work itself. His field research and case analyses provided a robust theoretical foundation and guiding principles for both academia and practitioners.

Ross (1989) introduced modifications to the Two-Factor Theory, emphasizing the importance of the work itself. Differing from the original theory's categorization into hygiene and motivational factors, Ross believed that the nature of the work itself was a crucial factor influencing employee satisfaction. His modified framework highlighted elements such as task nature, responsibility hierarchy, and skill development, surpassing traditional hygiene and motivational categories and offering a more detailed understanding of assessing and improving employee satisfaction. Ross's contribution lies in emphasizing the work itself as a key determinant of motivational forces. Through these modifications, he encouraged scholars and practitioners to adopt a more comprehensive approach when assessing and enhancing employee satisfaction. Mac Ross's modifications challenged the traditional dichotomy of hygiene and motivational factors, deepening the theory and sparking discussions on a comprehensive examination of factors influencing employee satisfaction.

Kluger and DeNisi (1996: 254-284) conducted a meta-analysis of the Two-Factor Theory, delving into the relationship between motivational and hygiene factors. They discovered a more complex relationship in actual work environments, challenging the traditional views of the Two-Factor Theory. This study provided a more comprehensive perspective, offering multidimensional information for understanding the formation of employee satisfaction. It enables organizational managers to better comprehend employee motivation and satisfaction, prompting them to formulate more flexible and targeted management strategies to meet employee needs and enhance overall job satisfaction. Judge and Podsakoff's research propelled the Two-Factor Theory to align more closely with the complexities of real

work environments, providing a profound theoretical foundation for academia and practitioners and offering new insights and directions for subsequent research and management practices.

In summary, the Two-Factor Theory emphasizes the unique roles of motivational and hygiene factors in influencing employee satisfaction and job performance, providing organizations with a profound framework for understanding employee needs and motivation. Despite controversies, with scholars pointing out that motivational and hygiene factors are not entirely independent and employee motivation is more complex, the theory continues to have a profound impact on the fields of organizational behavior and human resource management, establishing itself as a classic theory for studying employee motivation and satisfaction.

Maslow's Hierarchy of Needs theory

Maslow (1943) proposed the Maslow's hierarchy of needs theory in his paper "A Theory of Human Motivation." The main purpose of this theory is to explain and understand human motivation and behavior. Through this theory, researchers can explore the behavioral patterns and psychological states of individuals at different levels of need satisfaction, as well as the relationships between different levels.

Also, he proposed the hierarchy of needs theory, which categorizes human needs into five distinct levels, including physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. These needs form a pyramid shape, gradually fulfilled from the bottom up, constituting a holistic framework. Each level of needs is not isolated but interconnected, with the satisfaction of higher-level needs laying the foundation for the fulfillment of lower-level ones. For example, when physiological needs are unmet, discussing higher-level values becomes meaningless.

Maslow's hierarchy of needs theory serves as both a motivational theory and a theory of human values, also representing one of the embodiments of humanism. This theory categorizes human needs into five distinct levels, ranging from the most

basic physiological needs to the higher-level self-actualization needs, forming a structured and orderly hierarchy.

First of all, Maslow divided human needs into five different levels: physiological needs encompass basic survival requirements such as food, water, and sleep; safety needs include the assurance of bodily safety, employment security, and financial stability; social needs entail interpersonal relationships, friendships, and love; esteem needs involve the desire for self-respect and the respect of others; and self-actualization needs refer to the pursuit of personal growth, development, and the realization of one's potential.

Secondly, Maslow posits that different levels of needs possess varying priorities and means of fulfillment. Basic physiological and safety needs can be met through external efforts, such as earning income through employment to satisfy hunger and securing a safe dwelling. Conversely, social and esteem needs rely more on the recognition of others and societal status, requiring interaction with others and social identification for fulfillment. The highest-level self-actualization needs necessitate internal exploration and the pursuit of personal goals and values for individual growth and development.

Additionally, Maslow emphasizes the interrelatedness and progression among different levels of needs. Lower-level needs must be satisfied before individuals can focus on and pursue higher-level needs. For instance, an individual only considers social and esteem needs after securing sufficient food and safety, subsequently striving towards self-actualization goals.

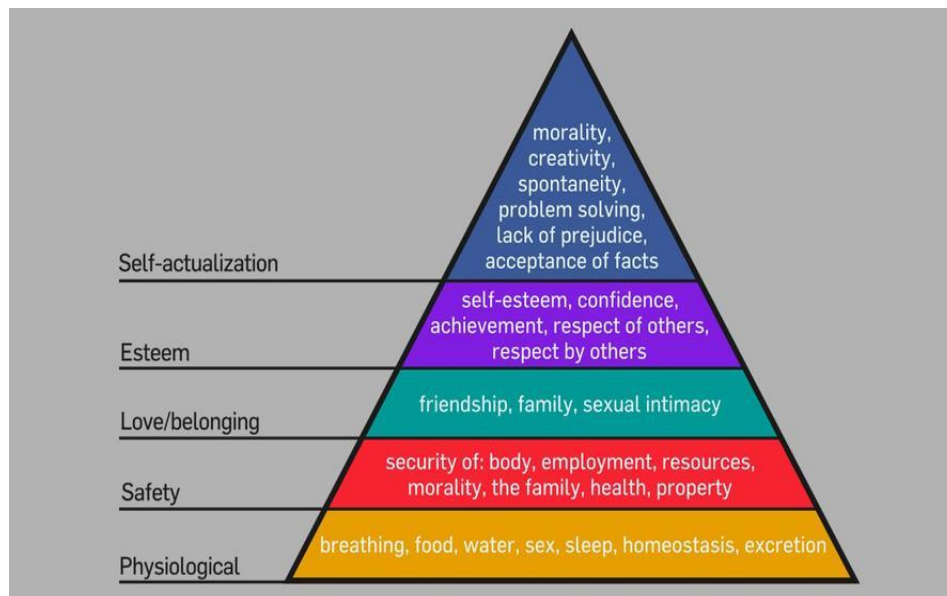


Figure 2 The model diagram of Maslow's Hierarchy of Needs
(Baidu, 2024)

Peng (2003: 329-330) mentioned in "General Psychology" that Maslow believed the lower the level of need, the greater the strength and potential. As the level of needs ascends, the corresponding power diminishes. Before higher-level needs can emerge, lower-level needs must be fulfilled. In the evolution from animals to humans, higher-level needs appear relatively late; infants have physiological and safety needs, but self-actualization needs emerge in adulthood. All living organisms require food and water, but only humans have the need for self-actualization.

Maslow's hierarchy of needs theory has undergone several developmental stages, each of which further refined and adjusted the theory. The following are the different developmental stages of Maslow's hierarchy of needs theory:

Alderfer (1969: 142-175) conducted a profound examination of Maslow's hierarchy of needs theory, leading to revisions and expansions. He simplified Maslow's original five levels of needs into three categories: Existence, Relatedness, and Growth. Alderfer argued that these three levels of needs do not necessarily develop in a fixed sequential order but can coexist and interact simultaneously. The Existence level encompasses material needs and survival requirements, while the Relatedness level focuses on interpersonal relationships. The Growth level emphasizes individual

development and personal growth, providing a significant complement to Maslow's hierarchy of needs theory. Alderfer's innovative emphasis on the holistic and interactive aspects of needs provided researchers with a more flexible tool for understanding and interpreting individual behavior. However, some critiques have suggested that this idea has not been widely applied in practice, and scholars have raised concerns about its applicability across different cultures and backgrounds.

Wahba and Bridwell (1976: 212-240) conducted a reevaluation and scrutiny of Maslow's hierarchy of needs theory, offering fresh insights and perspectives. Specifically, they posited that the hierarchy of needs is not strictly a linear structure but rather can intersect and fluctuate between different levels. They emphasized the interrelationships among the levels of needs and highlighted that in real-life scenarios, various levels of needs may coexist and influence individual behavior simultaneously.

Deci and Ryan (1985a) emphasized the intrinsic autonomy and self-determination of humans. He proposed three fundamental human motivations: autonomy, competence, and relatedness, which are closely related to Maslow's hierarchy of needs theory but emphasize the individual's intrinsic drive. Deci and his colleagues argued that the degree of control over one's behavior, the sense of competence, and interpersonal relationships are crucial for satisfying intrinsic needs. Maslow's hierarchy of needs theory primarily focuses on the hierarchical structure of human needs, suggesting that individuals pursue higher-order needs only after fulfilling basic needs. However, Deci believed that the driving force behind human motivation and behavior is not merely external rewards or internal needs hierarchy but intrinsic autonomy and self-determination. He posited that individuals inherently possess a tendency to explore and actualize the self. Deci also investigated the impact of external incentives, such as rewards or punishments, on intrinsic satisfaction. He found that excessive external motivation might undermine individuals' intrinsic motivation, thereby reducing their sense of satisfaction and well-being.

Atkins (1985: 119-123) refined and expanded Maslow's hierarchy of needs theory. He argued that the original five levels of needs proposed by Maslow (physiological, safety, social, esteem, and self-actualization) could be further subdivided into more specific sub-needs. This refinement makes the theory more

operational and applicable to real-life contexts, aiding in understanding the dynamic changes in individual needs and how to motivate people effectively. Atkins introduced the concept of "need regression," suggesting that when higher-level needs are not satisfied, individuals may regress to lower-level needs and compensate by achieving satisfaction at those lower levels. This concept sheds light on the dynamic changes in individual needs and how to motivate people effectively. Atkins also explored how to design incentive measures based on different employees' hierarchy of needs to improve employee satisfaction, motivation, and performance. This has practical implications for managers and organizational leaders in guiding their practices effectively.

Zhao (2001, 2005) conducted an in-depth exploration of Maslow's hierarchy of needs theory. He introduced Maslow's theory into the Chinese context and, through extensive empirical research, investigated the needs structure and psychological characteristics of employees in the Chinese cultural context. This provided crucial groundwork for the localization of the theory, making Maslow's theory more practically meaningful in China. Zhao extended and modified Maslow's theory by proposing new dimensions and hierarchical structures of needs, enriching the content of Maslow's theory. These contributions are valuable for optimizing organizational management and enhancing employees' work motivation and satisfaction.

Kenrick et al. (2010: 292-314) explored and extended Maslow's hierarchy of needs theory in 2010. They reexamined Maslow's theory and, building upon theoretical developments in evolutionary biology, anthropology, and psychology, proposed a new foundational hierarchy of motivations. They argued that while Maslow's pyramid model provides a basic structure, it requires expansion and modification. They introduced a contemporary design feature, emphasizing the connection between fundamental motivations and immediate environmental threats and opportunities. This helps to better understand the dynamic changes in human needs, injecting new vitality into Maslow's theory. Their revised model not only aligns with modern psychology, such as evolutionary psychology and positive psychology, but also offers new directions for future empirical research.

Peterson (2012) conducted an in-depth exploration of Maslow's hierarchy of needs theory. He not only focused on the basic concepts of the theory but also delved into the interrelationships between different levels of needs, the prioritization of needs, and how to apply this theory in practical settings. Peterson emphasized the practical application of the hierarchy of needs theory in real life, enriching Maslow's theory and making it more practical and applicable.

In summary, Maslow's hierarchy of needs theory holds significant importance and influence in the fields of psychology and management. It has undergone various developmental stages, with each stage contributing to its refinement and enrichment. These developments have made the theory more comprehensive and better able to reflect the complexity of human motivation. Despite some limitations, this theory still provides us with a useful framework for understanding individual needs and motivations, offering essential theoretical support for organizational management, personal development, and societal progress. In future research, we can further explore the applicability and limitations of Maslow's hierarchy of needs theory, as well as its relationship with other psychological theories. This will facilitate better understanding and promotion of comprehensive human development and societal advancement.

Human Resource Strategic Management Theory

The theory of strategic human resource management has evolved gradually through the research and practices of numerous scholars, managers, and practitioners. This field encompasses various disciplines, including organizational management, human resource management, and strategic management. With contributions from different scholars and practitioners, the theory of strategic human resource management has gradually developed its theoretical framework and core concepts.

Boxall and Purcell (2007: 13-15) emphasize that the core concept of human resources strategic management theory is strategic fit or strategic matching which means that HRM activities or policies need to be consistent with the organization's strategy and external environment. This consistency manifests in two aspects:

External fit or vertical alignment: This involves the consistency between HRM strategy and organizational strategy as well as the external environment. It underscores the necessity for HRM to align with the overall strategy of the organization while considering market demands and competitive environments. Internal fit or horizontal alignment: This refers to the consistency among various HRM policies and practices within the organization. For instance, recruitment, training, performance management, and compensation need to be coordinated and aligned with each other to ensure the overall effectiveness of HRM.

Brewer and Brewer (2010) argue that by closely integrating human resource management with organizational strategy, strategic human resource management theory aims to assist organizations in achieving strategic objectives, enhancing competitiveness, creating sustained value, and providing better development opportunities and work experiences for employees. This, in turn, improves organizational performance, employee satisfaction, and effectively addresses talent turnover. The application of strategic human resource management theory can provide profound insights and practical guidance.

Throughout the development of strategic human resource management theory, numerous scholars have made significant contributions during different periods. Their theoretical insights and academic achievements not only enrich the theoretical framework of human resource management but also provide crucial support for organizations to succeed in competitive business environments.

Pfeffer and Salancik (2003, 2006) encourages thinking about human resource issues from a strategic and business perspective, mastering the elements and methods of building a strategic human resource system to drive the achievement of corporate strategic goals. During this period, he emphasized the close integration of human resource management with organizational strategy.

Wright and McMahan (1992: 295-320) defined strategic human resource management as "planned patterns of human resources deployment and activities aimed at achieving organizational objectives." This definition emphasizes the close alignment between human resource management and organizational strategic goals. They introduced the "resource-based view," considering human resources as one of

the key resources for creating organizational competitive advantage. Wright and McMahan's research provides a theoretical foundation for the field of strategic human resource management, assisting organizations in better managing human resources and achieving long-term strategic objectives.

Huselid (1995: 635-672) emphasizes the strategic importance of human resource management, asserting that it is not merely a routine task but should be closely aligned with the organization's long-term strategic objectives. Effective human resource management practices can significantly enhance organizational performance, including productivity, profitability, and employee satisfaction. There exists a positive correlation between high-performance human resource management practices and organizational performance. Huselid identifies several key human resource management practices, including employee recruitment, training, performance management, compensation, and incentives. He provides a theoretical foundation for the field of strategic human resource management, aiding organizations in better managing human resources and achieving long-term strategic objectives.

Ulrich (1998: 139) was the first to introduce the concept of "human resources". He encouraged HR professionals to adopt a more strategic mindset, focusing on activities that contribute to organizational success rather than just performing administrative tasks. As partners, HR professionals need to collaborate closely with other business departments, aligning their work with the organization's overall strategy and objectives. He emphasized the role of human resources in providing value to organizations through four key roles: strategic partner, administrative expert, employee advocate, and change agent. Ulrich's model requires HR professionals to develop diverse skills and capabilities, such as strategic thinking, change management, and financial acumen, to excel in each role. Ulrich helped companies better understand the value of human resource investments, optimize HR decisions, and integrate human resource management with organizational strategy to achieve sustainable competitive advantage.

Boxall and Purcell (2007) deepened our understanding of the relationship between human resource management and corporate strategy and provided guidance for practitioners. Peter Boxall emphasized that human resources are one of

the most important assets of an organization. He believed that effective human resource management should regard employees as core capabilities of the organization, rather than just costs. This viewpoint has promoted the development of strategic human resource management, shifting its focus from daily operations to strategic issues. He emphasized the importance of knowledge workers, especially in the knowledge economy era, which has provided insightful implications for the development of strategic human resource management theory. John Purcell emphasized the need for quantification and measurement in strategic human resource management.

He focused on how to link human resource management with organizational performance to achieve strategic objectives. He proposed a series of measurement methods, such as Human Resource Return on Investment (HR ROI) and Human Resource Effectiveness Index. He introduced the "Four Levels of HR Analysis Model," which includes descriptive analysis, diagnostic analysis, predictive analysis, and prescriptive analysis. This model helps human resource managers better understand and apply data to support strategic decision-making.

Dessler (2011) elaborates extensively on the fundamental concepts and technical methods of human resource management. He delves into the strategic significance of HRM, employee recruitment and deployment, training and development, compensation, labor relations, and employee welfare. Dessler argues that human resource management is the responsibility of every manager, not just the HR department, providing practical guidance for strategic human resource management. This assists managers in better understanding the needs of both the organization and its employees, thereby facilitating long-term organizational success.

Cascio (2015) integrates knowledge from various fields and provides powerful guidance for practice. He emphasizes the close connection between human resource management and organizational strategy, encouraging businesses to consider human resources as strategic assets to achieve organizational goals. Cascio focuses on innovation in human resource management, especially in the era of globalization. He advocates for the adoption of new technologies and methods such as big data, artificial intelligence, etc., to improve human resource management practices, which

has a positive impact on advancing the development and practice of strategic human resource management field. Their research findings not only deepen our understanding of the relationship between human resource management and organizational strategy but also offer actionable recommendations and methods for practice. In the future, we can continue to draw on the theoretical achievements of these scholars, innovate, and improve human resource management practices, thus promoting the sustained development and success of organizations.

Related research

Related research on The Two-Factor Theory

Ewen et al. (1966) conducted an empirical test of Herzberg's Two-Factor Theory by studying a sample of 793 male employees from various occupations. The results indicated that intrinsic factors ("satisfiers") were more strongly associated with overall satisfaction and overall dissatisfaction than extrinsic factors (such as salary). The study concluded that the concepts of "satisfiers" and "dissatisfiers" did not accurately reflect the operation of the job satisfaction variable.

Kozlowski and Klein (2000) conducted a meta-analysis to examine the applicability of the Two-Factor Theory in the context of teams. They analyzed how hygiene and motivation factors at the team level influenced team effectiveness and concluded that managers should focus on aspects such as the team's work environment, goal setting, and interpersonal interactions to enhance team effectiveness and cohesion. This study provides important theoretical and practical guidance for organizations in team management and motivation.

Tian Zijun (Tian, 2006) analyzed the fundamental reasons for talent loss through a case study of a local university's recruitment of high-level talents, utilizing Herzberg's Two-Factor Theory. It was concluded that the lack of motivational factors was the root cause of talent turnover. The viewpoint was proposed that local universities cannot stabilize high-level talents solely relying on attractive benefits. To effectively manage high-level talents, local universities must prioritize hygiene factors and focus on enhancing motivational factors. This includes fostering a sense of

achievement, strengthening talent pipeline construction, fostering collective efforts, enhancing psychological belongingness, establishing school characteristics, and utilizing these characteristics to attract talents.

Zhang Xiaojie (Zhang, 2007) studied the importance of the Two-Factor Theory in strengthening the talent development of local universities. By analyzing the application of hygiene and motivation factors in talent recruitment and utilization in local universities, Zhang proposed corresponding measures for talent development. The research recognized the crucial significance of talent development for local universities.

Zeng Jing and Liao Zhimin (Zeng and Liao, 2010) studied the dual-factor theory and summarized the different roles played by health factors and motivational factors in nursing work, including preventing and eliminating negative factors of nursing staff and stimulating their positive factors, and proposed They believe that the coordinated and comprehensive use of the two-factor theory can help achieve a win-win goal for the hospital and nursing staff.

Xie Wei (Xie, 2014), based on the Two-Factor Theory, analyzed the hygiene and motivation factors related to book products. Subsequently, they provided suggestions for the way out of homogenization in book publishing. The conclusion drawn was twofold: on the one hand, publishing companies should focus on hygiene factors to meet consumers' basic needs and compete in sales amid homogenized competition; on the other hand, attention should be paid to motivation factors to guide diverse consumer demands and achieve differentiation through innovation.

Zhao Dongyan (Zhao, 2014) utilized Herzberg's Two-Factor Theory to explore the factors influencing blood donors' repeat donations, aiming to establish effective blood donation recruitment and retention strategies along with corresponding incentive mechanisms. The study concluded that motivational factors can generate satisfaction, while hygiene factors can mitigate dissatisfaction. By applying the Two-Factor Theory, the factors influencing blood donors' repeat donations were categorized into hygiene and motivation factors, simplifying the complexity of blood donation motivations and providing significant practical guidance.

Liu Rong and Han Meiqing (Liu and Han, 2014) applied the perspective of dual-factor theory to human resource management issues in small and medium-sized enterprises, starting from two aspects: hygiene factors and motivation factors, and proposed a series of effective measures for small and medium-sized enterprises to make good use of human resource management.

Yang Lixin (Yang, 2015) used the Two-Factor Theory to provide theoretical guidance for improving brand community members' satisfaction and fostering their loyalty. Based on the duration of consumer participation in brand communities, members were categorized as newcomers, mature consumers, and seasoned consumers. Through research, it was suggested that the motivation of brand community members could be divided into low-level motivation, mid-level motivation, and high-level motivation. On this basis, the Two-Factor Theory was applied to analyze the participation motivation of each type of consumer and corresponding brand community management strategies were proposed.

Sanjeev and Surya (2016), through the study of the Two-Factor Theory, validated the existence of the "Two-Factor Theory" in modern environments. Utilizing exploratory and confirmatory factor analyses, the study focused on pharmaceutical sales and marketing professionals. The conclusion confirmed the dual-factor structure of motivation and satisfaction. It was found that employees feel satisfied in the presence of motivational factors, while hygiene factors do not significantly impact satisfaction. Additionally, motivational factors are not solely intrinsic but also include certain external elements. Effective talent management necessitates attention to

both motivational and hygiene factors to achieve comprehensive employee motivation.

Li Dong and Sun Haitao (Li and Sun, 2010) conducted specialized interviews with college counselors. Building upon the dual-factor theory, they analyzed the healthcare factors and motivational factors relevant to counselors. Subsequently, they proposed using the dual-factor theory to construct a novel "intrinsic motivation mechanism" for college counselors.

Sun Baoyun (Sun, 2002) conducted research and analysis on intellectuals in universities based on the dual-factor theory, which categorizes job rewards into intrinsic and extrinsic factors. It was found that intellectuals in universities have a greater demand for intrinsic rewards than extrinsic rewards. Insufficient intrinsic rewards are identified as the core factor affecting the enthusiasm of university teachers. Therefore, continuously improving the level of intrinsic rewards in universities is crucial for enhancing the enthusiasm of university teachers.

Lv Ping and Zhang Rui (Lv and Zhang, 2011) took the perspective of Herzberg's two-factor theory and concluded that academic atmosphere reflects the comprehensive aspects of university ethos, teaching style, management level, and educational environment. It serves as an important guarantee for the quality of education, teaching, and talent cultivation. They analyzed the "hygiene factors" and "motivational factors" influencing the construction of academic atmosphere. It was pointed out that reasonable use of hygiene and motivational factors is necessary to establish a coordinated linkage between teaching style and academic atmosphere, incentives and constraints, classroom and extracurricular activities, as well as school, family, and society. This collective effort aims to promote the construction of academic atmosphere in universities.

Tao Xinwei (Tao, 2014) used the Two-Factor Theory to analyze the daily faculty management of private colleges and pointed out several issues. Firstly, the faculty team structure is unreasonable, lacking a solid core. Secondly, the faculty team structure is unstable with high turnover rates. Thirdly, the support system for faculty is incomplete, leading to significant differences. Finally, recommendations for improvement were provided from four aspects: creating a good working environment

and building harmonious interpersonal relationships; formulating scientific organizational policies to establish a democratic and standardized management approach; devising reasonable training plans; and implementing effective incentive policies.

Research related to Maslow's Hierarchy of Needs theory

Deci and Ryan (1985b) studied the importance of intrinsic motivation in humans, particularly its correlation with the self-actualization needs in Maslow's hierarchy of needs theory. Through experimental research and questionnaire surveys, they concluded that meeting employees' self-actualization needs can enhance their job satisfaction and creativity. This theory has had a widespread impact in fields such as organizational management, education, and psychological well-being.

Sheldon and Kasser (1998), through studying Maslow's hierarchy of needs theory and employing empirical research methods, investigated the relationship between materialism and happiness. They proposed that excessive pursuit of material satisfaction would diminish individuals' sense of happiness. Conversely, those who prioritize social connections and intrinsic values are more likely to experience happiness. This study provides profound insights into how to pursue happiness and fulfill needs, particularly in affluent societies.

Diener (2000), using meta-analysis and empirical research methods, investigated the relationship between the hierarchy of needs theory and subjective well-being. His viewpoint is that there is a positive correlation between the satisfaction of basic needs and individuals' subjective well-being. When individuals' basic needs are met, they are more likely to experience happiness and satisfaction. Based on this finding, Diener concluded that meeting employees' basic needs is an effective means to improve their subjective well-being. This research has important implications for understanding employee satisfaction, work motivation, and human resource management practices.

Ma Hongliang, Zhou Xinquan, and Wang Sufeng (Ma et al., 2007), through the study of Maslow's hierarchy of needs theory, combined with the living and working conditions of Chinese coal miners and the problems existing in the management of

Chinese coal mining enterprises, proposed measures to improve the current state of coal mine safety production in China from the perspectives of "natural person" and "corporate person". The ultimate goal is to achieve safety in coal mining enterprises.

Liu Xiaolin (Liu, 2008) proposed, through research on Maslow's hierarchy of needs theory, that enterprises should formulate corresponding human resources management strategies tailored to the characteristics of the new generation of employees. This suggests that enterprises should pay more attention to providing a good working environment and career development opportunities to meet the needs of the new generation of employees, thereby enhancing their job satisfaction and loyalty.

Long Qianfei (Long, 2011), based on Maslow's hierarchy of needs theory, studied human positive motivation from the perspective of human needs. When lower-level needs are satisfied, higher-level needs emerge, ultimately leading to self-actualization. Long introduced Maslow's hierarchy of needs theory into college English teaching, combining the psychological characteristics of college students. Through teaching practices, Long aimed to stimulate and satisfy students' learning needs, thereby meeting the needs of societal development.

Gong Wei (Gong, 2012), based on Maslow's hierarchy of needs theory, explores human needs in external environments. He categorizes human needs in the environment into basic physiological needs, obligatory behavioral needs, leisure activity needs, aesthetic needs, participation needs, and emotional identity needs. Gong Wei also proposes corresponding design strategies, aiming to provide insights into landscape environment creation.

Jin Xin and Xing Xina (Jin and Xing, 2014), using Maslow's hierarchy of needs theory, systematically analyzed and researched the main problems faced by contemporary college students in the employment process. These problems include outdated employment concepts, insufficient social practical abilities, lack of necessary psychological resilience, and a sense of self-confusion. From a psychological perspective, they proposed the entry points and specific implementation methods for college student employment guidance work.

Lian Yan and Wang Caiding (Lian and Wang, 2017), based on Maslow's hierarchy of needs theory, explored the issues existing in the construction process of incentive mechanisms for current university teachers. They proposed improvement methods for constructing teacher incentive mechanisms by incorporating the main viewpoints of Maslow's hierarchy of needs theory.

Jin Mingming and Luo Xun (Jin and Luo, 2019) based their study on Maslow's hierarchy of needs theory. They focused on the application of this theory in various fields such as enterprise management, educational administration, and community planning, by reviewing and analyzing the research findings of domestic and foreign scholars. Their analysis involved categorizing, comparing, and integrating the relevant research results. The results revealed that the current research mainly focuses on the micro-level aspects of Maslow's hierarchy of needs theory, with a lack of comparative analysis and integrated research with other relevant theories. They suggested future studies should pay more attention to the similarities and differences between Maslow's theory and other relevant theories, as well as areas where they can be mutually beneficial. This approach aims to facilitate the better development and practical application of Maslow's theory.

Ding Lanfen (Ding, 2003), using Maslow's hierarchy of needs theory, pointed out through research on teacher management that teachers are the mainstay of schools and the backbone of educational institutions. Addressing how to manage teachers effectively, enhance their motivation, and fully unleash their potential is a challenging issue for school administrators. She suggested that school administrators should manage teachers according to Maslow's hierarchy of needs theory, meeting their various needs, thereby boosting their work enthusiasm and unleashing their potential.

Yu Qin (Yu, 2014) analyzed the causes of the weakened execution capability of current college counselors using Maslow's hierarchy of needs theory. Based on this analysis, the study explored ways to enhance the enthusiasm and initiative of counselors' work from the perspectives of their job responsibilities, professional identity, promotion opportunities, and assessment systems. This is aimed at

strengthening the implementation of national education policies by college counselors.

Hu Fangxia (Hu, 2011) conducted research on Maslow's hierarchy of needs theory and elucidated the sources and driving forces of human behavior from the perspective of "needs." It is pointed out that some part-time teachers in vocational colleges still have unsatisfied lower-level needs, weak sense of belonging to the school, low social recognition, and difficulty in fulfilling their self-actualization needs. Therefore, vocational colleges need to fully leverage the positive role of part-time teachers by meeting their different needs at different stages. Specific incentive measures include establishing a reasonable salary system to meet the lower-level needs of part-time teachers; establishing psychological contracts to meet their needs for belonging and love; updating concepts to meet their needs for respect; and providing development platforms to meet their needs for self-actualization.

Related research on human resources strategic management theory:

Wright and Snell (1998) conducted an in-depth study on the relationship between human resource strategy and organizational performance based on strategic human resource management theory. They utilized case studies and theoretical construction methods to develop a strategic human resource management model. They emphasized the critical role of human resource strategy in achieving organizational excellence. They believed that human resource strategy should align with the strategic objectives of the organization to create sustainable competitive advantages.

An and Li (1998) conducted an in-depth study of strategic human resource management theory. They explained how strategic human resource management enhances and increases a company's competitiveness. They elucidated that strategic human resource management can serve as a strategic tool for enterprises and proposed a basic framework for strategic human resource management with incentives at its core.

Boxall and Purcell (2007) delved into the strategic alignment between human resource management theory and organizational performance through the study of strategic human resource management theory. They employed literature review and theoretical construction methods to explore the strategic alignment issue between human resource management theory and organizational performance. Their viewpoint suggests that the alignment between human resource management strategy and organizational strategy has a positive impact on organizational performance. Therefore, organizations need to ensure alignment between human resource practices and organizational strategies to achieve optimal performance.

Liu Shanshi and Zhou Qiaoxiao (Liu and Zhou, 2008) studied the relationship between corporate strategy, human resource management systems, and employee performance through the study of strategic human resource management theory. Through their research, they found that there is a matching relationship between corporate strategy and human resource management systems, which positively influences employee performance. Therefore, it is necessary for enterprises to achieve alignment between strategy and human resource management systems to enhance employee performance.

Jiang Jianwu and Zhao Shuming (Jiang and Zhao, 2007) analyzed the essence of psychological capital through the study of strategic human resource management theory, compared it with human capital and social capital, and explored the relationship between strategic human resource management and psychological capital. They proposed innovative approaches within strategic human resource management practices to nurture and develop psychological capital.

Shen Lei and Hao Liaogang (Shen and Hao, 2008), based on the analysis of theories in human resource management and strategic human resource management, combined with relevant theories in corporate strategic management, conceptualized the enterprise as a capability system. They elucidated the interrelationships among employee capabilities, organizational capabilities, competitive advantage, organizational performance, and human resource management. Furthermore, they integrated the individual perspective on the relationship between employee capabilities and performance with the enterprise perspective on the relationships

among human capital, human resource management, organizational performance, and competitive advantage. They highlighted the organic connection between competency-based human resource management from the individual perspective and strategic human resource management from the enterprise perspective. Additionally, they suggested that enterprises can implement strategic human resource management by constructing and applying employee competency models based on corporate strategy.

Zhao Shuming and Li Haiyan (Zhao and Li, 2011) conducted an in-depth analysis of human resource management strategies in the context of internationalization and their impact on firm performance, based on the study of strategic human resource management theory. They employed literature review and theoretical construction methods to propose that internationalized enterprises need to develop human resource management strategies adapted to the international environment to enhance performance. They emphasized the importance for internationalized enterprises to focus on cross-cultural management and talent development in their human resource management strategies to adapt to the global business environment.

Yang Yumei (Yang, 2013) explored the concepts of resource-based theory and strategic human resource management theory through the study of strategic human resource management theory. She analyzed the advantages of human resource strategic management under the resource-based theory framework, researched the human resource strategic management model based on resource-based theory, and developed strategic human resource management system strategies on this basis.

Zhu Yu (Zhu, 2014) conducted a study on strategic human resource management theory and found that in today's increasingly complex and risky competitive environment, enhancing organizational resilience through human resource management to achieve sustainable development has become a major challenge for business leaders and managers. Based on a systematic review of relevant literature, he constructed a model of the relationship between strategic human resource management, individual resilience, and organizational resilience, and systematically demonstrated this relationship. He further proposed that the key to

promoting organizational resilience through strategic human resource management lies in the alignment of these elements. Finally, he discussed major issues in this research field and provided insights into potential future research directions.

Wang Lanyun and Su Lei (Wang and Su, 2015) conducted research on strategic human resource management theory, revealing that the mechanism of the impact of strategic human resource management consistency on organizational performance has been one of the core issues in the study of strategic human resource management. They constructed a relationship model between strategic human resource management consistency and organizational performance, with dual innovation capability as the mediating variable and market environment as the moderating variable. Empirical research findings indicate that strategic human resource management consistency has differential effects on short-term and long-term organizational performance, with a greater impact on short-term performance than on long-term performance. Both exploratory innovation and exploitative innovation capability partially mediate organizational long-term performance, and the market environment moderates the impact on both short-term and long-term organizational performance.

Chu Zheng and Chen Wanming (Chu and Chen, 2007), through their study of strategic human resource management theory, applied this theory to the practice of personnel management in universities and explored the realization pathways of strategic human resource management in universities. Finally, they concluded that university personnel management needs to transition from traditional personnel management models to strategic human resource management to adapt to the development of information technology and economic globalization. Universities should formulate strategic human resource management plans to better cope with the intense competition for talent.

Liu Wenhua (Liu, 2011), using the theory of strategic human resource management, analyzed the constraints on the formation of incentive mechanisms for teachers in private colleges from two perspectives: the external environment of the development of private colleges and the internal management system of private colleges. She explored ways to establish effective incentive mechanisms for teachers

in private colleges by optimizing the external environment and improving the internal management system of private colleges. She proposed that teachers in private colleges are the core competitiveness of private college development, and building a high-quality teacher team is the fundamental task to improve teaching quality and promote the development of private colleges. Establishing effective incentive mechanisms is crucial for constructing a high-quality teacher team in private colleges.

Li Feng (Li, 2006), through the study of strategic human resource management theory, investigated the application of this theory in strategic management within universities. He proposed that human resource management should be integrated with the strategic positioning and development strategies of universities to achieve the goal of establishing distinctive higher education institutions.



Conceptual Framework

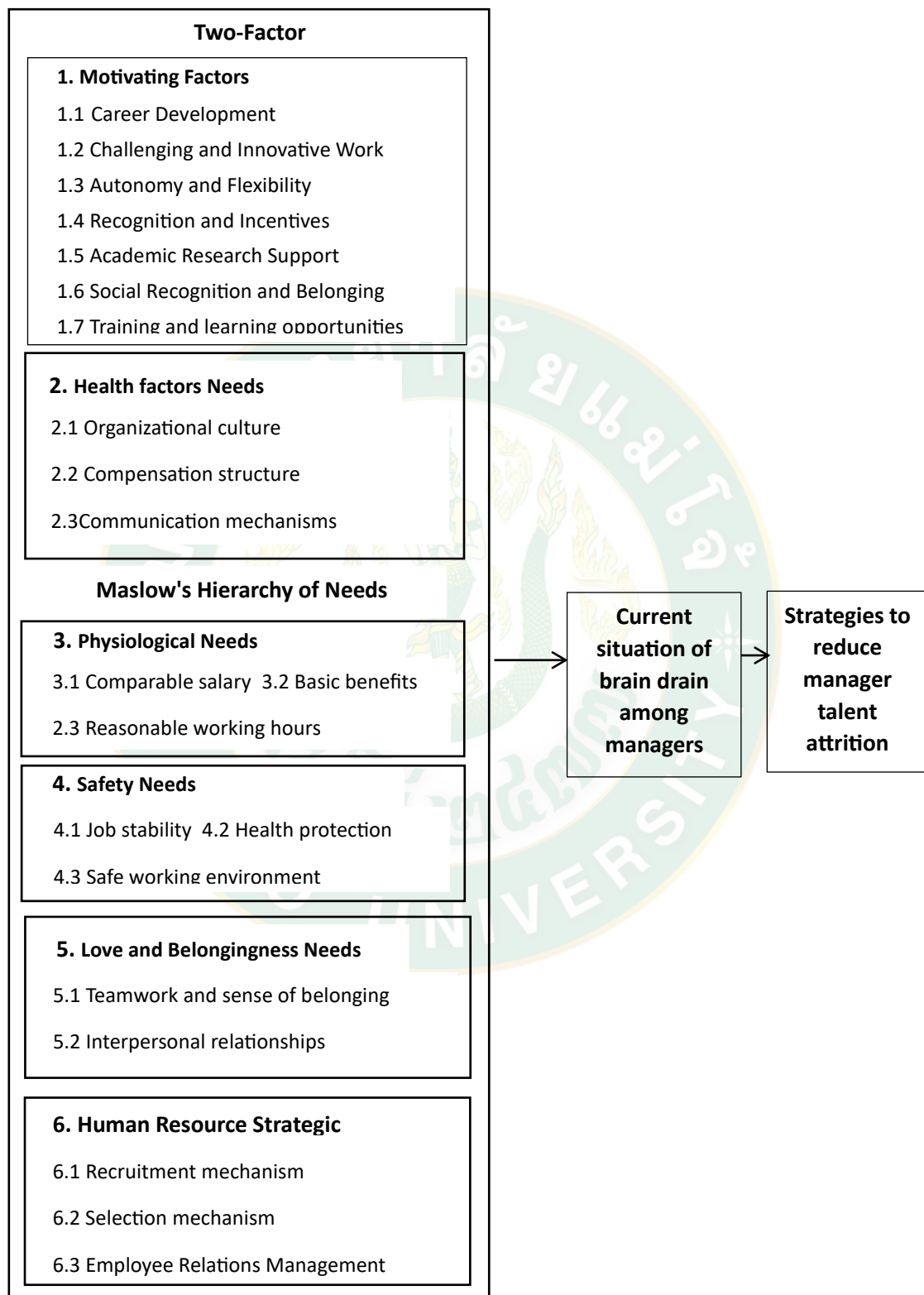


Figure 3 Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the rationale for the research methodology used in this study and describes the research process in detail. Its purpose is to explain why this particular research method is appropriate for investigating the current issue and to emphasize the rigorous investigation process that was conducted. In addition, this section includes information about the research location, sampling procedures, and statistical treatment of the data.

This study uses quantitative methods to measure the current status and related factors of management talent loss in Guizhou Vocational College of Industry and Commerce. Quantitative methods will help to derive empirical data. The methods used are designed to make an objective and unbiased assessment of the data. Quantitative methods emphasize objective measurement and statistical, mathematical or numerical analysis of data collected through polls, questionnaires and surveys, or the use of computing techniques to manipulate existing statistical data. This chapter will explain the following research procedures and methods: sampling and questionnaire surveys.

Location of the Study

The location scope of this study is Guizhou Vocational College of Industry and Commerce, which is located in Guizhou, China. The map of the People's Republic of China is shown in the figure (Google Maps, 2024) Guizhou Province (Baidu, 2024) is a provincial-level administrative region of the People's Republic of China, with Guiyang as its capital. It is located between 103°36'-109°35' east longitude and 24°37'-29°13' north latitude. It borders Sichuan Province and Chongqing City to the north, Hunan Province to the east, Guangxi Zhuang Autonomous Region to the south, and Yunnan Province to the west. The total area is 176,167 square kilometers, accounting for 1.8% of the total area of the country. It has 6 prefecture-level cities and 3 autonomous

prefectures under its jurisdiction. At the end of 2023, the permanent population of Guizhou Province was 38.65 million.

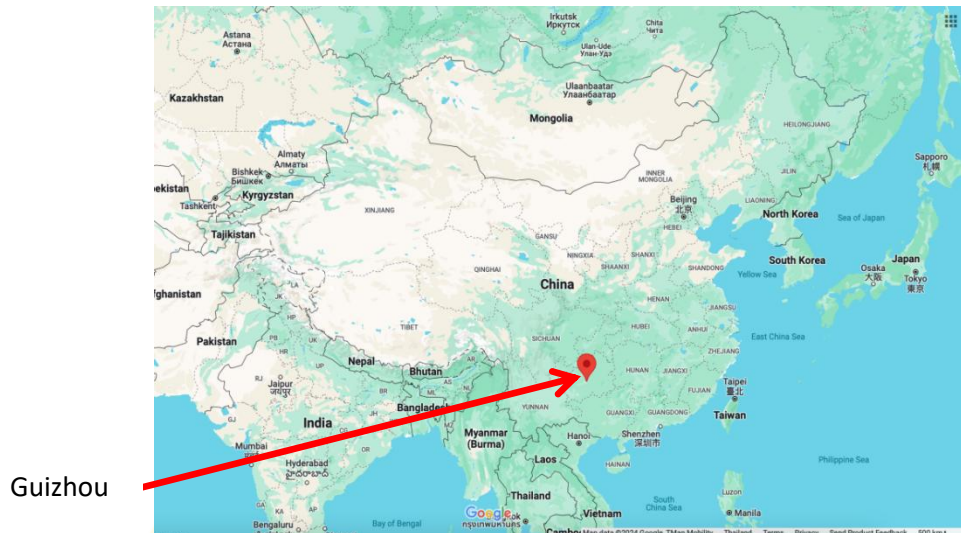


Figure 4 Map of China
(Google Map, 2024)



Figure 5 Guizhou Province Map
(Baidu, 2024)

Guizhou Vocational College of Industry and Commerce

Guizhou Vocational College of Industry and Commerce is a full-time general higher vocational college approved by the Guizhou Provincial People's Government, registered by the Ministry of Education, and included in the national unified enrollment plan. Founded in February 2012, the school's main form of education is

full-time junior college education, including higher vocational education, self-study examination assistance, vocational training, etc. The school covers an area of nearly 1,400 acres, has 6 secondary colleges, 25 professional directions, more than 1,000 full-time and part-time teachers, and more than 15,000 students.

Population and Sample

The questionnaires were randomly distributed from August to November 2024. Random sampling means randomly distributing the questionnaires to the study population. The school has a total of 200 administrators (Beisen System, 2024), According to the sample size calculation formula of Taro Yamane (Yamane, 1967), the confidence level was 95% and the standard deviation was 5%, and the calculation was performed according to the calculation formula.

$$n = \frac{N}{1 + N * (e)^2}$$

at 95% of confidence

Where n = sample size

N =Total population

e =standard error=0.05

So, in this research, the sample size

$$n = \frac{200}{1 + 200 * (0.05)^2} = 133$$

The sample size is calculated to be 133, but it is expected that 150 questionnaires will be distributed

Research Tools

According to the initial research objectives, this study adopted a quantitative research design, aiming to more clearly evaluate the current situation of talent loss of managers in Guizhou Vocational College of Industry and Commerce and the factors affecting talent loss. Quantitative research refers to the use of statistical, mathematical or computational techniques to conduct systematic empirical investigations on social phenomena.

This quantitative study uses online questionnaires to study the intention of management personnel to flow and its influencing factors. By analyzing the recovered sample data, we can understand the basic situation of the current intention of management personnel to flow, explore the influencing factors of management personnel to flow, and provide suggestions for reducing the loss of management personnel and improving the level of management personnel team building in the future. This study was conducted from August 2024 to November 2024.

This study uses the questionnaire survey method to investigate the factors affecting the loss of management personnel. This paper compiled and distributed questionnaires to carry out thematic research and compiled the "Questionnaire on Talent Drainage among Managers at Guizhou Vocational College of Industry Commerce" in this paper.

On the basis of analyzing and classifying the problems and causes of the loss of management personnel in Guizhou Vocational College of Industry Commerce of Industry and Commerce, a survey was conducted on the in-service managers and resigned managers at different levels in various departments of the school, which can better understand the real motivations and attitudes of the resigned talents, thereby ensuring the accuracy of the information obtained and avoiding subjective bias. Through in-depth investigations on the career development, promotion channels, and salary performance systems of school talents, a more realistic and intuitive understanding of the problems and areas that need to be improved in the loss of management personnel in Guizhou Vocational and Technical College of Industry and Commerce has been obtained.

The questionnaire consists of four parts. The questionnaire consists of four parts. The first part is to fill in basic information, including: gender, age, marital status, education level, professional title, and years of service in school.

The second part is mainly to understand the specific situation and phenomenon that currently leads to the loss of administrative personnel, including: intention to leave, resignation trend, resignation experience, and views on the loss situation.

The third part is the main factors that lead to talent loss, including: job satisfaction, salary and benefits, professional interests and personal responsibility.

The fourth part is strategic suggestions for reducing the loss of management personnel and improving the level of management team building.

This study uses a "Likert scale" questionnaire to investigate the current situation of managerial turnover and its influencing factors at Guizhou Vocational College of Industry and Commerce. A total of 5 options are set, namely: very high (5), high (4), moderate (3), low (2), and very low (1).

The average score is divided into 5 intervals, and the calculation formula is as follows:

The interval level = fmaximum value -minimum value

$$\frac{5-1}{5}=0.8$$

Therefore, the mean scores are shown below:

Mean Scores	Criteria	Interval Scale
$1 < \text{Scores} \leq 1.8$	Very Low Level	1
$1.8 < \text{Scores} \leq 2.6$	Low Level	2
$2.6 < \text{Scores} \leq 3.4$	Moderate Level	3
$3.4 < \text{Scores} \leq 4.2$	High Level	4
$4.2 < \text{Scores} \leq 5$	Very High Level	5

Adapted from Likert Scale (Likert, 1932)

Instrument Validation

Data validation is a key process to ensure the accuracy, reliability and validity of research data. The goal of data validation is to ensure data quality and thus the credibility of analysis and conclusions. In this study, data validity focuses on the accuracy and validity of measurement, which means that the measurement tool can actually measure what it is intended to measure. Data reliability, also known as reliability or consistency, refers to whether the measurement results can withstand repeated tests, that is, whether the measurement tool can stably measure the data it is intended to measure.

Validity

This study invited three experts with rich experience in education management, vocational education and human resource management to review the questionnaire to ensure the comprehensiveness and diversity of the questionnaire review. After preparing the complete draft of the questionnaire and relevant background information, the review materials were sent to the experts. The experts made suggestions for revisions to the questionnaire and gave scoring criteria (-1, 0, 1). Experts could provide feedback through email, online questionnaires, telephone or face-to-face meetings. After collecting all the feedback from the experts, they were

processed according to the scoring results and the final questions were selected. The specific scoring criteria and formulas are as follows:

$$IOC = \frac{\sum_{i=1}^N S_i}{N}$$

Where **IOC** =The IOC value of this item

S_i = The i-th expert's rating of the questionnaire items

N =Total number of experts involved in scoring

Grading	
-1	This item needs improvement or does not meet the requirements and should be considered for deletion or major revision
0	The performance of this item is average, with no obvious problems, but it is not particularly outstanding either. Necessary adjustments and modifications can be made
1	This item performed well, met or exceeded expectations, and was retained in the final questionnaire

Reliability

This study conducted a test-retest reliability test on the questionnaire. Before distributing the questionnaire on a large scale, a small sample test was conducted to collect feedback, modify and improve the questionnaire, confirm whether the questions are clear and reasonable, and evaluate the consistency of the questionnaire results by repeatedly measuring the same group of respondents at different time points to ensure that the questionnaire can produce consistent results at different times and situations. According to the sample size calculation formula:

$$n = \frac{N}{1 + N * (e)^2}$$

at 90% of confidence

So, in this research, the sample size

$$n = \frac{133}{1+133*(0.1)^2} = 57$$

Cronbach's α (Alpha) coefficient is one of the most commonly used statistics for evaluating the internal consistency of measurement tools (i.e., the consistency of individual items in a questionnaire or test). It is used to measure the correlation between different items in a questionnaire to evaluate the overall reliability. The specific formula is as follows:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N = The number of questions (items) in the scale

$\bar{c}$ = The average covariance between the items

$\bar{v}$ = The average variance of each question.

Reliability Statistics	
Cronbach's Alpha	N of Items
.974	74

This study used Cronbach's alpha coefficient to evaluate the internal consistency reliability of the scale. The results showed that the Cronbach's alpha value of the scale was 0.974, indicating that the scale has extremely high reliability and stability. The scale contains 74 items, and a high alpha value indicates strong correlation between items, which can effectively reflect the internal structure of the research variables and provide a reliable basis for subsequent analysis.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		
Bartlett's Test of Sphericity	Approx. Chi-Square	54
	df	
	Sig	

Bartlett's test of sphericity shows a chi-square value of 5497.741, degrees of freedom of 2628, and a significance level of 0.000, indicating significant sphericity and suitability for factor analysis. Although the KMO value is low, the Bartlett test supports the analysis. Therefore, careful selection and interpretation of variables are needed to ensure reasonable and valid results.

Data Sources

This study will use a large amount of data, the main sources are:

Primary data : information collected through questionnaires.

Second-hand data: school human resources system data, statistics of previous research materials, and information from the official website of the college.

Data collection

This study is based on collecting and analyzing data to draw meaningful results and conclusions. The first-hand data is based on a questionnaire survey of managers of Guizhou Vocational College of Industry and Commerce at the selected research location. The data is collected by distributing questionnaires online. The questionnaires are mainly compiled on the Wenjuanxing platform, and distributed through online communication tools such as email, WeChat, and QQ.

The survey is conducted using guiding questions to obtain managers' responses to key information. In some cases, this method is often used to observe, discover, and analyze the similarities and differences in opinions of participants on

specific topics, and to draw certain research conclusions. SPSS statistical software is then used to organize and analyze the recovered sample data.

Data Analysis

According to the research ideas of this paper, SPSS software is mainly used to input the collected survey data into the computer for analysis and obtain standard deviation. Descriptive analysis is used in the basic information of managers and the basic situation of managers' turnover intention.

1. Mean: A quantity that indicates the trend of a set of data. It is the sum of all observations divided by the number of observations. It is used to indicate the approximate average level of the data.

2. Median: It is the number in the middle of a set of data arranged in order. It represents a value in a sample, population or probability distribution. It is the observation in the middle after the data is sorted by size.

3. Mode: The observation with the highest frequency in the data.

4. Standard Deviation: The degree of dispersion of the mean of a set of data. The larger the standard deviation, the farther most values are from the mean; the smaller the standard deviation, the closer the values are to the mean.

CHAPTER 4

RESEARCH RESULTS

Introduction

According to the research ideas of this article, this chapter mainly analyzes the research results of quantitative data. Quantitative research mainly uses SPSS software to analyze the collected survey data and answer all questions through analysis.

1. What is the current situation that leads to the brain drain of Guizhou Vocational College of Industry & Commerce's administrative staff?
2. What are the main factors leading to the brain drain of administrative staff at Guizhou Vocational College of Industry & Commerce?
3. What strategies can Guizhou Vocational College of Industry & Commerce reduces the brain drain of administrative staff?

This questionnaire survey was conducted among the management personnel of Guizhou Vocational College of Commerce, and a total of 150 questionnaires were distributed.

Research Results

Part 1: Basic information

Table 1 Gender

No	Gender	Frequency	Percentage (%)
1	Male	85	56.67
2	Female	65	43.33
Total		150	

According to the Table 1, men accounted for 56.67% and 85 people; women accounted for 43.33% and 65 people.

Table 2 Age

No	Age	Frequency	Percentage (%)
1	20-30 years old	26	17.33
2	31-40 years old	59	39.33
3	41-50 years old	54	36.00
4	50 years old and above	11	7.33
Total		150	

According to the Table 2, the proportion of the 20-30 years was 17.33%, 26 people; 31-40 had the highest proportion, 39.33%, 59 to 50; 41-50 followed by 36.00% and 54; while the 50 and above had the lowest proportion, 7.33%, only 11 people.

Table 3 Marital status

No	Marital status	Frequency	Percentage (%)
1	Single	75	50.00
2	Married	66	44.00
3	Divorced	6	4.00
4	Other (please specify)	3	2.00
Total		150	

According to the Table 3, 50% of respondents said they were single, the largest percentage; 44% were married, 4% were divorced, and only 2% chose the other (please specify) option.

Table 4 Education

No	Education	Frequency	Percentage (%)
1	level High school and below	3	2.00
2	College	12	8.00
3	Undergraduate	22	14.67
4	Postgraduate	75	50.00
5	Doctoral	38	25.33
Total		150	

According to the Table 4, high school degree or below accounted for 2%, junior college degree accounted for 8%, bachelors degree accounted for 14.67%, masters degree accounted for the highest proportion, reaching 50%, and doctors degree accounted for 25.33%.

Table 5 Professional title

No	Professional title	Frequency	Percentage (%)
1	Junior	56	37.33
2	Intermediate	42	28.00
3	Associate Senior	26	17.33
4	Senior	17	11.33
5	Other (please specify)	9	6.00
Total		150	

According to the Table 5, primary titles accounted for 37.33%, intermediate titles for 28.00%, associate senior titles for 17.33%, senior titles for 11.33%, while other titles accounted for 6.00%.

Table 6 Years of service in school

No	Years of service in school	Frequency	Percentage (%)
1	Less than 1 year	10	6.67
2	1-3 years	58	38.67
3	4-6 years	50	33.33
4	7-10 years	23	15.33
5	More than 10 years	9	6.00
Total		150	

According to the Table 6, teachers with service years of 1-3 years accounted for the highest proportion, reaching 38.67%, followed by teachers with service years for 4-6 years, accounting for 33.33%. Relatively few teachers had service years in 7-10 years and over 10 years, accounting for 15.33% and 6.00%, respectively. Another 6.67 percent of the teachers had served less than one year.

Table 7 salary (US Dollars)

No	Salary	Frequency	Percentage (%)
1	\$550-800	28	18.67
2	\$801-1110	35	23.33
3	\$1111-1400	42	28.00
4	\$1401-2100	30	20.00
5	Above\$2100	15	10.00
Total		150	

According to the Table 7, the proportion of salary between \$550-800 is 18.67%, with 28 data points; \$801-1110 is the highest at 23.33%, including 35 data points; the proportion of \$1110-1400 is 28.00%, covering 42 data points; \$1400-2100

is 20.00% with 30 data points; and the lowest proportion of salary over \$2100 is 10.00%, including 15 data points.

Part 2: The current situation that leads to the brain drain of Guizhou Vocational College of Industry & Commerce's administrative staff

Table 8 Are you satisfied with your current salary?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	20	13.33
2	Disagree	54	36.00
3	Neutral	12	8.00
4	Agree	42	28.00
5	Strongly Agree	22	14.67
Total		150	

According to the Table 8, 13.33% Strongly Disagree, 36% disagreed, 10.67% were neutral, 28.00% agreed, and 14.67% of respondents strongly agreed.

Table 9 Do you think the basic benefits of the school (such as medical insurance, pension, housing provident fund, etc) can meet your daily living needs?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	50	33.33
3	Neutral	33	22.00
4	Agree	27	18.00
5	Strongly Agree	24	16.00
Total		150	

According to the Table 9, 10.67% strongly disagreed, 33.33.00% disagreed, 22% were neutral, 18% agreed, and 16.00% strongly agreed.

Table 10 Do you identify with the schools organizational culture (including values, working atmosphere and behavioral norms)?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	49	32.67
3	Neutral	34	22.67
4	Agree	41	27.33
5	Strongly Agree	13	8.67
Total		150	

According to the Table 10, 8.67% of the respondents strongly disagreed, 32.67% disagreed, 22.67% were neutral, 27.33% agreed, and 8.67% strongly agreed.

Table 11 Do you think the leaders have provided sufficient support and assistance in their work?

No	degree	frequency	percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	43	28.67
3	Neutral	34	22.67
4	Agree	39	26.00
5	Strongly Agree	18	12.00
Total		150	

According to the Table 11, 10.67% of respondents strongly disagreed, 28.67% disagreed, 22.67% were neutral, 26% agreed, while 12.00% of respondents strongly agreed.

Table 12 Do you think schools have clear career advancement channels?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	11	7.33
2	Disagree	25	16.67
3	Neutral	47	31.33
4	Agree	49	32.67
5	Strongly Agree	18	12.00
Total		150	

According to the Table 12, 7.33% of the respondents strongly disagreed, 16.67% disagreed, 31.33% were neutral, 32.67% agreed, and 12% strongly agreed.

Table 13 Do you often receive the latest policies and regulations from the school?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	58	38.67
3	Neutral	25	16.67
4	Agree	41	27.33
5	Strongly Agree	8	5.33
Total		150	

According to the Table 13, 38.67% disagreed, 12% Strongly Disagree, 16.67% remained neutral, and 27.33% agreed, while 5.53% strongly agreed.

Table 14 Do you think your communication with leaders and colleagues is smooth?

No	degree	frequency	percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	48	32.00
3	Neutral	34	22.67
4	Agree	30	20.00
5	Strongly Agree	23	15.33
Total		150	

According to the Table 14, 10% of participants strongly disagreed, 32% disagreed, 22.67% remained neutral, 20% agreed, while 15.33% of participants strongly agreed.

Table 15 Do you think the relationship with colleagues is very good?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	41	27.33
3	Neutral	33	22.00
4	Agree	41	27.33
5	Strongly Agree	17	11.33
Total		150	

Based on the data from table 15, 12% strongly disagreed that colleagues were well connected, 27.33% disagreed, 22% were neutral, 27.33% agreed with a good colleague relationship, while 11.33% strongly agreed.

Table 16 Are you very satisfied with the comfort of the office space and the office equipment?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	45	30.00
3	Neutral	36	24.00
4	Agree	43	28.67
5	Strongly Agree	13	8.67
Total		150	

Based on the data from Table 16, 8.67% strongly disagreed, 30% disagreed, 24.00% were neutral, 28.67% agreed, and 8.67% strongly agreed.

Table 17 Are you very satisfied with your current work schedule?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	33	22.00
3	Neutral	40	26.67
4	Agree	43	28.67
5	Strongly Agree	21	14.00
Total		150	

Based on the data from Table 17, 8.67% of the respondents strongly disagreed, 22.00% disagreed, 26.67% were neutral, 28.67% agreed, and 14.00% of the respondents strongly agreed.

Table 18 Do you think you have a strong sense of belonging in the school team?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	30	20.00
3	Neutral	37	24.67
4	Agree	53	35.33
5	Strongly Agree	17	11.33
Total		150	

According to the Table 18, 8.67% strongly disagreed with this view, 20.00% disagreed, 24.67% were neutral, 35.33% agreed, and 11.33% strongly agreed.

Table 19 Do you think the training and learning opportunities provided by the school are very abundant?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	9	6.00
2	Disagree	32	21.33
3	Neutral	42	28.00
4	Agree	49	32.67
5	Strongly Agree	18	12.00
Total		150	

According to the Table 19, 6% strongly disagreed, 21.33% disagreed, 28% remained neutral, 32.67% agreed, and 12% strongly agreed.

Table 20 Do you think the academic research support provided by the school is very sufficient?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	30	20.00
3	Neutral	45	30.00
4	Agree	40	26.67
5	Strongly Agree	18	12.00
Total		150	

According to the Table 20, 11.33% of the students strongly disagreed, 20.00% disagreed, 30.00% were neutral, 26.67% agreed, and 12.00% strongly agreed.

Table 21 Do you think the recruitment process of the school is very transparent and fair?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	24	16.00
3	Neutral	44	29.33
4	Agree	54	36.00
5	Strongly Agree	12	8.00
Total		150	

According to the Table 21, 10.67% strongly disagreed, 16.00% disagreed, 29.33% were neutral, 36.00% agreed, and 8.00% strongly agreed.

Table 22 Do you think the evaluations received by schools in society have an impact on your job satisfaction?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	20	13.33
2	Disagree	24	16.00
3	Neutral	38	25.33
4	Agree	50	33.33
5	Strongly Agree	18	12.00
Total		150	

According to the Table 22, 13.33% strongly disagreed, 16.00% disagreed, 25.33% were neutral, 33.33% agreed, and 12.00% strongly agreed.

Table 23 Do you think the current job responsibilities are very clear?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	23	15.33
2	Disagree	40	26.77
3	Neutral	37	24.67
4	Agree	45	30.00
5	Strongly Agree	19	12.67
Total		150	

According to the Table 23, 15.33% strongly disagreed, 26.77% disagreed, 24.67% were neutral, 30.00% agreed with this view, and 12.67% strongly agreed.

Table 24 Do you think the current job is challenging enough?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	32	21.33
3	Neutral	35	23.33
4	Agree	56	37.33
5	Strongly Agree	12	8.00
Total		150	

According to the Table 24, 10% of respondents strongly disagreed, 21.33% disagreed, 23.33% were neutral, 37.33% agreed, and 8% strongly agreed.

Table 25 Are you very satisfied with the schools reward system?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	28	18.67
3	Neutral	40	26.67
4	Agree	46	30.67
5	Strongly Agree	19	12.67
Total		150	

According to the Table 25, 11.33% of the respondents strongly disagreed, 18.67% disagreed, 26.67% were neutral, 30.67% agreed, and 12.67% strongly agreed.

Table 26 Has your work been recognized and rewarded accordingly?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	30	20.00
3	Neutral	32	21.33
4	Agree	57	38.00
5	Strongly Agree	17	11.33
Total		150	

According to the Table 26, 9.33% of the respondents strongly disagreed, 20.00% disagreed, 21.33% were neutral, 38.00% agreed, and 11.33% strongly agreed.

Table 27 Are you very satisfied with the dormitory conditions provided by the school, such as comfort, facilities, cleanliness, safety, etc?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	52	34.67
3	Neutral	28	18.67
4	Agree	34	22.67
5	Strongly Agree	19	12.67
Total		150	

Based on the data from Table 27, 11.33% strongly disagreed, 34.67% disagreed, 18.67% were neutral, 22.67% agreed, and 12.67% strongly agreed.

Table 28 Do you think you can achieve your career goals and ideals in your work?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	37	24.67
3	Neutral	40	26.67
4	Agree	34	22.67
5	Strongly Agree	21	14.00
Total		150	

According to the Table 28, 12% strongly disagreed, 24.67% disagreed, 26.67% remained neutral, 22.67% agreed, and 14% strongly agreed.

Table 29 Do you think the performance evaluation standards set by the school are very fair and reasonable?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	20	13.33
2	Disagree	57	38.00
3	Neutral	26	17.33
4	Agree	32	21.33
5	Strongly Agree	15	10.00
Total		150	

Based on the data from Table 29, 13.33% strongly disagreed with these criteria ; 38% disagreed, also 17.33% remained neutral; 21.33% agreed with these criteria; and 10.00% strongly agreed.

Table 30 Have you felt a sense of personal achievement and value in your work?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	10	6.67
2	Disagree	31	20.67
3	Neutral	42	28.00
4	Agree	49	32.67
5	Strongly Agree	18	12.00
Total		150	

According to the Table 30, 6.67% of respondents strongly disagreed, 20.67% disagreed, 28.00% were neutral, 32.67% agreed, and 12.00% strongly agreed.

Table 31 Do you think the schools holiday and rest schedule is very reasonable?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	21	14.00
2	Disagree	59	39.33
3	Neutral	20	13.33
4	Agree	32	21.33
5	Strongly Agree	18	12.00
Total		150	

According to the Table 31, 14% of the respondents strongly disagreed, 39.33% disagreed, 13.33% remained neutral, 21.33% agreed, and 12% strongly agreed.

Table 32 Do you think you have enough autonomy to make decisions in your work?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	31	20.67
3	Neutral	37	24.67
4	Agree	54	36.00
5	Strongly Agree	14	9.33
Total		150	

According to the Table 32, 9.33% of respondents strongly disagreed, 20.67% disagreed, 24.67% were neutral, 36.00% agreed, and 9.33% strongly agreed.

To answer Question 1, Through the analysis of relevant data, it can be seen that the current situation of talent loss among administrative personnel at Guizhou Vocational College of Commerce is not good, specifically manifested in the following aspects:

The most highest dissatisfaction among respondents is regarding the holiday arrangements. According to Table 31, 53% of respondents believe that holiday and rest time arrangements are unreasonable. Also, according to Table 29, 51.33% think performance evaluation standards are unreasonable. Then, according to Table 13, 50.67% believe policy information updates are delayed. After that, to Table 8, 49.33% are dissatisfied with the current salary levels. Furthermore according to Table 27, 33.33% think dormitory conditions need improvement.

Moreover, according to Table 9, 44% believe basic benefits need improvement. Then, according to Table 14, 42% think communication between leaders and colleagues is not smooth enough. Also according to Table 23, 42% think current job responsibilities are unclear. After that according to Table 10, 41.33% disagree with the current school organizational culture. Moreover,

After that according to Table 11, 39.33% of respondents feel leadership support is insufficient. Then according to Table 15, 39.33% think colleague relationships are poor; Also according to Table 16, 38.67% are dissatisfied with office

conditions. according to Table 28, 36.67% think it is difficult to achieve personal career goals and ideals at work.

Also, According to Table 20, 31.33% believe academic research support provided by the school is insufficient. Then according to Table 24, 31.33% think the current job challenges are insufficient. After that according to Table 17, 30.67% are dissatisfied with the current work time arrangements. Also according to Table 25, 30% are dissatisfied with the school's reward mechanisms. Furthermore according to Table 32, 30% believe there is insufficient autonomy in their work.

Then, According to Table 22, 29.33% of respondents mentioned that social reputation affects job satisfaction. Moreover, according to Table 26, 29.33% think work needs more recognition and rewards.

After that, according to Table 18, 28.67% of respondents feel a lack of team belonging. Then according to Table 30, 27.34% feel a lack of personal achievement; Furthermore according to Table 19, 27.33% think the school provides insufficient training and learning opportunities. Moreover, according to Table 21, 26.67% think the recruitment process lacks transparency; Finally according to Table 12, 24% believe the career advancement path is unclear.

Part 3: The main factors leading to the brain drain of administrative staff at Guizhou Vocational College of Industry & Commerce

Table 33 Do you think dissatisfaction with salary is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	24	16.00
2	Disagree	23	15.33
3	Neutral	21	14.00
4	Agree	39	26.00
5	Strongly Agree	43	28.67
Total		150	

According to the Table 33, 28.67% of the respondents strongly believe that dissatisfaction with salary is the main driving factor, and 26.00% agree with this view. However, a considerable number of people hold different opinions, with 16.00% strongly disagreeing, 15.33% disagreeing, and 14.00% remaining neutral.

Table 34 Do you think that insufficient basic benefits (such as medical insurance, pension, housing provident fund, etc.) are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	27	18.00
3	Neutral	40	26.67
4	Agree	57	38.00
5	Strongly Agree	14	9.33
Total		150	

According to the Table 34, 38% of the respondents agree with this view, 26.67% are neutral, 18% disagree, only 9.33% strongly agree, and 8% strongly disagree.

Table 35 Do you think the organizational culture of schools (including values, work atmosphere, and behavioral norms) has an impact on the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	33	22.00
3	Neutral	35	23.33
4	Agree	55	36.67
5	Strongly Agree	13	8.67
Total		150	

Based on the data from able 35, 36.67% of respondents agreed, and 8.67% strongly agreed with this statement, while 23.33% remained neutral. Conversely, 22.00% disagreed, and 9.33% strongly disagreed.

Table 36 Do you think the lack of support and assistance from leaders is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	32	21.33
3	Neutral	39	26.00
4	Agree	59	39.33
5	Strongly Agree	8	5.33
Total		150	

According to the Table 36, 39.33% of the respondents agree that the lack of support and assistance from leadership is a main reason for the mobility of management personnel. However, 8% of the respondents strongly disagree with this view, 21.33% disagree, 26% are neutral, and only 5.33% strongly agree.

Table 37 Do you think unclear career promotion channels are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	11	7.33
2	Disagree	35	23.33
3	Neutral	35	23.33
4	Agree	53	35.33
5	Strongly Agree	16	10.67
Total		150	

According to the Table 37, 7.33% of the respondents strongly disagree, 23.33% disagree, 23.33% are neutral, 35.33% agree, and 10.67% strongly agree with this view.

Table 38 Do you think that delayed information transmission (such as policy and system updates) is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	34	22.67
3	Neutral	30	20.00
4	Agree	54	36.00
5	Strongly Agree	18	12.00
Total		150	

Based on the data from table 38, 9.33% of the respondents strongly disagree, 22.67% disagree, 20.00% are neutral, 36.00% agree, and 12.00% strongly agree.

Table 39 Do you think poor communication (with leaders and colleagues) is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	26	17.33
3	Neutral	42	28.00
4	Agree	54	36.00
5	Strongly Agree	15	10.00
Total		150	

According to the Table 39, show that 36% of the respondents agree, 28% are neutral, 17.33% disagree, 8.67% strongly disagree, and 10% strongly agree.

Table 40 Do you think poor relationships among colleagues are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	28	18.67
3	Neutral	41	27.33
4	Agree	48	32.00
5	Strongly Agree	16	10.67
Total		150	

Based on the data from table 40, 11.33% of the respondents strongly disagree, 18.67% disagree, 27.33% are neutral, 32.00% agree, and 10.67% strongly agree with this view.

Table 41 Do you think poor office space and equipment conditions are the main reasons for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	28	18.67
3	Neutral	34	22.67
4	Agree	56	37.33
5	Strongly Agree	16	10.67
Total		150	

According to the Table 41, 37.33% of the respondents agree with this view, which is the highest proportion; 22.67% are neutral; 18.67% disagree, and 10.67% strongly disagree and strongly agree respectively.

Table 42 Do you think that unreasonable work schedule is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	28	18.67
3	Neutral	45	30.00
4	Agree	47	31.33
5	Strongly Agree	14	9.33
Total		150	

Based on the data from table 42, 10.67% of the respondents strongly disagree with this view, 18.67% disagree, 30% are neutral, 31.33% agree, and 9.33% strongly agree.

Table 43 Do you think the lack of a sense of belonging is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	36	24.00
3	Neutral	36	24.00
4	Agree	54	36.00
5	Strongly Agree	12	8.00
Total		150	

Based on the data from table 43, 8% strongly disagree, 24% disagree, another 24% are neutral, 36% agree, and 8% strongly agree.

Table 44 Do you think that insufficient training and learning opportunities are the main reasons for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	37	24.67
3	Neutral	36	24.00
4	Agree	47	31.33
5	Strongly Agree	15	10.00
Total		150	

According to the Table 44, 31.33% of the respondents agree that insufficient training and learning opportunities are a main reason, while 24.67% disagree, 24.00% are neutral, 10.00% strongly disagree, and another 10.00% strongly agree with this view.

Table 45 Do you think insufficient academic research support is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	32	21.33
3	Neutral	36	24.00
4	Agree	48	32.00
5	Strongly Agree	17	11.33
Total		150	

Based on the data from table 45, 32% of the respondents agree with this view, 24% are neutral, 21.33% disagree, and 11.33% strongly disagree and strongly agree respectively.

Table 46 Do you think the opacity and unfairness of the recruitment process are the main reasons for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	28	18.67
3	Neutral	39	26.00
4	Agree	50	33.33
5	Strongly Agree	19	12.67
Total		150	

According to the Table 46, 9.33% of the respondents strongly disagree, 18.67% disagree, 26.00% are neutral, 33.33% agree, and 12.67% strongly agree.

Table 47 Do you think the evaluation of schools in society is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	28	18.67
3	Neutral	39	26.00
4	Agree	52	34.67
5	Strongly Agree	14	9.33
Total		150	

According to the Table 47, 34.67% of the respondents agree with this view, 26% are neutral, 18.67% disagree, and 11.33% strongly oppose it. Another 9.33% of the respondents strongly agree.

Table 48 Do you think unclear job responsibilities are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	30	20.00
3	Neutral	35	23.33
4	Agree	58	38.67
5	Strongly Agree	12	8.00
Total		150	

Based on the data from table 48 , 38.67% of the respondents agree with this view, which is the highest proportion, followed by 23.33% who are neutral, 20% disagree, 10% strongly disagree, and 8% strongly agree with this view.

Table 49 Do you think the lack of work challenge is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	9	6.00
2	Disagree	35	23.33
3	Neutral	38	25.33
4	Agree	55	36.67
5	Strongly Agree	13	8.67
Total		150	

According to the Table 49 , 6.00% of the respondents strongly disagree, 23.33% disagree, 25.33% are neutral, 36.67% agree, and 8.67% strongly agree.

Table 50 Do you think that unreasonable reward methods are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	30	20.00
3	Neutral	40	26.67
4	Agree	55	36.67
5	Strongly Agree	12	8.00
Total		150	

According to the table 50 , 8.67% of the respondents strongly disagree with this view, 20.00% disagree, 26.67% are neutral, 36.67% agree, and 8.00% strongly agree.

Table 51 Do you think the lack of recognition and rewards is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	36	24.00
3	Neutral	36	24.00
4	Agree	49	32.67
5	Strongly Agree	17	11.33
Total		150	

According to the table 51, 8% of the respondents strongly disagree, 24% disagree, and another 24% are neutral. However, 32.67% of the respondents agree with this view, considering lack of recognition and rewards to be a main reason for the mobility of management personnel, and 11.33% of the respondents strongly agree with this view.

Table 52 Do you think poor dormitory conditions (such as comfort, facilities, cleanliness, etc.) are the main reasons for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	21	14.00
2	Disagree	19	12.67
3	Neutral	38	25.33
4	Agree	59	39.33
5	Strongly Agree	13	8.67
Total		150	

Based on the data from table 52, 39.33% of the respondents agree, and 8.67% strongly agree. However, 25.33% of the respondents remain neutral, 14.00% strongly disagree, and 12.67% disagree with this view.

Table 53 Do you think that the inability to achieve personal career goals and ideals at work is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	29	19.33
3	Neutral	40	26.67
4	Agree	50	33.33
5	Strongly Agree	14	9.33
Total		150	

According to the table 53, 11.33% of the respondents strongly disagree, 19.33% disagree, 26.67% are neutral, 33.33% agree, and 9.33% strongly agree.

Table 54 Do you think that unreasonable performance evaluation standards are the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	35	23.33
3	Neutral	26	17.33
4	Agree	64	42.67
5	Strongly Agree	8	5.33
Total		150	

Based on the data from table 54, 42.67% of respondents believe that unreasonable performance standards are the main reason for management turnover, while 5.33% of respondents strongly agree. On the contrary, 23.33% of people disagree with this statement, and 11.33% strongly oppose it. 17.33% of people remain neutral on this issue.

Table 55 Do you think the lack of personal sense of achievement and value is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	38	25.33
3	Neutral	33	22.00
4	Agree	52	34.67
5	Strongly Agree	15	10.00
Total		150	

According to the Table 55, 34.67% of the respondents agree that lack of personal sense of achievement and value is a main reason, and 10% strongly agree. However, 22% remain neutral, 25.33% disagree with this view, and another 8% strongly disagree.

Table 56 Do you think that the unreasonable arrangement of holidays and rest time is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	31	20.67
3	Neutral	40	26.67
4	Agree	44	29.33
5	Strongly Agree	21	14.00
Total		150	

According to the Table 56, 9.33% strongly disagree with this view, 20.67% disagree, 26.67% are neutral, 29.33% agree, and 14.00% strongly agree.

Table 57 Do you think the lack of autonomy in work is the main reason for the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	35	23.33
3	Neutral	33	22.00
4	Agree	52	34.67
5	Strongly Agree	16	10.67
Total		150	

According to the Table 57, 9.33% strongly disagree with this view, 23.33% disagree, 22.00% are neutral, 34.67% agree, and 10.67% strongly agree.

To answer Question 2, based on the data, the main factors contributing to administrative staff turnover are as follows:

Firstly, according to the data in Table 33, 54.67% of respondents believe that dissatisfaction with salary is the most significant factor leading to administrative staff turnover.

Secondly, According to Table 38, 48% of respondents believe that untimely information transmission is a major factor. Also, according to Table 41, 48% think poor office space and equipment conditions are a factor. Then according to Table 52, 48% believe that poor dormitory conditions contribute to turnover. Additionally, according to Table 54, 48% think unreasonable performance evaluation standards are a major cause.

Moreover, according to Table 34, 47.33% believe insufficient basic benefits contribute to turnover. Then according to Table 48, 46.67% think unclear job responsibilities are a factor. After that, according to Table 37, 46% believe an unclear career advancement path contributes to turnover. Also, according to Table 39, 46% think poor communication with leaders and colleagues is a factor; and according to Table 46, 46% believe that an opaque and unfair recruitment process contributes to turnover.

Secondly, According to the data in Table 35, 45.34% of respondents believe that the school's organizational culture plays a role. Then, according to Table 49, 45.34% think lack of job challenges contributes to turnover. After that, according to Table 57, 45.34% believe insufficient autonomy at work is a factor. Also, according to Table 50, 44.67% think unreasonable reward systems contribute to turnover. Then according to Table 55, 44.67% believe lack of a sense of personal achievement and value is a factor. Furthermore according to Table 36, 44.66% think insufficient leadership support and assistance contribute to turnover.

However, According to Table 43, 44% of respondents think lack of a sense of belonging is an issue. Then according to Table 47, 44% believe the school's low social reputation contributes to turnover. Also according to Table 51, 44% think lack

of recognition and rewards is a factor. After that, according to Table 45, 43.33% believe insufficient academic research support is a contributing factor; Furthermore according to Table 56, 43.33% think unreasonable holiday and rest time arrangements are an issue.

Also according to Table 40, 42.67% think poor colleague relationships contribute to turnover; Then according to Table 53, 42.66% believe inability to achieve personal career goals and ideals is a factor. Moreover, according to Table 44, 41.33% think insufficient training and learning opportunities contribute to turnover. Finally according to Table 42, 40.66% believe unreasonable work time arrangements are a contributing factor.

Part 3: Strategies for Guizhou Vocational College of Commerce to reduce talent loss among administrative staff

Table 58 Do you think that increasing transparency and fairness in the hiring process could reduce management turnover?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	34	22.67
3	Neutral	34	22.67
4	Agree	47	31.33
5	Strongly Agree	17	11.33
Total		150	

Based on the data from table 58, 12.00% of the respondents strongly disagree with this view, 22.67% disagree, and another 22.67% are neutral. Those who agree with this view account for 31.33%, and 11.33% strongly agree.

Table 59 Do you think improving the fairness and reasonableness of performance evaluation standards can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	30	20.00
3	Neutral	34	22.67
4	Agree	57	38.00
5	Strongly Agree	14	9.33
Total		150	

According to the Table 59, 10% of the participants strongly disagree, 20% disagree, 22.67% are neutral, 38% agree, and 9.33% strongly agree.

Table 60 Do you think conducting regular employee satisfaction surveys can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	8	5.33
2	Disagree	37	24.67
3	Neutral	39	26.00
4	Agree	55	36.67
5	Strongly Agree	11	7.33
Total		150	

Based on the data from table 60, 5.33% of the respondents strongly disagree, 24.67% disagree, 26.00% are neutral, 36.67% agree, and 7.33% strongly agree.

Table 61 Do you think resolving conflicts and problems in a timely manner can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	17	11.33
2	Disagree	30	20.00
3	Neutral	36	24.00
4	Agree	48	32.00
5	Strongly Agree	19	12.67
Total		150	

According to the Table 61, 32% of the participants agree, believing that it will help reduce the turnover rate of management personnel; 24% are neutral; 20% disagree with this view; 11.33% strongly disagree; and 12.67% strongly agree.

Table 62 Do you think establishing fair rewards and punishments can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	31	20.67
3	Neutral	46	30.67
4	Agree	48	32.00
5	Strongly Agree	13	8.67
Total		150	

According to the Table 62, Based on the provided frequency data, it is observed that a considerable proportion of participants agree (32%) or strongly agree (8.67%) that establishing fair rewards and punishments can reduce the turnover of management personnel. However, there is also a significant percentage who remain neutral (30.67%), disagree (20.67%), or strongly disagree (8%) with this statement.

Table 63 Do you think improving organizational culture (such as enhancing teamwork and a positive work atmosphere) can reduce management turnover?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	35	23.33
3	Neutral	36	24.00
4	Agree	47	31.33
5	Strongly Agree	20	13.33
Total		150	

Based on the data from table 63, 8% strongly disagree, 23.33% disagree, 24% are neutral, 31.33% agree, and 13.33% strongly agree.

Table 64 Do you think providing more training and learning opportunities can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	12	8.00
2	Disagree	34	22.67
3	Neutral	44	29.33
4	Agree	48	32.00
5	Strongly Agree	12	8.00
Total		150	

According to the Table 64, 8% of the respondents strongly disagree, 22.67% disagree, 29.33% are neutral, 32% agree, and another 8% strongly agree with this view.

Table 65 Do you think a reasonable work schedule can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	34	22.67
3	Neutral	37	24.67
4	Agree	55	36.67
5	Strongly Agree	11	7.33
Total		150	

Based on the data from table 65, 8.67% of the respondents strongly disagree, 22.67% disagree, 24.67% are neutral, 36.67% agree, and 7.33% strongly agree.

Table 66 Do you think providing comfortable office space and well-equipped office equipment can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	32	21.33
3	Neutral	34	22.67
4	Agree	53	35.33
5	Strongly Agree	16	10.67
Total		150	

According to the Table 66, 10% of the respondents strongly disagree with this view, 21.33% disagree, 22.67% are neutral, 35.33% agree, and 10.67% strongly agree.

Table 67 Do you think increasing salary can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	23	15.33
2	Disagree	24	16.00
3	Neutral	27	18.00
4	Agree	36	24.00
5	Strongly Agree	40	26.67
Total		150	

Based on the data from table 67, 26.67% of the respondents strongly agree, and 24.00% agree, while the proportions of respondents who are neutral, disagree, and strongly disagree are relatively lower, at 18.00%, 16.00%, and 15.33% respectively.

Table 68 Do you think improving basic benefits such as medical insurance, pension, housing provident fund, etc. can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	26	17.33
3	Neutral	43	28.67
4	Agree	54	36.00
5	Strongly Agree	13	8.67
Total		150	

According to the Table 68, 36% of the respondents agree, believing that increasing training and learning opportunities can help reduce the turnover rate of management personnel; 28.67% are neutral; 17.33% disagree with this view; and 9.33% strongly oppose it. Another 8.67% strongly agree.

Table 69 Do you think providing more guidance and assistance from leaders can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	34	22.67
3	Neutral	36	24.00
4	Agree	56	37.33
5	Strongly Agree	10	6.67
Total		150	

Based on the data from table 69, 37.33% of the respondents agree, 24.00% are neutral, and 22.67% disagree. In addition, 9.33% strongly disagree with this view, and 6.67% strongly agree.

Table 70 Do you think involving employees in more decision-making can reduce management turnover?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	34	22.67
3	Neutral	36	24.00
4	Agree	56	37.33
5	Strongly Agree	10	6.67
Total		150	

According to the Table 70, 9.33% of the respondents strongly disagree that this practice can reduce the turnover of management personnel, 22.67% disagree, 24.00% are neutral, 37.33% agree, and 6.67% strongly agree.

Table 71 Do you think increasing promotion channels can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	11	7.33
2	Disagree	32	21.33
3	Neutral	42	28.00
4	Agree	49	32.67
5	Strongly Agree	16	10.67
Total		150	

According to the table 71, 32.67% of respondents agree, followed by 28.00% who remain neutral. Disagreement stands at 21.33%, while strong disagreement and strong agreement account for 7.33% and 10.67%, respectively.

Table 72 Do you think clarifying job responsibilities can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	19	12.67
2	Disagree	28	18.67
3	Neutral	40	26.67
4	Agree	52	34.67
5	Strongly Agree	11	7.33
Total		150	

Based on the data from table 72, 12.67% of the respondents strongly disagree, 18.67% disagree, 26.67% are neutral, 34.67% agree, and 7.33% strongly agree.

Table 73 Do you think providing more holidays or flexible rest time can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	33	22.00
3	Neutral	30	20.00
4	Agree	57	38.00
5	Strongly Agree	14	9.33
Total		150	

Based on the data from table 73, 38% of the respondents agree, 9.33% strongly agree, 20% are neutral, 22% disagree, and another 10.67% strongly disagree.

Table 74 Do you think providing more academic research funding and resources can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	27	18.00
3	Neutral	45	30.00
4	Agree	44	29.33
5	Strongly Agree	16	10.67
Total		150	

According to the table 74, 12% of the respondents strongly disagree with this view, 18% disagree, 30% are neutral, 29.33% agree, and 10.67% strongly agree.

Table 75 Do you think improving the reputation of a school can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	18	12.00
2	Disagree	36	24.00
3	Neutral	34	22.67
4	Agree	46	30.67
5	Strongly Agree	16	10.67
Total		150	

According to the table 75, 12% of the respondents strongly disagree, 24% disagree, 22.67% are neutral, 30.67% agree, and 10.67% strongly agree.

Table 76 Do you think providing more challenging projects in the workplace can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	33	22.00
3	Neutral	40	26.67
4	Agree	45	30.00
5	Strongly Agree	15	10.00
Total		150	

Based on the data from table 76, 26.67% of the respondents are neutral, 30% agree, and 11.33% strongly agree. However, 22% of the respondents disagree with this view, and 10% strongly disagree.

Table 77 Do you think helping to develop clear career paths can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	16	10.67
2	Disagree	26	17.33
3	Neutral	46	30.67
4	Agree	49	32.67
5	Strongly Agree	13	8.67
Total		150	

Based on the data from table 77, 10.67% of the respondents strongly disagree, 17.33% disagree, 30.67% are neutral, 32.67% agree, and 8.67% strongly agree.

Table 78 Do you think improving the timeliness of information dissemination (such as ensuring that policies and important information are quickly conveyed) can effectively reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	25	16.67
3	Neutral	41	27.33
4	Agree	55	36.67
5	Strongly Agree	14	9.33
Total		150	

According to the table 78, 36.67% of the respondents agree, 9.33% strongly agree, and 27.33% are neutral.

Table 79 Do you think improving dormitory conditions (such as enhancing comfort and facilities) can effectively reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	13	8.67
2	Disagree	27	18.00
3	Neutral	42	28.00
4	Agree	58	38.67
5	Strongly Agree	10	6.67
Total		150	

According to the Table 79, 8.67% of the participants strongly disagree, 18.00% disagree, 28.00% are neutral, 38.67% agree, and 6.67% strongly agree.

Table 80 Do you think improving internal communication efficiency, simplifying communication processes and channels can effectively reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	14	9.33
2	Disagree	35	23.33
3	Neutral	35	23.33
4	Agree	54	36.00
5	Strongly Agree	12	8.00
Total		150	

According to the table 80, 9.33% of the respondents strongly disagree, 23.33% disagree, and another 23.33% are neutral. It is worth noting that 36.00% of the respondents agree with this view, and 8.00% strongly agree.

Table 81 Do you think strengthening the recognition of individual achievements (such as public recognition and rewards) can reduce the turnover of management personnel?

No	Degree	Frequency	Percentage (%)
1	Strongly Disagree	15	10.00
2	Disagree	35	23.33
3	Neutral	40	26.67
4	Agree	45	30.00
5	Strongly Agree	15	10.00
Total		150	

Based on the data from table 81, 10% of the respondents strongly disagree, 22% disagree, and another 26.67% are neutral. 30% of the respondents agree with this view, and 10.00% strongly agree.

To answer Question 3, based on the data, the main strategies for reducing administrative staff turnover are as follows:

Firstly, according to the data in Table 58, 50.67% of respondents believe that increasing salaries is the most effective strategy for reducing administrative staff turnover, with the highest agreement rate.

Secondly, According to Table 59, 47.33% think that improving the fairness and reasonableness of performance evaluation standards is an important strategy. Also according to Table 73, 47.33% believe that providing more holidays or flexible rest time helps reduce turnover. Then according to Table 66, 46% think that providing comfortable office spaces and adequate office equipment is an effective measure. After that, according to Table 78, 46% believe that improving the timeliness of information transmission helps reduce turnover. Furthermore according to Table 79,

45.34% believe that improving dormitory conditions is also important for reducing turnover.

However, According to Table 61, 44.67% think that timely resolution of work conflicts and issues is an important measure. Then according to Table 68, 44.67% believe that improving basic welfare is an effective strategy. Also according to Table 63, 44.66% think that improving organizational culture helps reduce turnover.

Moreover, according to Table 60, 44% believe that conducting regular employee satisfaction surveys can be effective. In addition according to Table 65, 44% think that reasonable work hours are an important means of reducing turnover; Then according to Table 69, 44% believe that leadership should provide more guidance and assistance; Also according to Table 70, 44% think that involving employees in more decision-making can improve work satisfaction. After that, according to Table 80, 44% think that improving internal communication efficiency and simplifying communication channels can effectively reduce turnover.

Also, According to Table 71, 43.34% think that increasing promotion channels is an important measure. Then according to Table 58, 42.66% believe that improving the transparency and fairness of the recruitment process helps retain talent. After that, according to Table 72, 42% think that clarifying job responsibilities is a strategy to reduce turnover.

Then, according to Table 75, 41.34% believe that improving the school's reputation can effectively reduce turnover. Also according to Table 77, 41.34% think that helping establish clear career development paths can effectively reduce turnover. Moreover, according to Table 76, 41.33% believe that providing more challenging projects at work is an effective means of motivating employees.

Finally, according to Table 62, 40.67% think that setting fair reward and punishment measures helps improve work enthusiasm. After that, according to Table 64, 40% believe that providing more training and learning opportunities can effectively reduce turnover. Then according to Table 74, 40% think that increasing academic research funding and resources has a certain effect. Also and according to Table 81, 40% think that enhancing recognition of individual achievements can improve employee work satisfaction.

Conclusions

The following is a summary of the research on the turnover of administrative staff at Guizhou Vocational College of Industry & Commerce:

Currently, the turnover rate of administrative staff at Guizhou Vocational College of Industry & Commerce is relatively high. Administrative staff are dissatisfied with the school's holiday arrangements, performance evaluation standards, the timeliness of policy information transmission, salary levels, and dormitory conditions. These issues need to be addressed and improved.

The main factors influencing administrative staff turnover include dissatisfaction with salary levels, untimely information transmission, unreasonable performance evaluation standards, poor office conditions, and inadequate dormitory facilities.

Schools need to increase salaries, strengthen the performance evaluation system, and enhance fairness and transparency. In addition, more reasonable holiday arrangements should be made, with more holidays or flexible rest time.

In addition, schools also need to improve the working environment, provide comfortable office conditions, optimize dormitory conditions, and establish more effective information transmission mechanisms. Through these measures, schools can effectively reduce the turnover of administrative personnel and improve overall management efficiency.

CHAPTER 5

CONCLUSIONS, DISCUSSIONS, RECOMMENDATIONS

With the rapid development of the national economy and society, competition among various universities is becoming increasingly fierce. As the backbone of university development, administrative personnel not only undertake important responsibilities, but also face various challenges and opportunities. Therefore, their loss will have a significant impact on the development of universities. However, in recent years, the problem of administrative staff turnover has gradually become prominent at Guizhou Vocational College of Commerce, posing challenges to the sustainable development of the college. Therefore, in-depth research on the talent loss of management personnel in Guizhou Vocational College of Commerce is crucial for the sustainable development of the college and the overall progress of local higher education.

This study takes Guizhou Vocational College of Commerce as the research site, focusing on investigating the talent loss of administrative personnel in Guizhou Vocational College of Commerce. By deeply understanding the current situation, analyzing influencing factors, and proposing effective strategies, it will not only help Guizhou Vocational College of Commerce maintain a stable management team, but also provide reference and guidance for other universities with similar backgrounds, promoting the improvement and development of higher education in the entire region.

Therefore, this study starts from the administrative staff of Guizhou Vocational College of Commerce and Industry, using The Two Factor Theory, Maslow's Hierarchy of Needs theory, Human Resource Strategic Management Theory, These three theories were used to develop a questionnaire, and through questionnaire survey analysis, the current situation of administrative staff turnover in Guizhou Vocational College of Commerce, the main factors leading to turnover, and strategies to reduce administrative staff turnover were obtained.

Conclusions

The turnover of administrative staff at Guizhou Vocational College of Commerce faces various challenges. From relevant data analysis, it can be concluded that the current situation is not good, mainly reflected in the dissatisfaction of administrative staff with holiday arrangements, performance evaluations, policy information, and salary levels. Therefore, in response to these issues, developing and implementing effective strategies to reduce talent loss will become an important way to improve the current situation.

Therefore, addressing these issues by formulating and implementing effective strategies to reduce staff turnover is crucial for improving the current situation.

1. This study collected feedback from 200 administrative staff members. The survey results show that the staff turnover situation at Guizhou Vocational College of Industry and Commerce is severe, influenced by multiple factors. Respondents expressed significant dissatisfaction with vacation arrangements, performance evaluation standards, timeliness of policy information, and salary levels. These issues need improvement to enhance work satisfaction and stability.

2. The main factors affecting the turnover of administrative personnel are as follows:

- 2.1 The survey data shows that 54.67% of respondents believe dissatisfaction with salary is the main reason for the turnover of administrative staff. The lack of competitive compensation undermines employees' confidence in career development, affecting their work enthusiasm and willingness to stay long-term.

- 2.2 48% of respondents believe that poor office space and equipment conditions affect work efficiency and comfort. This environment not only impacts work productivity but also lowers employee satisfaction, becoming a factor influencing staff stability.

- 2.3 48% of respondents feel that poor dormitory conditions affect quality of life and work stability. Outdated facilities, limited space, and a lack of essential living amenities result in a poor living experience and reduce employees' sense of belonging to the school.

2.4 48% of respondents believe that unreasonable performance evaluation standards impact fairness and the effectiveness of motivation, leading to a reduced sense of work recognition and diminishing enthusiasm for work and long-term career development.

3. To reduce administrative staff turnover, based on data analysis, this study has summarized several widely accepted effective strategies as follows:

3.1 50.67% of respondents believe that increasing salaries is the most effective strategy to reduce staff turnover, with the highest support rate. Reasonable compensation not only strengthens employees' identification with their roles but also boosts work enthusiasm and confidence in career development.

3.2 47.33% of respondents believe that improving the fairness and rationality of performance evaluation standards is an important strategy. A scientific and reasonable performance appraisal system should be established to ensure transparency in the evaluation process and link results to compensation, promotions, and other incentives, thereby enhancing employees' motivation and sense of belonging.

3.3 47.33% of respondents believe that offering more vacation or providing flexible rest arrangements can help reduce turnover. Administrative staff often face high work pressure, and a reasonable rest system can improve both work efficiency and quality of life. The school could consider optimizing paid leave policies, implementing flexible working hours, or increasing compensatory time off to improve employee satisfaction and balance work-life relationships.

3.4 46% of respondents believe that providing comfortable office spaces and well-equipped facilities is an effective measure. A good working environment can enhance work experience and efficiency. The school should optimize office layout, improve ventilation and lighting conditions, and update office equipment such as computers, printers, and network facilities to reduce work inconveniences caused by aging or insufficient equipment.

3.5 46% of respondents believe that ensuring timely transmission of policy information helps reduce staff turnover. Delayed communication of policies can lead to misunderstandings or dissatisfaction with organizational decisions.

Therefore, an efficient communication mechanism should be established, such as holding regular administrative meetings, setting up internal information release platforms, and strengthening inter-departmental communication to ensure that staff can stay informed about school development and management decisions, thereby enhancing trust and a sense of belonging.

In summary, Guizhou Vocational College of Commerce is currently facing the challenge of administrative staff turnover, and should take effective measures to reduce the turnover of administrative staff. By increasing salary levels, improving performance evaluation systems, providing more holidays or flexible rest time, improving office environments, and enhancing the timeliness of information dissemination, schools can significantly improve the job satisfaction of administrative staff, enhance their sense of belonging and stability, and effectively reduce talent turnover rates. The implementation of these strategies not only helps retain talent, but also enhances overall administrative management efficiency and promotes the sustainable development of the school.

Discussions

By introducing effective strategies to reduce administrative staff turnover, the issue of administrative staff turnover at Guizhou Vocational College of Industry & Commerce can be significantly addressed, which will enhance job satisfaction and stability among the staff. These strategies include improving salary levels, improving performance evaluation standards, optimizing office conditions, increasing vacation time or flexible rest arrangements, and improving the timeliness of policy information communication. These measures not only improve work efficiency but also enhance the staff's sense of belonging to the school, thereby reducing talent turnover.

The survey has helped researchers deeply analyze the current situation of administrative staff turnover at Guizhou Vocational College of Industry & Commerce, the reasons behind it, and the strategies to address it. From analyzing the causes of turnover to assessing the feasibility of strategy implementation, the study clarifies

how optimizing salaries, performance evaluation systems, and work environments can improve administrative staff retention and work motivation.

Therefore, this research, by introducing effective strategies to reduce administrative staff turnover, provides Guizhou Vocational College of Industry & Commerce with a theoretical foundation and feasible solutions for optimizing human resource management. Ultimately, it will help improve the quality of administrative management, stabilize team structure, and promote the long-term development goals of the school.

Diener (2000) used meta-analysis and empirical research methods to study the relationship between Maslow's Hierarchy of Needs and subjective well-being. His viewpoint is that there is a positive correlation between the satisfaction of basic needs and personal subjective well-being. When an individual's basic needs are met, they are more likely to experience happiness and fulfillment. Based on this finding, Diener concluded that satisfying employees' basic needs is an effective way to improve their subjective well-being. This research is significant for understanding employee satisfaction, work motivation, and human resource management practices.

This study demonstrates the positive correlation between the satisfaction of basic needs and subjective well-being, suggesting that when an individual's basic needs are met, they are more likely to experience happiness and fulfillment. In the administrative staff turnover survey at Guizhou Vocational College of Industry & Commerce, 54.67% of respondents identified dissatisfaction with salary as a major cause of turnover, indicating that salary, as one of the employees' basic needs, directly impacts job satisfaction and career happiness.

Boxall and Purcell (2007) conducted in-depth research on the strategic fit between human resource management and organizational performance through their study of strategic human resource management theory. They used literature review and theoretical construction methods to explore the strategic fit between human resource management theory and organizational performance. Their viewpoint suggests that the consistency between human resource management strategy and organizational strategy has a positive impact on organizational performance.

Therefore, organizations need to ensure consistency between human resource practices and organizational strategy to achieve optimal performance.

Through this study, we can see that in the administrative staff turnover survey of Guizhou Vocational College of Commerce, 48% of the respondents believed that the unreasonable performance evaluation standards affected the fairness and incentive effect of the assessment. This leads to a decrease in employees' recognition of their own work, which in turn affects their work enthusiasm and long-term development motivation. This result indicates that the matching issue between performance evaluation standards and organizational strategy is directly related to employees' recognition and incentive effects on job performance, thereby affecting the overall performance of the organization and the long-term development of employees.

Tian Zijun (Tian, 2006), using Herzberg's Two-Factor Theory, analyzed the root causes of talent turnover through a case study of a local university recruiting high-level talent. The study concluded that the lack of motivators is the fundamental cause of talent turnover. It was suggested that local universities cannot rely solely on attractive benefits to stabilize high-level talent. To effectively manage high-level talent, local universities must prioritize hygiene factors and focus on enhancing motivators. This includes cultivating a sense of achievement, strengthening talent pipeline development, fostering collective efforts, enhancing psychological belonging, and leveraging school characteristics to attract talent.

This study found that 48% of respondents believed that poor dormitory conditions affected their quality of life and work stability. The dormitory facilities were outdated, with limited space and a lack of necessary living amenities, leading to a poor living experience and reducing employees' sense of belonging to the school. This aligns with Tian's research conclusion, indicating that improving living conditions as part of hygiene factors helps enhance administrative staff's sense of belonging and work stability, thereby reducing turnover.

Zeng Jing and Liao Zhiming (Zeng and Liao, 2010) studied Herzberg's Two-Factor Theory and summarized the different roles of hygiene and motivator factors in nursing work, including preventing and eliminating negative factors and stimulating

positive factors. They proposed that coordinating and integrating the two-factor theory would help achieve a win-win situation for both the hospital and the nursing staff.

This study confirms this idea, as 47.33% of respondents believed that increasing vacation time or providing more flexible rest arrangements would help reduce administrative staff turnover. Administrative staff face considerable work pressure, and a reasonable rest system can improve employees' work efficiency and quality of life. According to Herzberg's Two-Factor Theory, vacation arrangements are considered hygiene factors, and optimizing them can reduce dissatisfaction among administrative staff, improve their recognition of work, and thus lower turnover rates.

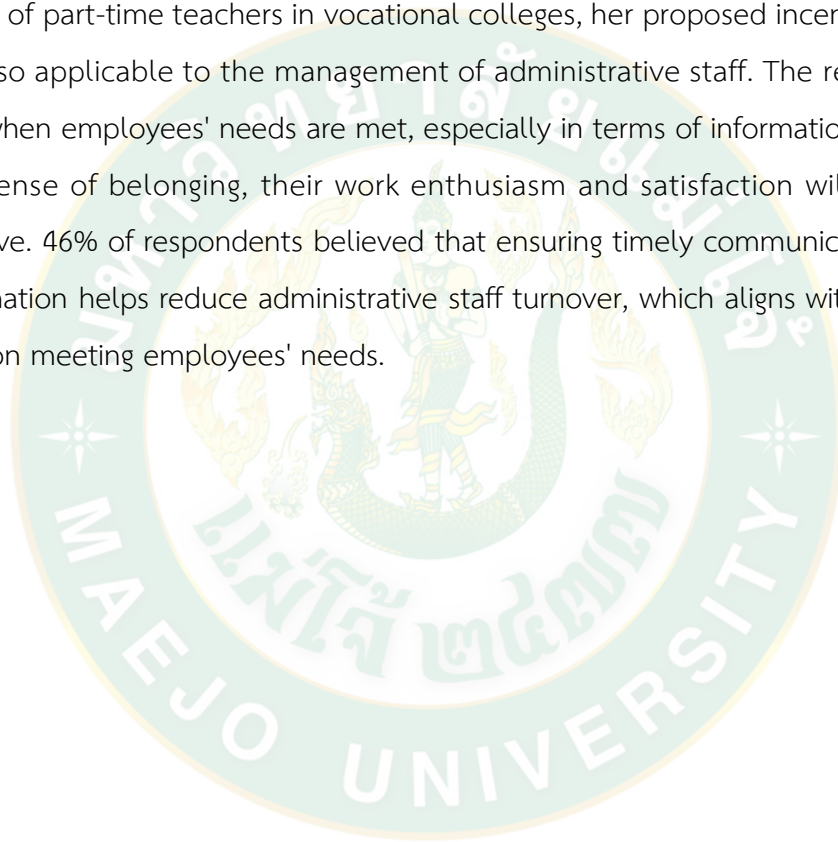
Liu Xiaolin (Liu, 2008), based on the research of Maslow's Hierarchy of Needs, proposed that enterprises should formulate corresponding human resource management strategies based on the characteristics of the new generation of employees. He emphasized that enterprises should pay more attention to providing a good work environment and career development opportunities to meet the needs of the new generation of employees, thereby increasing their job satisfaction and loyalty.

The research indicates that in the administrative staff turnover survey at Guizhou Vocational College of Industry & Commerce, 46% of respondents believed that providing a comfortable office space and complete office equipment was an effective measure. A good work environment not only enhances the work experience but also improves work efficiency. Therefore, the school should optimize office space layout, improve ventilation and lighting conditions, and update office equipment such as computers, printers, and network facilities to reduce work inconvenience caused by aging or insufficient equipment, thereby enhancing employees' work comfort and satisfaction. This further validates Liu Xiaolin's view on the importance of the work environment for employee satisfaction and loyalty.

Hu Fangxia (Hu, 2011), through studying Maslow's Hierarchy of Needs, explained the source and driving force of human behavior from the perspective of 'needs.' She pointed out that some part-time teachers in vocational colleges have not had their lower-level needs adequately met, such as weak sense of belonging,

low social recognition, and unmet self-actualization needs. To fully leverage the positive role of part-time teachers, vocational colleges must meet their needs at different stages. Specific incentive measures include establishing a reasonable salary system to meet part-time teachers' lower-level needs, establishing a psychological contract to meet their belonging and love needs, updating concepts to meet respect needs, and providing development platforms to meet self-actualization needs.

This study shows that although Hu Fangxia's research focused on meeting the needs of part-time teachers in vocational colleges, her proposed incentive measures are also applicable to the management of administrative staff. The research shows that when employees' needs are met, especially in terms of information transmission and sense of belonging, their work enthusiasm and satisfaction will significantly improve. 46% of respondents believed that ensuring timely communication of policy information helps reduce administrative staff turnover, which aligns with Hu Fangxia's view on meeting employees' needs.



Recommendations

1. Suggestions for Future Research

Future research could expand to include other higher vocational colleges or universities in different regions, conducting comparative analyses across regions and types of institutions. This would provide a more comprehensive understanding of the general and specific aspects of administrative staff turnover, enabling the development of more universally applicable and targeted solutions.

2. Suggestions for Higher Education Institutions

Schools can regularly evaluate and adjust their salary structure to ensure their competitiveness in the market. At the same time, they can establish a dynamic adjustment mechanism to adjust salaries in a timely manner based on employees' job performance, job contributions, and changes in price levels, in order to enhance their sense of belonging and work enthusiasm. Schools should establish a scientific and transparent performance evaluation mechanism, clarify evaluation standards and assessment indicators, ensure objective and fair assessment results, and combine performance evaluation with salary, promotion, and rewards to motivate employees to actively improve their work performance.

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APPENDIXS

**Questionnaire on the Talent Drain of Management Staff at
Guizhou Vocational College of Industry and Commerce**

Dear teacher:

Hello! In order to better understand the current situation and influencing factors of the turnover of management personnel in Guizhou Vocational College of Commerce, this questionnaire was designed. Your answer will have important reference value for this study. This questionnaire is filled out anonymously, and your response will be kept completely confidential and will not be disclosed to any third party. Your information will only be used for this study and will not be used for any other purposes. Please fill out the questionnaire based on your actual situation and true feelings. Thank you very much for your support and cooperation!

This questionnaire is scored using the Likert scale, with a total of 5 options: strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), strongly disagree (1 point).

Questionnaire content (please check ✓ after the column that matches your situation):

Part 1: Basic information

No.	Items	Options
1	Gender	Male ☐ Female ☐
2	Age	20-30 years old ☐ , 31-40 years old ☐ , 41-50 years old ☐ , 50 years old and above ☐
3	Marital status	Single ☐ , Married ☐ , Divorced ☐ , Other (please specify)
4	Education	level High school and below ☐ , College ☐ , Undergraduate ☐ , Postgraduate ☐ , Doctoral ☐
5	Professional title	Junior ☐ , Intermediate ☐ , Associate Senior ☐ , Senior ☐ , Other (please specify) ☐
6	Years of service in school	Less than 1 year ☐ , 1-3 years ☐ , 4-6 years ☐ , 7-10 years ☐ , More than 10 years ☐
7	salary	\$550-800 ☐ , \$801-1110 ☐ , \$1111-1400 ☐ , \$1401-2100 ☐ , Above\$2100 ☐

Part 2: The current situation that leads to the brain drain of Guizhou Vocational College of Industry & Commerce's administrative staff

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
8	Are you satisfied with your current salary?					
9	Do you think the basic benefits of the school (such as medical insurance, pension, housing provident fund, etc) can meet your daily living needs?					
10	Do you identify with the school's organizational culture (including values, working atmosphere and behavioral norms)?					
11	Do you think the leaders have provided sufficient support and assistance in their work?					
12	Do you think schools have clear career advancement channels?					
13	Do you often receive the latest policies and regulations from the school?					
14	Do you think your communication with leaders and colleagues is smooth?					
15	Do you think the relationship with colleagues is very good?					
16	Are you very satisfied with the comfort of the office space and the office equipment?					
17	Are you very satisfied with your current work schedule?					
18	Do you think you have a strong sense of belonging in the school team?					
19	Do you think the training and learning opportunities provided by the school are very abundant?					

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
20	Do you think the academic research support provided by the school is very sufficient?					
21	Do you think the recruitment process of the school is very transparent and fair?					
22	Do you think the evaluations received by schools in society have an impact on your job satisfaction?					
23	Do you think the current job responsibilities are very clear?					
24	Do you think the current job is challenging enough?					
25	Are you very satisfied with the school's reward system?					
26	Has your work been recognized and rewarded accordingly?					
27	Are you very satisfied with the dormitory conditions provided by the school, such as comfort, facilities, cleanliness, safety, etc?					
28	Do you think you can achieve your career goals and ideals in your work?					
29	Do you think the performance evaluation standards set by the school are very fair and reasonable?					
30	Have you felt a sense of personal achievement and value in your work?					
31	Do you think the school's holiday and rest schedule is very reasonable?					
32	Do you think you have enough autonomy to make decisions in your work?					

**Part 3: The main factors leading to the brain drain of administrative staff at
Guizhou Vocational College of Industry & Commerce**

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
33	Do you think dissatisfaction with salary is the main reason for the turnover of management personnel?					
34	Do you think that insufficient basic benefits (such as medical insurance, pension, housing provident fund, etc.) are the main reason for the turnover of management personnel?					
35	Do you think the organizational culture of schools (including values, work atmosphere, and behavioral norms) has an impact on the turnover of management personnel?					
36	Do you think the lack of support and assistance from leaders is the main reason for the turnover of management personnel?					
37	Do you think unclear career promotion channels are the main reason for the turnover of management personnel?					
38	Do you think that delayed information transmission (such as policy and system updates) is the main reason for the turnover of management personnel?					
39	Do you think poor communication (with leaders and colleagues) is the main reason for the turnover of management personnel?					
40	Do you think poor relationships among colleagues are the main reason for the turnover of management personnel?					

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
41	Do you think poor office space and equipment conditions are the main reasons for the turnover of management personnel?					
42	Do you think that unreasonable work schedule is the main reason for the turnover of management personnel?					
43	Do you think the lack of a sense of belonging is the main reason for the turnover of management personnel?					
44	Do you think that insufficient training and learning opportunities are the main reasons for the turnover of management personnel?					
45	Do you think insufficient academic research support is the main reason for the turnover of management personnel?					
46	Do you think the opacity and unfairness of the recruitment process are the main reasons for the turnover of management personnel?					
47	Do you think the evaluation of schools in society is the main reason for the turnover of management personnel?					
48	Do you think unclear job responsibilities are the main reason for the turnover of management personnel?					
49	Do you think the lack of work challenge is the main reason for the turnover of management personnel?					
50	Do you think that unreasonable reward methods are the main reason for the turnover of management personnel?					

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
51	Do you think the lack of recognition and rewards is the main reason for the turnover of management personnel?					
52	Do you think poor dormitory conditions (such as comfort, facilities, cleanliness, etc.) are the main reasons for the turnover of management personnel?					
53	Do you think that the inability to achieve personal career goals and ideals at work is the main reason for the turnover of management personnel?					
54	Do you think that unreasonable performance evaluation standards are the main reason for the turnover of management personnel?					
55	Do you think the lack of personal sense of achievement and value is the main reason for the turnover of management personnel?					
56	Do you think that the unreasonable arrangement of holidays and rest time is the main reason for the turnover of management personnel?					
57	Do you think the lack of autonomy in work is the main reason for the turnover of management personnel?					

Part 4: Strategies for Guizhou Vocational College of Commerce to reduce talent loss among administrative staff.

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
58	Do you think that increasing transparency and fairness in the hiring process could reduce management turnover?					
59	Do you think improving the fairness and reasonableness of performance evaluation standards can reduce the turnover of management personnel?					
60	Do you think conducting regular employee satisfaction surveys can reduce the turnover of management personnel?					
61	Do you think resolving conflicts and problems in a timely manner can reduce the turnover of management personnel?					
62	Do you think establishing fair rewards and punishments can reduce the turnover of management personnel?					
63	Do you think improving organizational culture (such as enhancing teamwork and a positive work atmosphere) can reduce management turnover?					
64	Do you think providing more training and learning opportunities can reduce the turnover of management personnel?					
65	Do you think a reasonable work schedule can reduce the turnover of management personnel?					
66	Do you think increasing salaries can reduce the turnover of management personnel?					

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
67	Do you think increasing salary and benefits can reduce the turnover of management personnel?					
68	Do you think improving basic benefits such as medical insurance, pension, housing provident fund, etc. can reduce the turnover of management personnel?					
69	Do you think providing more guidance and assistance from leaders can reduce the turnover of management personnel?					
70	Do you think involving employees in more decision-making can reduce management turnover?					
71	Do you think increasing promotion channels can reduce the turnover of management personnel?					
72	Do you think clarifying job responsibilities can reduce the turnover of management personnel?					
73	Do you think providing more holidays or flexible rest time can reduce the turnover of management personnel?					
74	Do you think providing more academic research funding and resources can reduce the turnover of management personnel?					
75	Do you think improving the reputation of a school can reduce the turnover of management personnel?					
76	Do you think providing more challenging projects in the workplace can reduce the turnover of management personnel?					

No.	Items	Degree of Opinion				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
77	Do you think helping to develop clear career paths can reduce the turnover of management personnel?					
78	Do you think improving the timeliness of information dissemination (such as ensuring that policies and important information are quickly conveyed) can effectively reduce the turnover of management personnel?					
79	Do you think improving dormitory conditions (such as enhancing comfort and facilities) can effectively reduce the turnover of management personnel?					
80	Do you think improving internal communication efficiency, simplifying communication processes and channels can effectively reduce the turnover of management personnel?					
81	Do you think strengthening the recognition of individual achievements (such as public recognition and rewards) can reduce the turnover of management personnel?					

82. What other strategies do you think are not mentioned in the questionnaire that can effectively reduce the turnover rate of management personnel?

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Thank you

CURRICULUM VITAE

NAME	Mrs. Xin Zhang
DATE OF BIRTH	October 18, 1985
EDUCATION	2007 Speciality of Law Shandong University of Political Science and Law, Jinan, China
WORK EXPERIENCE	2006.06-2006.12 Shandong Xiandai University 2007.04-2015.09 Shandong Sangle Group Co., Ltd 2016.07-2018.04 Shandong Qiangxianyibu Education Technology Co., Ltd. 2018.06-2020.04 Jinan Xinhuicong Health Education College Co., Ltd 2020.04-2021.05 Shandong Jinbangyuan Cultural Media Group 2021.05-Present Guizhou Vocational College of Industry & Commerce