

THE STUDENT MANAGEMENT PROBLEMS IN
KUNMING HEALTH VOCATIONAL COLLEGE,
YUNNAN, PEOPLE REPUBLIC OF CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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THE STUDENT MANAGEMENT PROBLEMS IN
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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2025

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KUNMING HEALTH VOCATIONAL COLLEGE,
YUNNAN, PEOPLE REPUBLIC OF CHINA

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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
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ชื่อเรื่อง ปัญหาการจัดการงานนักศึกษาในวิทยาลัยอาชีวศึกษาสุภาพคุณหมิง
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อาจารย์ที่ปรึกษาหลัก ผู้ช่วยศาสตราจารย์ ดร.นนท์ น้ำประทานสุข

บทคัดย่อ

การศึกษานี้วัตถุประสงค์เพื่อ 1) ศึกษาสถานการณ์ปัจจุบันของการจัดการนักศึกษาในวิทยาลัยอาชีวศึกษาสุภาพคุณหมิง ในมณฑลยูนนาน ประเทศจีน 2) ศึกษาปัจจัยที่มีผลต่อการจัดการนักศึกษาในวิทยาลัยอาชีวศึกษาสุภาพคุณหมิง มณฑลยูนนาน ประเทศจีน 3) ค้นหาวิธีการที่เหมาะสมเพื่อแนะนำและปรับปรุงคุณภาพการจัดการของนักศึกษาในวิทยาลัยอาชีวศึกษาสุภาพคุณหมิง การศึกษานี้ใช้กรอบทฤษฎีสามประการ ได้แก่ ทฤษฎีการจัดการสาธารณะแบบใหม่ ทฤษฎีการจัดการแบบยืดหยุ่น และทฤษฎีการจัดการกระบวนการ โดยใช้การวิจัยเชิงปริมาณ ใช้แบบสอบถามแบบสุ่มตัวอย่างสำหรับนักศึกษาชั้นปีที่ 1 ถึง 3 จำนวน 400 คน ข้อมูลที่รวบรวมได้สะท้อนถึงมุมมองของนักศึกษาเกี่ยวกับแนวทางการจัดการของวิทยาลัย

ผลการศึกษาแสดงให้เห็นว่าการจัดการนักศึกษาโดยรวมของวิทยาลัยในปัจจุบันอยู่ในสภาพที่ดี แต่ยังคงมีปัญหาอยู่ เช่น นโยบายการจัดการที่ไม่เพียงพอ ขาดความน่าเชื่อถือของกิจกรรมนอกหลักสูตร และความจำเป็นในการปรับปรุงความโปร่งใสและความยุติธรรมของการจัดการหอพัก ปัจจัยสำคัญที่ส่งผลต่อคุณภาพการจัดการนักศึกษา ได้แก่ กลไกการแข่งขัน เช่น ทุนการศึกษา วิธีการที่เน้นผลลัพธ์ เช่น อัตราการจ้างงาน การแข่งขันในวิทยาเขต การจัดการกระบวนการ และคุณภาพการสอน การศึกษาสรุปได้ว่าการใช้แนวทางที่เน้นนักเรียนมากขึ้นสามารถปรับปรุงคุณภาพการจัดการนักศึกษาได้อย่างมีนัยสำคัญและมีส่วนสนับสนุนการพัฒนาโดยรวมของสถาบัน เพื่อบรรลุเป้าหมายนี้ วิทยาลัยอาชีวศึกษาสุภาพคุณหมิงควรทำการสำรวจความพึงพอใจเป็นประจำ เสริมสร้างการสื่อสารกับนักศึกษา กำหนดแนวทางการจัดการที่ชัดเจน สนับสนุนให้นักศึกษามีส่วนร่วมในการตัดสินใจ ปรับปรุงกลไกการตอบรับ และประเมินและปรับปรุงกลยุทธ์การจัดการเป็นประจำเพื่อเพิ่มประสิทธิภาพของนักศึกษาให้เหมาะสมที่สุดและปรับปรุงความพึงพอใจในวิทยาเขต การศึกษาครั้งนี้มีส่วนสนับสนุนความพยายามอย่างต่อเนื่องในการปรับปรุงแนวทางการจัดการนักศึกษาในวิทยาลัย

อาชีวศึกษาระดับหลังมัธยมศึกษา และมอบข้อมูลเชิงลึกเชิงปฏิบัติสำหรับนักการศึกษา ผู้กำหนดนโยบาย และผู้บริหารที่มุ่งมั่นที่จะปรับปรุงผลลัพธ์ทางการศึกษาและประสิทธิผลของสถาบัน

คำสำคัญ : การจัดการนักศึกษา, การศึกษาระดับอาชีวศึกษาขั้นสูง, การจัดการสาธารณะรูปแบบใหม่, การจัดการแบบยืดหยุ่น, การจัดการกระบวนการ, วิทยาลัยอาชีวศึกษาสุภาพคุณหมิง



Title	THE STUDENT MANAGEMENT PROBLEMS IN KUNMING HEALTH VOCATIONAL COLLEGE, YUNNAN, PEOPLE REPUBLIC OF CHINA
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ABSTRACT

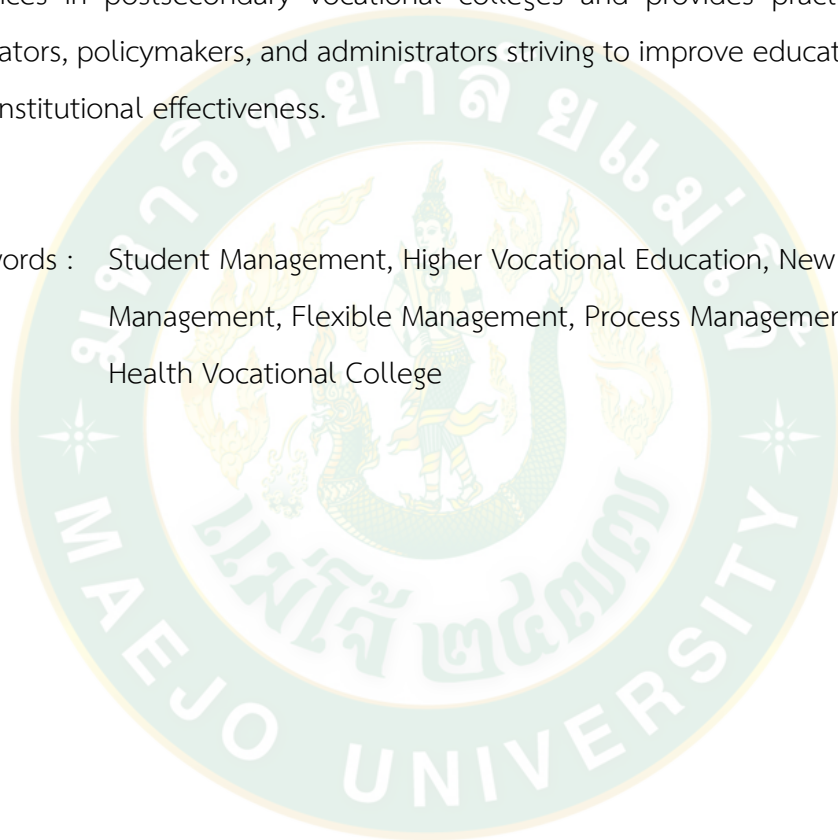
The purpose of this study is to: 1) study the current situation of student management in higher vocational colleges of Kunming Health Vocational College, Yunnan, China; 2) investigate the factors that affect student management in higher vocational colleges of Kunming Health Vocational College, Yunnan, China; 3) find appropriate methods to guide and improve the management quality of students in higher vocational colleges of Kunming Health Vocational College. The study is based on three theoretical frameworks: new public management theory, flexible management theory, and process management theory. A quantitative research method was used, with a random sampling questionnaire survey targeting 400 first- to third-year students. The data collected reflects the students' views on the college's management practices.

The results show that the overall student management of the college is currently in good condition, but there are still problems such as insufficient rationality of management policies, lack of attractiveness of extracurricular activities, and the need to improve the transparency and fairness of dormitory management. Key factors affecting the quality of student management include competition mechanisms such as scholarships, result-oriented methods such as employment rates, competitiveness on campus, process management and teaching quality. The study concluded that adopting a more student-centered approach can significantly improve the quality of student management and contribute to the overall development of the institution. To

achieve this goal, Kunming Health Vocational College should conduct regular satisfaction surveys, strengthen communication with students, establish clear management guidelines, encourage students to participate in decision-making, improve feedback mechanisms, and regularly evaluate and improve management strategies to optimize student experience and improve campus satisfaction.

This study contributes to ongoing efforts to enhance student management practices in postsecondary vocational colleges and provides practical insights for educators, policymakers, and administrators striving to improve educational outcomes and institutional effectiveness.

Keywords : Student Management, Higher Vocational Education, New Public Management, Flexible Management, Process Management, Kunming Health Vocational College



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CHAPTER 1

INTRODUCTION

Background of the Study

The construction of a strong educational country is a fundamental project for the great rejuvenation of the Chinese nation and is of great and far-reaching significance. "Education is the basis for a hundred-year plan (Communist Party of China, 1987)" The importance of education for social development is self-evident.

Vocational education is an important part of the national education system and human resources development. The purpose of vocational education is to train applied talents and socialist builders with a certain level of literacy and specialized knowledge and skills, focusing on the cultivation of practical skills and the ability to actually work. The newly revised Vocational Education Law of the People's Republic of China (Standing Committee of the National People's Congress, 2022) was adopted in 2022. For the first time, this law clarifies the positioning of the type of vocational education in the form of a law. It is clearly stated therein that "vocational education is an important part of the national educational endeavor and an important way to promote economic and social development and labor employment." In addition, the report of the Twentieth Party Congress attaches unprecedented importance to vocational education, and further emphasizes the need to optimize the positioning of the type of vocational education. The Opinions on Promoting the High-Quality Development of Modern Vocational Education (General Office of the Central Committee of the Communist Party of China and the General Office of the State Council, 2021) and the White Paper on the Development of Vocational Education in China (Ministry of Education of the People's Republic of China) suggest that "Vocational education is an important part of the national education system and the development of human resources, and shoulders the responsibility of cultivating diversified talents, passing down technical skills, and promoting the employment and entrepreneurship."

Higher vocational colleges and universities are regional universities that serve the needs of economic and social development for the purpose of directly facing the front line of economic and social development and production and service, and cultivating high-quality and high-skilled talents, with both higher and vocational characteristics. With the continuous development of the economy and society, the function of higher vocational colleges and universities has gradually evolved and developed from the initial single teaching function to the three functions of teaching, scientific research and social service. Higher vocational education, as a type of higher education, shoulders the mission of cultivating for the State the highly skilled personnel needed on the front line of production, construction, service and management, and has an irreplaceable role in accelerating the process of socialist modernization.

Student education and management in higher vocational colleges and universities is the fundamental guarantee for the healthy growth and comprehensive development of students, and also the fundamental premise for the promotion of the overall progress of society. The quality of student management is directly related to the quality of talent training and the sustainable development of society. The Ministry of Education on comprehensively improving the quality of teaching and learning in higher vocational education of a number of opinions of the Ministry of Higher Education [2006] No. 16 (Ministry of Education of the People's Republic of China, 2006), pointed out that: higher vocational colleges and universities student management is the management of the school or even an important part of the management of education, and the quality of higher vocational colleges and universities depends on the characteristics of our school and the level of student management, and therefore, the management of higher vocational colleges and universities student management has an important significance.

According to the information on the website of the Ministry of Education of the People's Republic of China, as of December 30, 2022, China now has 1,486 higher vocational (specialized) schools, with 15,900,966 students (Ministry of Education of the People's Republic of China, 2023), and higher vocational education plays an

irreplaceable and important role in serving the development of the economy and society and the growth and success of individuals. As figures below:



Figure 1 is a screenshot of the official website of the Ministry of Education of the People's Republic of China. The page displays a table titled 'Number of Schools, Educational Personnel and Full-time Teachers by Type and Level'. The table provides data for various levels of education, including Higher Education Schools, Academic HEIs, Professional HEIs, Vocational HEIs, Adult HEIs, and Other Institutions. The data is presented in four columns: Schools, Educational Personnel, and Full-time Teachers, with a total row at the top.

	学校数(所) Schools	教职工数(人) Educational Personnel	专任教师数(人) Full-time Teachers
总计 Total	529324	23373371	18443728
一、高等教育学校 Higher Education Schools	3012	2785592	1913817
1.普通本科院校 Academic HEIs	1238	1931463	1272996
#独立学院 of Which Independent Institutions	164	82566	59874
2.本科层次职业学校 Professional HEIs	32	32202	25743
3.高职 (专科) 院校 Vocational HEIs	1486	787355	595014
4.成人高等学校 Adult HEIs	256	34363	19973
5.其他普通高等教育机构 (不计校数) Other Institutions	(21)	209	91

Figure 1 Number of Schools, Educational Personnel and Full-time Teachers by Type and Level

(Ministry of Education of the People's Republic of China, 2023)



Figure 2 is a screenshot of the official website of the Ministry of Education of the People's Republic of China. The page displays a table titled 'Number of Students of Formal Education by Type and Level'. The table provides data for various levels of education, including Higher Education, Postgraduates, Doctor's Degree, Master's Degree, Undergraduates, Vocational Undergraduate, Normal Courses, Short-cycle Courses, Undergraduate in Adult HEIs, and Normal Courses. The data is presented in four columns: Graduates, Entrants, and Enrolment, with a total row at the top.

	毕业生数 Graduates	招生数 Entrants	在校生数 Enrolment
一、高等教育 Higher Education			
1.研究生 Postgraduates	772761	1176526	3332373
博士 Doctor's Degree	72019	125823	509453
硕士 Master's Degree	700742	1050703	2822920
2.普通本科 Undergraduates	4280970	4445969	18931044
3.职业本专科 Vocational Undergraduate	3984094	5567182	16030263
本科 Normal Courses	0	41381	129297
专科 Short-cycle Courses	3984094	5525801	15900966
4.成人本专科 Undergraduate in Adult HEIs	2779485	3785288	8326521
本科 Normal Courses	1420887	2042982	4591098
专科 Short-cycle Courses	1358598	1742306	3735423

Figure 2 Number of Students of Formal Education by Type and Level

(Ministry of Education of the People's Republic of China, 2023)

In such a background, this paper carries out research and exploration on the management of college students in Kunming College of Health Professions in Yunnan Province, a higher vocational college, hoping to have a positive impact on the theoretical research and practice of student management in higher vocational colleges and universities.

As we all know, one of the important measures to realize the harmonious management of colleges and universities is to strengthen the standardization and scientificity of management work. The stability and development of higher vocational colleges and universities cannot be separated from the managers' management of students' daily life and ideological and political work. In higher vocational colleges and universities, standardizing and improving the scientific nature of management and eliminating the loopholes in management not only meet the needs of reform and development of higher education, but also are the necessary conditions to improve the level of education and meet the requirements for the growth of high-level talents.

The researcher is a higher vocational college student work system teacher, nearly a decade of long-term work in the front line of student management, in the daily student management work, in the interaction with students, communication, more and more feel that for the growth of the students is crucial to the growth of students is whether there is a standardization of student management work, but also realize that students also need more quality management and service.

Therefore, it is necessary for colleges and universities to adopt scientific and effective management measures to strengthen the education and management of students on the one hand, and to make college students establish a correct outlook on life and values during their college years on the other hand. The present situation of student management work in higher vocational colleges and universities, the problems existing in the work and the optimization countermeasures, on the one hand, want to improve their own level of scientific research, and on the other hand, hope to enhance the researcher's future business capacity in the practice of student management, and constantly improve the efficiency of the work. At the same time,

we also hope that it will be a revelation to the student management work of related brother colleges and universities.

Research Question:

1. What is the current problems in the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China?
2. What is the factors that impact the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China?
3. How to improve the qualities of the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China?

Research Objectives:

To study the current problems in the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China.

To investigate factors that impact the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China.

To find appropriate ways to guide and improve the qualities of the Management of Higher Vocational Colleges students in Kunming Health Vocational College, Yunnan, P.R. China.

Significance of the Study

On the one hand, scientific and effective management measures are used to strengthen the education and management of students, so that college students can establish a correct outlook on life and values during their college years, and on the other hand, it is of practical significance to further improve the social attractiveness of higher vocational colleges and universities, promote the high-quality development

of higher vocational colleges and universities and realize the modernization of vocational education.

Expectation Result of the study

Drawing on the advanced experience of student management in vocational colleges and universities at home and abroad to do a good job in student management, it also puts forward a set of practical countermeasures and suggestions from the theoretical and practical levels that can improve the level of student management ability and service quality in higher vocational colleges and universities.

Scope and Limitation of the study

Yunnan Province is located on the southwestern border of China. Its relatively backward economic development has led to poor school-running conditions, slow construction of the teaching staff, insufficient number of teachers, and irrationality in the setting of professional courses. These factors have consequently resulted in a decline in the quality of the student population.

In addition, due to the limited information consulted by the researcher, the restricted scope of investigation and research, and the researcher's own knowledge structure, the depth of this research needs to be enhanced. Especially, there is a scarcity of reference materials for the research on student management work in higher vocational colleges, and there is no corresponding and more complete theoretical system of student management work for reference. Moreover, the limited representativeness of the student management work in the researcher's higher vocational college, as well as the lack of diversity and comprehensiveness of the case data samples, may affect the authority of the research findings to a certain extent.

This study has its limitations. On the one hand, based on the orientation of focusing on students' experiences and identifying management problems, the study only focuses on students and lacks an interpretation of the policy design and

implementation by the staff. This makes it difficult to conduct a complete closed-loop analysis of the causes of the problems and affects the depth of the conclusions. On the other hand, due to the limitations of the research period and resources, it is difficult to conduct dual-group research simultaneously. As a result, the data lacks diversity and complementarity, and the single perspective of students weakens the exploration of the root causes of the problems. Follow-up research can improve the analytical perspective by incorporating qualitative interviews with faculty and staff to construct a two-way research framework.

Operational Definition of the terms

1. Vocational Education

Vocational education refers to make the educated person has to engage in a certain occupation or vocational development needs of vocational ethics, scientific and cultural and professional knowledge, technical skills and other comprehensive qualities and the implementation of educational activities.

2. Higher Vocational Education

Higher vocational education, or "higher vocational" for short, is an important part of China's higher education, including higher vocational specialized education, higher vocational undergraduate education, and postgraduate vocational education, and is a high-level education in China's vocational education system.

3. Vocational College

Vocational college is a college that focuses on vocational education at the specialty level. It belongs to higher vocational education.

4. Higher Vocational Education Student Management

Higher vocational student management is defined as the behavioral activities of higher vocational colleges and universities, such as service, discipline and guidance for students, so as to cultivate students to become highly skilled talents with both

virtue and ability. Student management includes study management, ideological education, dormitory management, club management, internship management and other aspects.

5. Counselor

A counselor is a public school official who is engaged in the ideological and political education of students, the day-to-day management of students, career guidance, mental health, and the building of student political parties. Each counselor generally manages one or several classes.



CHAPTER 2

REVIEW OF LITERATURE AND RELATED STUDIES

Theoretical Perspective

In order to improve the quality and level of student management in vocational colleges and universities, this chapter will try to make a substantial compilation of various literatures to explore and summarize scientific and effective principles, methods and strategies of student management. Ultimately, the literature of the theories and concepts will be helpful in shaping the scope, focus, and conclusions of this study. The researcher will explain the concepts of the relevant theories as follow

1. New Public Management theory
2. Flexible Management theory
3. Process Management theory
4. The Related research
5. The Conceptual framework

New Public Management Theory (NPM)

The theory of New Public Management (NPM) is a trend of public management thinking that emerged in the 1980s (Baidu Encyclopedia, 1988), aiming at reforming the traditional public sector management and improving the efficiency and performance of the public sector through the introduction of market mechanisms and private sector management methods. This theory emerged as a response to criticisms and challenges to the traditional model of public administration. Improving government efficiency, increasing transparency, reducing costs and ultimately managing the public sector in a market-oriented manner.

Hood (1991) first gave the formulation of "New Public Management Theory" (NPM) in 1991, defining NPM theory as: NPM is a new approach to public sector management characterized by an emphasis on clear accountability, output

orientation, and performance evaluation, a decentralized structure dominated by quasi-independent administrative units, the adoption of private sector management methods, and the introduction of market mechanisms to improve competition. In his inaugural address, Christopher Hood described the meaning and characteristics of the New Public Management as seven aspects: the shift to professional management, the strengthening of output control, the introduction of competition mechanisms, the decentralization of the public sector, the introduction of the private sector management style, the development of standards for objectives and performance measurement, and the effective use and development of resources; Christopher Hood detailed Christopher Hood elaborated on the development and characteristics of the New Public Management (NPM) theory. He highlighted the core ideas of NPM theory, including marketization, outcome orientation, performance assessment and property rights, and their application and implications for public sector reform.

Hughes (2003) organizes the traditional public management theory compared to the new public management theory, and gives a detailed overview of the concept of the new public management theory as well as its characteristics. He believes that the new public management theory is: to meet the needs of the market operation mechanism and economic and social needs of the traditional government to carry out a deep reform: reduce the size of the government, privatization and contract outsourcing to reduce the scope of government activities, separate the steering wheel from the oar. He believes that the NPM theory is a deep-seated reform of the traditional government to meet the needs of the market operation mechanism and the economy and society: reducing the size of the government, privatizing and contracting out to reduce the scope of the government's activities, and separating the steering wheel from the oars. Its basic characteristic is to adapt to the needs of the market mechanism and economic development, and to reform the government not only in terms of scale and scope of activities, but also, more importantly, in terms of the management system or operational mechanism.

Since the development of the new public management theory, Western scholars have expressed their own views on it from different perspectives, constantly enriching and improving the theory. As follows:

Peters (1996) is a renowned scholar in the field of public management who has extensively researched and discussed the theory of New Public Management (NPM). Guy Peters has extensively researched and analyzed the theory of NPM in his writings *The New Public Management: Changing Dynamics of the Public Sector*. He believes that the emergence of the New Public Management theory is a reflection and reform of the traditional public management model, aiming to improve the efficiency and performance of the public sector through the introduction of market mechanisms and management methods of private enterprises.

Osborne and Plastrik (1998) explicitly advocate the abandonment of the bureaucratic model of public administration. They argued that reengineering government is about replacing bureaucracy with entrepreneurial institutions, that is, that public organizations and institutions are characterized by innovation and continuous quality improvement, and proposed "five strategies" for the successful reengineering of public organizations, namely, a core strategy, a customer strategy, a consequence strategy, a control strategy and a cultural strategy. In order to provide society with high-quality public goods and improve the efficiency of service delivery, governments should break away from traditional thinking and utilize entrepreneurship and market forces to achieve major reforms in the true sense of the word, and it has prescribed ten "prescriptions" for governments to deal with the phenomenon of bureaucracy: catalytic government; community-owned government; competitive government; government with a sense of mission; government with a sense of results; government motivated by the customer; government with a sense of purpose; government with a sense of foresight; decentralized government; and market-oriented government.

According to Peters (1996), the emergence of the theory of New Public Management (NPM) is a rethinking and reform of the traditional model of public management, aiming at improving the efficiency and performance of the public sector through the introduction of market mechanisms and management methods of private enterprises.

Aucoin (1990) combines new public management theory with governance theory to emphasize that government departments should manage public affairs in a more flexible and transparent way. He argues that government management should focus more on result orientation, performance evaluation and citizen participation to achieve better governance.

Meijun Cai (2021) defines the New Public Management theory as a management theory based on economic theory, customer-oriented, and advocating the introduction of modern business management techniques in the public sector such as government. It advocates flexible management, emphasizes the use of delegation and decentralization to promote decentralization, focuses on organizational efficiency, effectiveness, and results, and values human resource management. New public management theory has become a new trend and paradigm of global public sector management reform after the U.S. government reengineering movement in the early 1990s. Under this trend, New Public Management Theory has become the leading theory of the current school management reform, and many domestic experts and scholars actively consider the appropriateness of New Public Management Theory and school management, and put forward rationalization suggestions for school reform (Meijun, 2021).

According to Liu Delin (2013), the New Public Management theory is a theory of government reform applied in Western countries after the 1980s with the gradual development of administrative reform. It proposes a new value theory that focuses on the customer and serves the customer, and also introduces a competitive mechanism that allows more private sector participation in the provision of public services, thus improving service quality. Its main elements include: reshaping the relationship between the Government and the public with a market orientation; establishing the Government's limited liability and shifting from "rowing the oars" to "steering the ship"; introducing a full-scale competition mechanism to effectively improve efficiency; and creating a new type of government through the creation of a civil service system (Liu, D., 2013).

Chen Zhenming (2003) believes that in contemporary Western government management, "new public management" is not only a new theoretical form, but also a new mode of practice. He believes that the theory of "new public management" is gradually formed on the basis of criticism of the traditional theory of public administration, and that it is a new approach to public sector management that emphasizes responsibility, output and performance, adopts the techniques, methods and tools of commercial management, and introduces the market competition mechanism to improve the level of management and the quality of service. It pursues the "three E's", namely economy, efficiency and effectiveness, and is centred on the "rediscovery and utilization of market values" (Chen, 2003).

NPM has changed the relationship between government departments and the public; government departments are no longer the ones giving orders from on high, but the providers of quality public services. Citizens enjoy the public services provided by the government as "customers", and the government takes meeting the needs of "customers" and providing quality services as its first priority.

Zeng Weiyang (2017) pointed out that the new public management theory is a new type of public administration concept, which redefines the government functions and the relationship between the government and the society; requires that the government management should take the interests of the people as the fundamental starting point, advocates that the government should carry out the market-oriented change in the process of management, and gradually realizes the diversification of the main body of the development of management. The new public management theory points out that the role of the government should be changed from passive to active, in the specific management of the government and the masses decentralized cooperation. The new public management theory is widely used in many fields such as government management, government service, intergovernmental agreement, government sale and so on (Zeng, 2017).

Liang Zhiyong's (2005); Mao Shoulong (1998) and Zhao Jinglai (2001), summarize the elements of the new public management theory as follows: the promotion of professional management in the field of public policy; clear performance standards and measurements; the emphasis on outputs and outcomes; the tendency of the public sector from inward cohesion to outward and competitive; the emphasis on private-sector management styles; and the emphasis on the coercive and frugal nature of resource use (Liang, 2005; Mao, 1998; Zhao, 2001).

In the paradigm debate on NPM, NPM is seen by many scholars as a new paradigm replacing traditional public administration, and there are also many scholars who hold opposing views. Thus, NPM is regarded as a new paradigm based on the critique of traditional public administration theories and thus gradually formed; some other scholars are opposed to it, believing that although the diversity of theoretical connotations of NPM as well as the fruitful results achieved by the government in the practice of reforms reflect innovative ideas, it does not have internal unity, but is only the result of the problems and their solutions. It is therefore not yet capable of forming a paradigm.

Based on Kuhn's theory of "paradigm shift", Cai Lihui (2002) argues that it is too far-fetched to call "New Public Management" a theoretical school of thought, but not a paradigm (Cai, 2002).

Cao Xianqiang (2005) concludes that NPM is not mature and will not be a paradigm by analyzing two major problems: the diversity of views on NPM and the conflicts faced by NPM (Cao, 2005).

Wang Dianli (2016) rethinks the theory of new public management and summarizes the domestic and international views for and against whether new public management is a paradigm, and finally he argues that new public management is difficult to become a unified paradigm due to its own flaws and shortcomings, as well as the resistance and dilemmas it encounters in practice (Wang, 2016).

Dunleavy et al. (2006) argues that New Public Management is being phased out due to a disconnect with 'customers' and their institutions. Scholars cite the digital age and the new importance of technologies that have killed the need for NPM. In less industrialized countries, the concept of NPM is still growing and

spreading. This trend has much to do with a country's ability to align its public sector with the digital age. New public management is created in the public sector and aims to create change based on disaggregation, competition and incentives. In many countries, the use of incentives to deliver maximum services from the organization has largely stagnated and been reversed by increased complexity.

Li Qiuyu (2020) Due to the continuous improvement and development of the new public management theory, many foreign scholars have applied the theory to various public fields, such as education, health care to finance and so on, and have achieved a lot of results (Li, 2020).

Flexible Management Theory

Management emerges with the emergence of human beings and progresses with the development of human civilization. Flexible management refers to the management that adopts a non-coercive approach based on the study of human psychology and behavioral laws to produce a potential persuasive power in people's mind, thus turning organizational will into individual's conscious action. It is a deeper and more advanced management, a management that fully embodies rationality.

The earliest theoretical ideas to introduce flexibility into management originated in Mayo (1932 cite in Baidu Encyclopedia, 1932) Hawthorne experiments and "social human" management with people as the dominant factor. A more popular definition of flexible management is that proposed by M. Mandelbaum (1978): flexible management is the ability of an organization to respond effectively to changes in the environment.

Sanchez (1995) believes that flexible management is a product of the knowledge economy era and an important symbol of modern management concept. The theory of flexible management can be traced back to the theory of enterprise culture, which emphasizes that people are the main body and center of management, "humanization" is the most basic demand of management, and factors such as the spirit of the enterprise, values and employee cohesion are more flexible and adaptable than management rules and regulations and management plans, and are

more capable of realizing individual performance and organizational performance. Sanchez pointed out that in order to cope with the diversified and multi-level needs of organizational members in a dynamic competitive environment, management theory and practice must pay attention to the organization's strategic flexibility (strategic flexibility), which includes two types of resource flexibility (Resource flexibility) and Coordination flexibility.

Appleton (Upyon, 1994) offers a more comprehensive definition: "the ability to change and react with less time, effort and cost or better performance".

Volberda (1997) defines flexible management relevantly in terms of both managerial competence and organizational control, and argues that flexible management is the result of the interaction of these two dimensions.

The concept of flexible management originated in the field of enterprise management, pioneered by Japan's Toyota Motor Corporation, is to use people as the center of the enterprise's common values and culture and spirit as the core of the personality management mode, instead of work-centered, rules and regulations as the root of the rigidity of the management mode. Many Chinese scholars have also defined it.

Ouyang Xia (2010) believes that the so-called flexible management is the management that adopts a non-coercive approach based on the study of people's psychology and behavioral laws, so that a potential persuasive power can be generated in people's hearts, thus turning the organizational will into people's conscious actions. It is a deeper and more advanced management, a management that fully embodies rationality. Characteristics of flexible management: individual over group, affirmation over negation, psychological over physical, and teaching by example over words. From the epistemology of dialectical materialism, the principle of flexible management is both a harmonious management and a concrete embodiment of adherence to the line of thought of seeking truth from facts. Flexible management mainly includes healthy psychology management, model image management, self-behavior management, and good environment management (Ouyang, 2010).

Zheng Qixu (2006) defines flexible management as "based on the study of people's psychology and behavioral laws, the use of non-coercive methods, in people's minds to produce a potential persuasive power, so as to turn the organizational will into people's conscious action". It is a deeper and more advanced kind of management, one that fully embodies rationality (Zheng, 2006).

According to Zhu Xiaohui and Ling Wenche (2005), flexible management is an inevitable trend in the era of knowledge economy, and the key part of flexible management - the flexibilization of human resource management, which mainly includes the authorization of the leadership and the full participation of the employees, the flexibilization of the job analysis, the training and development of the employees, and the flexible incentives (Zhu and Ling, 2005).

The definition of flexibility given by Yu Xuwu (1998) is representative to a certain extent, that is, the essence of flexible management can be understood as a kind of "people-centered" management, which can also be called "humanized management". It is under the premise of respecting the independence of personality and personal dignity, to improve people's centripetal force, cohesion and sense of belonging to the collective, to the organization, the implementation of decentralized management. (4) Decentralized management based on improving the employees' centripetal force, cohesion and sense of belonging to the enterprise (Yu, 1998).

Jiang Weiqing and Pan Dongbo (2013) discuss that flexible management is a "people-centered" theory of contingent management in contrast to "rigid management". It is a development of the "people-centered" idea of the behaviorist management school in the 1950s. Flexible management and "rules and regulations as the center" of rigid management is different, is a "people-centered" "humane management". It emphasizes "people-centeredness", and on the basis of researching people's psychology and behavioral laws, it adopts a non-coercive approach to realize the transformation of the organization's will into a brand-new management mode of people's conscious action (Jiang and Pan, 2013).

Chai Yu (2013) defined that flexible management is essentially a people-centered management, is humane, humanistic management, which emphasizes the formation of an internal drive within the human heart, identify with the collective

culture and dissemination, coordinated state of affairs and harmonious interpersonal relations. It has the following characteristics: 1. Non-compulsory management; 2. Targeted management; 3. Dynamic change of management; 4. Long-term management (Chai, 2013).

Han Weiping (2009) proposed that "flexible management is a new management concept, which is a humanized management centered on people as opposed to rigid management." Flexible management lies in the spirit of managing people, through the creation of cultural factors, the formation of an organizational culture and people's emotions based, humane management mode, in the process of using respect for people, motivate people, guide people, enlighten people and other methods to achieve the purpose of management (Han, 2009).

Wu Yaling (2008) pointed out that flexible management refers to the organization in the market is constantly changing, the future competitive environment is difficult to predict the situation, flexible grasp and comprehensive use of internal and external organizations of all relevant information, through scientific decision-making, organizational structure changes, and so on to continuously improve their competitive advantage to adapt to and take advantage of the changes in the dynamic management of the ideas and methods. Flexible management has its own "flexible" characteristics: qualitatively, it is fuzzy; quantitatively, it is non-linear; functionally, it is plastic; methodologically, it emphasizes inductivity (Wu, 2008).

Chen Jiedan (2009) proposed that: flexible management refers to the management based on the study of human psychology and behavioral laws, using non-coercive methods, to produce a potential persuasive power in the hearts of people, so as to turn the organizational will into the individual's conscious action. It covers four basic aspects: (1) human psychology and behavior as the law; (2) the use of non-compulsory ways and means; (3) the influence on people is potential; (4) the ultimate goal is to make people act consciously. Its most important feature is that it does not rely mainly on the influence of organizational rights, but on the initiative and inner potential inspired from the depths of each employee's heart (Chen, 2009).

Therefore, the introduction of flexible management into the management of students in higher vocational schools is of great significance in mobilizing students' learning enthusiasm, initiative and creativity, and promoting students' free and comprehensive development.

Process Management theory

Process management is a total quality management methodology system, the task of the process lies in the transformation of inputs into outputs, and the conditions for transformation are resources, which usually include resources such as manpower, equipment and facilities, materials and the environment.

The management process theory is a management theory advocated by the western school of management process. The management process school is also called the management function school and the business management school. It is generally believed that this school of thought originated with Fayol (1916), the five elements of management proposed by Fayol, namely planning, organizing, commanding, coordinating and controlling, are in fact the five functions of management. Specifically, Fayol argued that:

1. Planning: Management should anticipate the future and develop a plan of action to reach its goals.
2. Organization: Organization is the establishment of the structure of an enterprise in terms of its material and human resources so that it can carry out its basic activities in the most efficient manner.
3. Command: Command refers to the application of the art of leadership in order to advance the operations of the organization and reduce ineffective spending.
4. Coordination: Coordination is about getting things and actions in the right proportions, with methods adapted to the purpose. It involves cooperation and communication between departments and people within an organization to ensure that the entire organization works together to achieve its goals.

5. Control: Control responds to whether work is being carried out in accordance with the established plan, ensures that the plan is in line with the actual situation, and makes adjustments as necessary.

These five functions are interrelated and interact with each other, forming a complete system of management processes. Fayol's management theory provides an important theoretical foundation and practical guidance for later management scientists and entrepreneurs. Early scholars in the management process school focused on the organization of the management process without a comprehensive examination of the functions of management.

Mooney and Riley (1939) views on the management process theory are as follows: The management process theory is concerned with the processes and functions of management, and it holds that management is the process of accomplishing work through or with others in an organization. The management process is inseparable from the management function. Therefore, the functions of management should be analyzed and rationally generalized, and the concepts, principles, theories and methods used in management practice should be combined to form a management discipline.

In Davis (1937)'s discussion of the management process, he refers to the fact that in order for a business to survive, it must carry out economic activities such as production and distribution, and therefore must perform various functions, which are called "organic functions" and consist of three planning, organizing and controlling. He also emphasized the importance of the philosophy of management.

Smith et al. (2007) emphasize that process management theory originated in the field of economics as a management methodology for transforming the business processes of enterprises, and later on, this theory integrated the concepts of business process reengineering, quality management to form the process management theory that is currently used in various industries.

Edwards Deming (1950 cite in Liu, 2012) mentioned that process management refers to the identification, understanding and management of each of the interrelated processes as a program and the use of a set of practical methods, techniques and tools to plan, control and improve the effectiveness, efficiency and

adaptability of the process, including process planning, process implementation, process checking and process improvement of the four parts of the process, that is, the four phases of the PDCA cycle, which consists of Plan-Do-Execute-Cheek-Act (Plan-Do-Cheek-Act). As follow:

Process planning (P) focuses on envisioning the goals to be achieved by the organization, foreseeing the problems that may be encountered in the process, and planning the process to achieve the goals.

Process implementation (D) is the action taken to put the plan into action and to achieve the desired results. It involves organizing, directing, coordinating, controlling, motivating, and so on.

Process inspection (C) is against the plan for the implementation of the activities and results of the evaluation and diagnosis, affirmation of achievements, identify problems, correct deviations.

Process improvement (A) is divided into "breakthrough improvement" and "incremental improvement", process improvement implies the re-planning of the process, and then realize the process improvement and process planning of the natural convergence of process management into the next cycle. Deming believes that the four links of PDCA are interconnected, mutual constraints, progressive, first and last and form a closed system.

Zhu Ling (2005) clear process management is to process as the management object, the systematic application of process methodology to identify and manage the process, focusing on process control to prevent the emergence of non-expected results, focusing on the discovery of the problem, cause analysis, to avoid the repetition of similar problems, emphasizing the full participation of all the associated departments, people coordinated management. It is a conscious, active management process, not a random management process. Process management through the quality control process of information feedback timely detection of errors and deviations to take effective measures to prevent and prevent the gradual (Zhu, 2005).

Zhang Chunjun (2013) pointed out that process management theory is one of the enterprise management methods. In ISO9000:2000, the process is a kind of activities through the transformation of input into output, input, output has a mutual role and correlation. Process management is to transform inputs into outputs for the task, the use of reasonable means of resource allocation to realize the transformation. The process is to achieve value added, to achieve value added requires the organization to plan the process, establish a process control methodology, and make adjustments according to the actual needs in the control (Zhang, 2013).

Wang Lin (2012) clarified that with the accelerated development of scientific and technological progress in the 1960s, the idea of total quality management came into being, the connotation of which is to carry out full, comprehensive and whole process quality management. The term "whole process" refers to the fact that product quality is formed in all aspects of the process, and all aspects should be effectively controlled. In addition, the whole process also refers to the quality management activities to take the "whole process" management approach, that is, through the planning, implementation, inspection, the process of the four stages of the cycle (PDCA cycle) so that the quality of continuous improvement (Wang, 2012).

Under the impetus of the development of the theory of total quality management, process management has gradually come to the attention of the people, they also recognize that unqualified products are not inspected, but produced, and only through strict quality management of the whole process can we effectively ensure the quality of the final product, and make up for the shortcomings of the target management with the advantages of the process management.

According to Li Xiaoguang (2006), process management refers to the activities of process design, control and improvement. Specifically, process management is the process of identifying opportunities to improve quality and operational performance through the design, control, and improvement of an organization's key business processes to achieve a high level of process performance and ultimately customer satisfaction (Li, 2006).

Only if the process is repeatable can it be refined on the basis of evaluation and improvement, thus controlling the quality of the product; process owners, i.e.,

those responsible for the process and its performance, have the right to manage and improve their respective processes to achieve better quality, shorter cycle times, and better operational performance in the context of continuous improvement.

Ji Shujuan (2006) argued that process management is a set of advanced scientific management tools aimed at improving marketability by being accountable to customers, with process as the basic unit in each management activity, by identifying and managing the required activities and processes, especially key processes, by defining sequences and interactions, required resources, interfaces between processes, etc., by clarifying responsibilities and obligations, by defining control criteria, methods, and by implementing monitoring and measurement of the processes (Ji, 2006).

At the same time, it is also necessary to monitor and measure the results of the process to analyze the data, evaluate the effectiveness and the process results of the possible risks, consequences and the impact on customers and related parties, in order to achieve the appreciation of the process and obtain the desired results.

According to Xie Lin and Du Xiangjun (2014), process management emphasizes a management approach that focuses on quality control at each node in enterprise management, and control management through each process detail to achieve total quality management. Process management covers all activities of the organization, involves all departments of the organization, and focuses on the key major processes, which include process planning (planning), process implementation, process testing (inspection) and process improvement (disposal) (Xie and Du, 2014).

Ding Hao (2014) said process management is not a simple process, but a set of scientific management system, using systematic thinking and systematic analysis method to guide the practical activities of management, to solve and deal with the actual problems of management. That is, a set of practical methods, techniques and tools are used to plan, control and improve the effectiveness, efficiency and adaptability of the process (Ding, 2014).

The Related Research

Wang Ronghui (2014), by studying the new public management theory, applying the change of internal organizational structure, establishing multi-center decentralized management mechanism, carrying out clear performance target assessment, and introducing the participation of social organizations in running the school in Chongqing Electronic Engineering Vocational College, got the conclusion that it is necessary to implement the new mode of internal management of higher education institutions rich in the characteristics of the times based on the new public management theory (Wang, 2014).

Lou Chengwu (2016) presented four interpretive perspectives of reform movement, management tools, value concepts, and academic paths by studying the theory of new public management at Northeastern University in Shenyang, concluding that China should draw on the essence of new public management, transform government functions, and deal with the relationship between the government and the market, enterprises, and society (Lou, 2016).

Dong Rixi (2017) found that the new public management theory can come to improve the management situation of China's colleges and universities by studying the new public theory and applying the four ways of multi-centered management mechanism, authorization and decentralized management style, performance target control, and social investment channel in Shanxi Police College, which can form a development mode adapted to the modern management reform of colleges and universities, and lay a solid foundation for college and university management reform (Dong, 2017).

Lv Yudong (2019), through studying the new public theory, through the introduction of competition mechanism, resource sharing to promote the innovation of higher vocational internal management system, and market test of management performance in Sanmenxia Vocational and Technical College of Henan Province, got the conclusion that the new public management theory can provide reference, guidance, and help for the innovation of higher vocational institutions' management

system model, which can help to deepen the innovation of higher vocational institutions' management system model (Lv, 2019).

Gao Yanjun (2019), through studying the new public theory, through cultivating service management consciousness, implementing education management professionalization, and constructing education management competition mechanism of three strategies in Suzhou Arts and Crafts Vocational and Technical College, found that at the level of education management, the new public management theory has an extremely strong promotion effect on the management of China's higher vocational education and can effectively promote the reform of the education methods, modes and contents of various professions, and promote the enhancement of the level of higher vocational colleges and universities and the level of education and teaching (Gao, 2019).

Wang Penglin (2022) studied the New Public Management Theory (NPM) and utilized the three measures of "people-oriented" management concept as the core, implementing the scientific connotation of the NPM Theory, and establishing a sound long-term mechanism of student management in Nanchong Open University of Sichuan Province, and concluded that the NPM Theory is beneficial to the establishment of a sound long-term mechanism of student management, the cultivation of the core socialist values of the students, and the implementation of the "management with students as the main body" (Wang, 2022).

Feng Zhubing and Wu Changmei (2022) found that the new public management theory can improve the comprehensive management level of student management staff and the strategy of establishing a people-oriented management mechanism by studying the new public management theory from three perspectives: improving the comprehensive level of student management staff, establishing a people-oriented management mechanism, and adopting the goal management method in Jiangsu Pharmaceutical Vocational College (Feng and Wu, 2022).

Guthrie and Welch (2001) In their study, they explored the impact of the New Public Management theory on educational management. The study of the New Public Management theory led to the importance of market-based management of educational resources to improve educational efficiency and school performance.

Michael (2005) concluded the importance of outcome-oriented educational policies to enhance school performance by studying the New Public Management theory. The value of applying the New Public Management theory in the field of educational management was emphasized.

Moore (1995), through his study of New Public Management theory and case studies of educational institutions across the United States, concluded that educational institutions that allocate resources effectively and adopt performance assessment tools for monitoring and improvement tend to increase educational efficiency and enhance student learning outcomes.

Shi Hui (2015), by studying the theory of flexible management, used in Bohai University to adopt the four strategies of rigid-flexible, college students' self-management, strengthening mental health management and perfecting the incentive mechanism, and concluded that the theory of flexible management is able to promote the healthy development of ideological and political education work in higher education institutions (Shi, 2015).

Yu Chai (2013) through the study of flexible management theory, in Donghua University of Science and Technology found that higher vocational colleges and universities in the management of students through the implementation of the "people-oriented" concept of education, highlighting the status of the main body of the students, building a harmonious campus culture, focusing on the intangible management, to improve the quality of the managers themselves, to enhance the ability to enhance the service and awareness, the construction of the students' self-management platform, to cultivate the ability of self-education, to establish a sense of democratic management, and to enhance the reasonableness of the management of behavioral procedures of the five perspectives, the conclusion reached is that the management of students suitable for our country's institutions of higher education, that is, the main focus of the flexible management, complementary to the rigidity of the management (Yu, 2013).

Shen Wanbing (2009) through the study of flexible management theory, in Harbin Institute of Technology will create a harmonious campus culture, set up a democratic management concept, pay attention to the emotional humanistic care

and optimize the student evaluation system four ways into the student management work, and came to the conclusion that the flexible management of student work in colleges and universities is the need of the times of the development of college and university student management, and it is to adapt to the characteristics of the changes in the thinking of contemporary college students and the need to implement the concept of people-oriented education (Shen, 2009).

After learning the theory of flexible management, Ouyang Xia (2010) used the emotional incentive mechanism for college students, strengthened the healthy psychological management of college students, and focused on the behavioral management of college students in Donghua University of Science and Technology in the flexible management activities, and continuously innovated the ideological and political education work of college students. The conclusion drawn is that the application of flexible management to the ideological and political education work of modern college students is a need for the improvement of social civilization and the development of school management science itself (Ouyang, 2010).

Sun Ying (2018), by studying the flexible management theory and establishing the idea of using it in Weinan Normal College centered on the two aspects of team building for educators and student management, concluded that the viewpoints of the flexible management theory applied to higher education management work can not only strengthen the "humanization" of the management work, but also help to strengthen the subjective status of all the members within the organization, and play an important role in enhancing the quality of higher education management work (Sun, 2018).

Liu Keli (2013) through the study of flexible management theory, Hunan University to establish the "student-centered, service-oriented" management concept; full use of flexible incentives; the creation of flat student affairs management model; optimize the management evaluation system, and then establish a flexible management model. The conclusion is that the application of flexible management theory to the management of student affairs in colleges and universities is an inevitable requirement for the implementation of the concept of student-centeredness, an intrinsic need to adapt to the individual differences of students, and

a realistic choice to enhance the effectiveness of student affairs management (Liu, K., 2013).

Wang Xiuxia (2013) studied the theory of flexible management and explored the countermeasures of applying flexible management in student management in higher vocational colleges and universities from four aspects: changing the management concept, innovating the management method, creating the management environment, and reconstructing the management team in the student management work of Fujian Normal University. The conclusion is that flexible management theory can help to improve the scientific and humanized level of student management in higher vocational colleges and universities (Wang, 2013).

Wu Mingping (2021) studied the theory of flexible management, in Zhangzhou Science and Technology Vocational College in Fujian Province, to help college students to establish firm ideals and beliefs, to create campus culture, to play the guiding role of flexible management culture, to use the management mechanism to build an equal platform for communication and to set an example for the students, to help students to form a good value, to enhance the students' self-purification, self-improvement, self-renewal, self-improvement, and to get the conclusion that the culture of flexible management can make the quality of higher education improved, and can prompt college students to realize self-improvement (Wu, 2021).

Luo Yong (2012) through the study of flexible management theory, in the mechanical engineering college of Nanjing university of science and technology student management work through the enhancement of emotional education form, practice the whole management mode, innovation education management platform three ways, get the result is flexible management theory can mobilize college students' enthusiasm, initiative and creativity, and can promote college students' self-education, self-management, self-service and the goal of the college education work organic combination (Luo, 2012).

Hammer and Champy (1993) in their book *Reengineering the Corporation: A Manifesto for Business Revolution*, through their study of the theory of flexible management, came to an important conclusion: companies need to re-engineer their business processes to be more flexible and adaptive in order to better adapt to

changes in the external environment. management theory, they came to an important conclusion: companies need to re-engineer their business processes to be more flexible and adaptable in order to better adapt to changes in the external environment.

Black (2005) utilized Flexible Management Theory to explore the impact of marketing strategy flexibility on firms' competition in the marketplace. The findings of this study emphasize the importance of flexible management theory in the field of marketing management, providing firms with important strategies for coping with market uncertainty and competitive pressures.

Kondra and Meyer (1997) studied flexible management theory, and their research highlights the strong link between flexible management theory and organizational learning and knowledge management, and concludes that it is important for organizational adaptability and flexibility.

Smith (2018) through learning flexible management theory, case studies and empirical analysis of several large enterprises in the United Kingdom, the conclusion obtained employee participation in decision-making has a significant impact on the innovation capacity of the organization.

Wang Lin (2012) studied the theory of process management and introduced it into the management of senior vocational students' internships in Nanjing, applying the three aspects of reasonable and scientific formulation of internship plans, full participation of enterprises and industry associations in the management of internships, and fair, comprehensive and accurate evaluation of internships, and concluded that the process management of students' internships in institutions of higher education is of great significance as a guide for improving the quality of graduates, standardizing the management of internships and cultivating the students' vocational qualities (Wang, 2012).

Chen Hua (2013), through the learning process management theory, analyzed the specific case of student affairs work in Hong Kong universities, which emphasized the fit between the top-level design and the educational objectives, paid attention to the quality and effectiveness of the implementation and promotion process of the various sub-systems of the student affairs work, and ensured the processual

attainment of the educational objectives and the holistic realization of the educational objectives by means of the whole-process evaluation and feedback, and came to the conclusion that the whole-process evaluation and feedback can ensure the processual attainment of the educational objectives and the holistic realization of the educational objectives, which provides a useful revelation and reference to the work of the mainland universities in the field of student affairs (Chen, 2013).

Chen Yuqiong and Li Qingyu (2007), by learning the theory of process management, strengthened the continuous improvement of the effectiveness of quality control of nursing charts through the development of a process quality control process for nursing charts, training, and supervision of its implementation. It was concluded that systematic process management is an effective method to improve the quality of nursing chart writing (Chen and Li, 2007).

Xie Lin and Du Xiangjun (2014), by learning the theory of process management and applying the three major countermeasures of strengthening the pre-planning of the process management of the top internship, implementing the mid-term implementation and monitoring of the process management of the top internship, and perfecting the post-evaluation and improvement of the process management of the top internship in Hubei Institute of Industrial Vocational Technology, got the conclusion that the teachers pay attention to the process management, guide the students to change their roles, adapt to the working environment, apply the theoretical knowledge of the profession to the practical operation, and better complete the planning of the professional career and the orientation of the self-targets (Xie and Du, 2014).

Wang Lifang and Tao Fan (2018) By studying the theory of process management and applying the rational use of network resources, integration of various resources and improvement of teachers' quality to the teaching of ideological and political theory courses in colleges and universities in Yunnan Province, they concluded that teachers should pay attention to the communication and exchanges with students in the process management, so as to establish a harmonious teaching environment, form a standardized teaching order and create a positive atmosphere for learning (Wang and Tao, 2018).

Li Xin (2014) studied the process management theory and took the classroom teaching reform practice of "Western International Relations Theory" as a case study, and researched the application of the process management concept in improving the quality of teaching and talent cultivation goals from four aspects: process planning, program implementation, effect checking, and result processing. The conclusion is that the introduction of the PDCA sub-process cycle principle in process management can circumvent the disadvantages of the goal management mode and significantly improve the effectiveness of classroom teaching (Li, 2014).

Zhao Dapeng (2012), through learning process management theory, based on the strategic management process model of relevant public sector organizations, and applying the viewpoints and methods of organizational vision theory and harmonious management theory, concluded that the process management model of smart city construction should include five elements, such as vision description, strategic planning, selection of harmonious themes, strategy implementation, and strategy evaluation, and be constructed by the joint construction of these elements and the specific logical relationship between them (Zhao, 2012).

Ding Hao (2014) analyzed the scientific management path of college students' social practice in Beijing Foreign Studies University based on the theoretical perspective of the PDCA cycle from the four aspects of the process of planning, implementing, monitoring, summarizing and evaluating the social practice in colleges and universities, and from the respect for the individual's subjective position in social practice, the role of the practice team as an "informal organization", strengthening the dynamic monitoring of information in the process of practice, creating a team of tutors for social practice, and establishing a sound evaluation system for social practice in the five dimensions of social practice, he came to the conclusion that the theory of process management is helpful for the management of social practice of Chinese college and university students in the current stage of the social practice (Ding, 2014).

Song Yao (2023), through learning process management theory, on the problems of the senior student cadre team in Fushun College of Vocational Technology, through the establishment of goals, increase team identity, increase

team efficacy to increase the gains in team interaction; through the reduction of social inertia and rational handling of conflict to reduce the losses in team interaction to build a high-performance student cadre team, and ultimately get to the conclusion that the high performance of the student cadre team can improve the quality of the management of senior student work (Song, 2023).

Zeng Dong (2012), by learning the theory of process management, in the ideological and political education of Beijing Language and Culture University, emphasized to start from the process management, focusing on four concepts, namely, the system concept, the information concept, the regulation concept and the humanistic concept, and got the conclusion that strengthening the process management of the ideological and political education can help to improve the quality of the ideological and political education, and realize the purpose of the ideological and political education (Zeng, 2012).

Ohno (1969) carried out critical development and dissemination work on the Japanese Toyota Production System by studying process management theory. The result obtained was that the Toyota Production System emphasized process optimization, lean management, and continuous improvement, principles that have had a significant impact on modern process management theory and practice.

Senge (2006) helped organizations better understand learning process management theory through his book, *The Learning Organization*, and provided practical guidelines for continuous learning and development.

Kotter (1996), through his study of process management theory, and his book *Leading Change*, has proposed a popular model of change management that is widely used to explain and guide organizational change processes. In which process management can be considered as part of change management.

In conclusion, the new public management theory can lay a solid foundation for the management reform of colleges and universities. Flexible management focuses on teaching by word and example as well as encouraging individuals, and stimulates the overall development of individuals through flexible management. Process management is a set of scientific management system, which uses systematic thinking and systematic analysis method to guide the practical activities of student

management, and to solve and deal with the actual problems of student management.

The Conceptual Framework of the study

Based on studying new public management theory, flexible management theory and process management theory, the researcher are attempted to identify the current students management situation in colleges and universities.

And then, the research tries to interview a number of students who are attending the colleges and counsellors who have attended colleges and universities.

Finally, formulate the appropriate strategy and ways for approving student management in higher education institutions.



The Conceptual Framework of the study

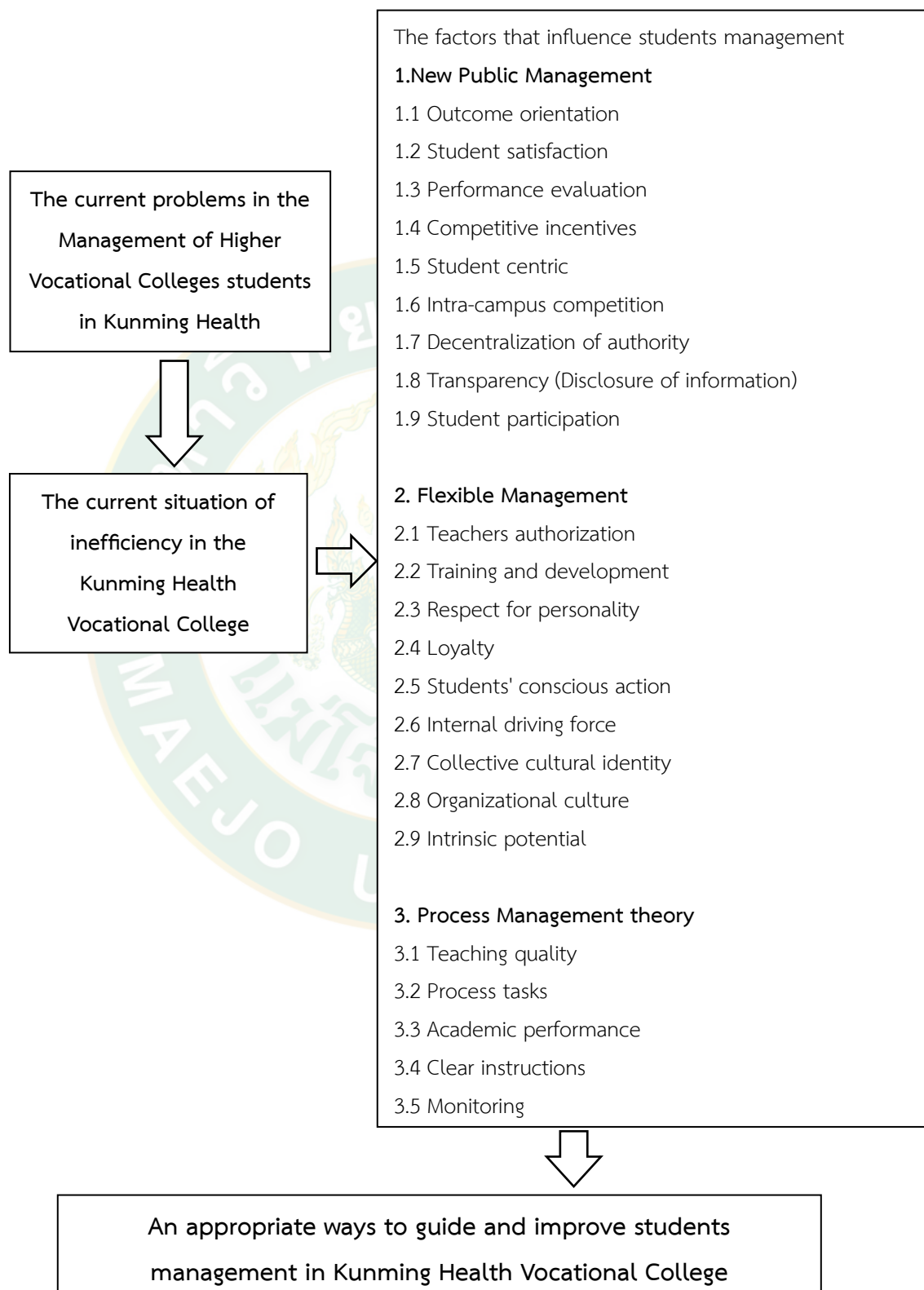


Figure 3 Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

By sorting out the research questions and aims of Chapter 2, this chapter presents the methodology and strategy of the research, as well as the methodology used and the methods employed. The chapter also provides information about the study site, as well as data collection and analysis of the data. This study is a quantitative research design.

1. Locale of the study
2. Research methods
3. Data sources and collection
4. Data analysis
5. Data verification

Locale of the Study

The study selected Kunming Health Vocational College as the research site. Kunming Health Vocational College (KHVC) is located in Kunming, Yunnan Province, founded in 1993 and upgraded to a full-time general institution of higher education with independent academic qualifications in 2011. (Kunming Health Vocational College, 2024)

The college covers an area of 852 acres, with a building area of more than 560,000 square metres, has 10 secondary colleges, with 14 enrolled majors; there are 32,449 enrolled students, and 29,994 full-time enrolled students. There are 726 full-time and part-time teachers, 84 full-time counsellors and 574 full-time teachers. (Baidu Encyclopedia, 2023).

The research site just show as the follows:



Figure 1 The Location Map of Kunming City
(google,2024)

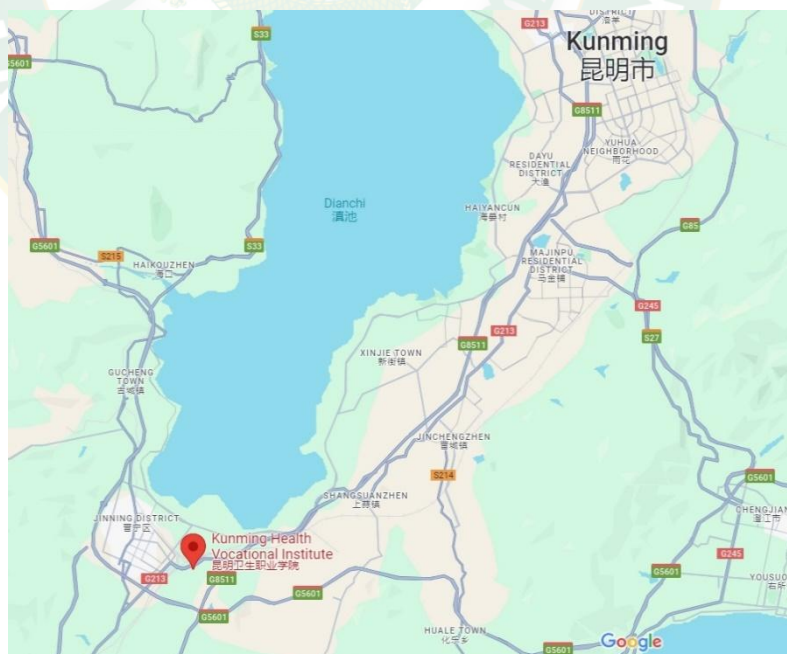


Figure 2 The Location Map of Kunming Health Vocational College
(google,2024)

Research Methods

Quantitative research methods

Quantitative research methods collect data through questionnaires and surveys. This study adopts quantitative research methodology to explore the problems, influencing factors, and corresponding countermeasures in student management of Kunming Health Vocational College in Yunnan Province. Through questionnaire survey of selected students, primary data were collected and statistically analyzed with SPSS software, and the results were summarized into tables and discussed. The time plan of the study is from September 2024 to March 2025.

Questionnaire method

The Likert scale (Likert, 1932) is the most commonly used type of total score scale for aggregating ratings of individual items under the same construct. The scale was refined by the American social psychologist Likert in 1932 and consists of a set of statements, each of which provides five response options: strongly agree, agree, unsure, disagree, and strongly disagree, which are scored as 5, 4, 3, 2, and 1. The respondent's total score is the sum of the response scores to each question, reflecting the strength of his or her attitudes or positioning on the scale.

Table 1 The scoring criteria

Rating scale	Meaning
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

According to the Likert (1932)

The survey of this study will be conducted through the online questionnaire platform "Questionnaire Star", and participants can participate by clicking the link on their mobile phones.

The framework of the questionnaire was planned to be divided into four parts as follows:

Part I Demographic Features

This section involves questions on demographic characteristics, including information on gender, grade level, and current major, using closed-ended questions with multiple choices that require respondents to select one answer for each item.

Part II Current problems in the Management of Higher Vocational Colleges students in Kunming Health Vocational College

Part III Factors that impact the Management of Higher Vocational Colleges students in Kunming Health Vocational College. The questionnaire was divided into three sections: new public management factors (9 criteria, 18 items) such as outcome orientation, student satisfaction, etc.; flexible management factors (9 criteria, 18 items) such as teacher authorization, training and development, etc.; and process management factors (10 criteria, 20 items) such as teaching quality and academic performance.

Students' satisfaction with the current situation of student management in Kunming Health Vocational College was assessed based on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree".

Part IV The way to improve the qualities of the Management of Higher Vocational Colleges students in Kunming Health Vocational College.

Data sources and collection

This study will use a large amount of data, the main sources are: primary data, secondary data, statistics from previous research material. I will be collecting data in a variety of ways.

Primary data: The questionnaire survey is targeted at the students of Kunming Health Vocational College to collect their opinions and suggestions on the student management of the college, as well as to understand their actual perceptions of the current student management of the college through the questionnaire survey.

Secondary data: Information from various sources was collected by reviewing relevant literature, concepts, theories and previous research findings to analyze the application of New Public Management Theory, Flexible Management Theory and Process Management Theory in the management of students in higher education institutions and their impact on the quality and effectiveness of student management. In addition, secondary data collected through internet searches through academic databases, institutional websites and reputable online resources played a key role in the formation of the questionnaire and the overall understanding of the research variables.

According to Taro Yamane sample size calculation formula, according to the calculation formula, the confidence level is 95% and standard deviation is 5%, (Yamane, 1967).

$$n = \frac{N}{1 + Ne^2}$$

where: n = sample size

N = total population

e = standard error = 0.05 or 5%

Therefore, in this study, the sample size

$$n = \frac{29994}{1 + 29994 (0.05)^2}$$

$n = 394.7358$

According to the website, the total population is 29994, so the sample size was calculated to be 395, but it was expected that 400 questionnaires would be distributed.

Data analysis

Descriptive statistical analysis

Descriptive statistical analysis is a systematic approach that uses SPSS to collate, interpret and analyze data. This study focuses on analyzing two aspects of the questionnaire, the basic characteristics of the sample and the descriptive statistics of the variables. In order to interpret this meaning, A Scale to Measure the Priority Criteria Relative Importance of Choice Criteria was used to determine the mean (Nelson, 1982) as shown below:

Average score	Level
between 4.21 - 5.00	Highest
between 3.41 - 4.20	High
between 2.61 - 3.40	Moderate
between 1.81 - 2.60	Low
between 1.00 - 1.80	Lowest

Data verification

Data validation is the process of checking the accuracy and consistency of different types of data after data collection is completed. In this study, the data will be analyzed using SPSS software, Cronbach's alpha coefficient will be used to test

the reliability of the data and KMO values will be used for factor analysis. Finally, the relationship between the variables will be verified.

Validity of research instruments

To determine the validity of the questionnaire, the researchers invited three experts to assess the content validity of the questionnaire, including the appropriateness of the text, the use of language, and the questions. the KMO (Kaiser-Meyer-Olkin) metric, which is the basis for evaluating the reliability and validity of a data set in the context of a factor analysis, was used as an indicator of the suitability of the data for factor analysis. The KMO sampling adequacy measure is used as an indicator of the suitability of data for factor analysis. It assesses the proportion of variance among variables that are likely to have common variance, and the KMO statistic ranges between 0 and 1, where higher values indicate better suitability for factor analysis.

In this study, content validity will be examined using the Item Objective Coherence Index (IOC) method. The task of the experts is to assess the congruence between each question and the objectives of the study using the IOC index. The IOC values are based on the aggregation of the opinions of all the experts and are used to measure the congruence between the questions and the content.

Experts are usually assessed using a 3-point scale:

+1: The problem corresponds clearly to the research objectives.

0: Uncertainty about the congruence of the question with the research objectives.

-1: The problem does not correspond to the research objectives.

The IOC value for each problem was calculated using the following formula:

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

Where: IOC stands for Issue to Content Consistency Index.

S_i is the rating of the item by the i th expert.

N represents the number of experts.

Questions need to have an IOC of 0.60 or more to be considered valid. Any question with an IOC below 0.60 will be eliminated or modified to ensure the validity and reliability of the test or questionnaire.

Reliability of research instruments

To determine the reliability of the questionnaire, the researcher tested it using the Cronbach alpha coefficient. The test was piloted on a group of college students that did not include a formal sample. The Cronbach alpha coefficient ranges from 0 to 1 and is used to assess the overall reliability of the scale. If all items in the scale are completely independent and uncorrelated, the alpha value is 0. If all items are highly correlated, the alpha value is close to 1, which indicates that the questionnaire has a high degree of reliability. The Cronbach formula is as follows:

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum s^2(X_i)}{s^2(Y)} \right)$$

where α represents the reliability value of the questionnaire, n is the number of scale items, $s^2(X_i)$ is the variance associated with the items, and $s^2(Y)$ is the variance associated with the observed total score.

The researcher plans to conduct the experiment using a pilot test group of 100 samples to assess the accuracy and applicability of the questionnaire and to ensure that the questions are easy to understand for the respondents. Assuming a confidence level of 90 per cent and a margin of error of plus or minus 10 per cent, the minimum effective sample size required is calculated as follows:

$$n = \frac{29994}{1 + 29994(0.1)^2}$$

$n = 99.6677$

CHAPTER 4

RESULTS

In this chapter, data were collected from 400 respondents who met our target criteria and thoroughly analyzed. They are

1. Demographic characteristics,
2. The current problems in the management of higher vocational students in Kunming Health Vocational College,
3. The factors affecting the management of higher vocational college student in Kunming Health Vocational College,
4. The appropriate ways to guide and improve the qualities of the management of higher vocational in Kunming Health Vocational College.

This questionnaire survey aims to understand students' satisfaction and demand for the College's management policies, service quality and learning environment, to identify the strengths and weaknesses of the current management system, and to provide data support and improvement suggestions for the College's management decisions.

The survey results show that students generally recognize psychological counseling, extracurricular activities and academic support, but there is still a need for improvement in terms of student participation in management decisions and the effectiveness of the feedback mechanism.

This report analyzes personal information and background data to reveal the differences in management perceptions among students with different characteristics and their impact on research findings and policy recommendations, providing theoretical basis and empirical support for the development of more targeted student management measures. The results of the detailed analysis of the data are as follows:

Descriptive statistical analysis

General demographic characteristics of the respondents

The total number of respondents for the questionnaire was 400 people. The researcher collected data through a questionnaire and used the data to analyze according to statistical principles of the sample group as summarized in Table 2-8.

Table 2 Frequency statistics for demographic characteristics classified by gender

Gender	Frequency	Percentage (%)
Male	118	29.5%
Female	282	70.5%
Total	400	100.00

According to Table 4.1, It was found that most of the respondents' gender are female 282 samples (70.5%), followed by male 118 samples (29.5%).

Table 3 Frequency statistics for demographic characteristics classified by Age

Age	Frequency	Percentage (%)
18 and below	55	13.75%
19-22 years old	342	85.5%
23-25 years old	2	0.5%
26 and above	1	0.25%
Total	400	100.00

According to the data analysis, the vast majority (85.5%) of the participants were between the ages of 19-22 years old, showing the dominance of this age group. a relatively small percentage of participants were 18 years old and younger (13.75%), while participants aged 23-25 and 26 years old and older were almost negligible (a combined total of only 0.75%).

Table 4 Frequency statistics for demographic characteristics classified by Grade

Grade	Frequency	Percentage (%)
Year 1	184	46%
Year 2	192	48%
Year 3	24	6%
Total	400	100.00

As can be seen from the data, second grade had the highest percentage of choices at 48%, followed by first grade at 46%. In contrast, the percentage of choices in third grade was only 6%, significantly lower than in the first two grades.

Table 5 Frequency statistics for demographic characteristics classified by Major

Major	Frequency	Percentage (%)
Clinical Medicine	93	23.25%
Dentistry	0	0%
Nursing	1	0.25%
Medical Imaging Technology	85	21.5%
Medical Laboratory Technology	159	39.75%
Chinese Medicine	0	0%
Pharmacy	62	15.5%
Others	0	0%
Total	400	100.00

According to the data analysis, Medical Laboratory Technology has the highest percentage of choices at 39.75%, showing a strong preference for this specialty among the respondents. Clinical Medicine and Medical Imaging Technology followed with 23.25% and 21.25% respectively. Stomatology, Chinese medicine and other options did not receive any choices, showing that these specialties have very low attraction among the respondents.

Table 6 Frequency statistics for demographic characteristics classified by Marital status

Marital status	Frequency	Percentage (%)
Married	2	0.5%
Unmarried	396	99%
Not at liberty to inform	2	0.5%
Total	400	100.00

According to the data table, the vast majority of respondents (99%) were unmarried, while only a few (0.5%) were married or chose not to make it easy to tell their marital status.

Table 7 Frequency statistics for demographic characteristics classified by Family's living area

Family's living area	Frequency	Percentage (%)
Towns in Yunnan Province	86	21.5%
Rural Yunnan Province	297	74.25%
Towns outside Yunnan Province	9	2.25%
Rural areas outside Yunnan Province	8	2%
Total	400	100.00

As can be seen from the data, the vast majority of respondents live in rural areas within Yunnan Province, accounting for 74.25% of the total. In contrast, only 21.5% of respondents live in towns and cities within Yunnan Province, while only 4.25% of respondents are from towns and cities outside Yunnan Province and rural areas combined. This suggests that the distribution of respondents is mainly concentrated in the rural areas of Yunnan Province, reflecting the high level of participation by residents in that region.

Table 8 Frequency statistics for demographic characteristics classified by Family income level

Family income level	Frequency	Percentage (%)
Less than RMB 30,000/year	224	56%
RMB 30,000-60,000/year	138	34.5%
60,000-100,000 RMB/year	29	7.25%
More than 100,000 RMB/year	9	2.25%
Total	400	100.00

Note: RMB is the legal tender of the People's Republic of China, and 1 RMB is 0.14 USD.

According to the analysis of the data, the distribution of household income levels shows that the majority of the respondents' incomes are at a lower level. Specifically, 56% of the respondents had an annual household income of less than ¥ 30,000, while 34.5% had an income of between ¥ 30,000 and ¥ 60,000 per year. This indicates that approximately 90.5% of households have an annual income of less than ¥ 60,000, demonstrating significant financial stress.

In contrast, only 9% had an annual household income of more than ¥ 60,000, with 7.25% earning between ¥ 60,000 and ¥ 100,000 per year, and only 2.25% earning more than ¥ 100,000 per year. This indicates that the proportion of high-income households is extremely low, which may reflect the overall poor economic situation or uneven regional economic development.

The above questions focus on the Personal Information and Context section, whose main role in the thesis is to help understand the differences in management perceptions of students with different characteristics and the implications of these differences for research findings and policy recommendations. This part of the analysis can provide theoretical justification and empirical support for more targeted student management measures.

The current problems in the management of higher vocational students in Kunming Health Vocational College

This part is the second part of the questionnaire, with 10 questions (8-17), which will answer research question: The current situation in the management of higher vocational students in Kunming Health Vocational College. The results of its data analysis are presented in detail below:

Table 9 The College's student management policies are reasonable and effective

Degree	Frequency	Percentage (%)
Strongly agree	80	20%
Agree	99	24.75%
Neutral	175	43.75%
Disagree	34	8.5%
Strongly disagree	12	3%
Total	400	100.00

According to the data table, it is clear from the data that there is not much agreement that the student management policy of the college is reasonable and effective. Only 20% “strongly agree”, 24.75% “agree” and 43.75% “neutral”, which shows that most of the students have a vague or uncertain view of the policy. This indicates that the majority of students have a vague or uncertain view of the policy. At the same time, combined with the proportion of “disagree” and “strongly disagree” options (totaling 11.5%), it can be seen that a certain proportion of students still hold an opposing view on the policy.

Table 10 The college's hostel management system is fair and transparent

Degree	Frequency	Percentage (%)
Strongly agree	89	22.25%
Agree	114	28.5%
Neutral	155	38.75%
Disagree	28	7%
Strongly disagree	14	3.5%
Total	400	100.00

According to the data table, only 22.25% of the respondents “Strongly Agree”, 28.5% “Agree” and 38.75% “Neutral” on the fairness and transparency of the college's hostel management system. “Neutral” attitude. The combination of disagreement and strong disagreement, which amounted to only 10.5%, indicated that most respondents had a neutral or positive view of the hostel management system, but also showed some reservations. Students recognized the transparency and fairness of the hostel management system to a certain extent, but the high percentage of neutrality indicates that there is still a significant portion of the population who do not have a sufficient understanding of and agreement with the current system.

Table 11 Student discipline in the College is strict and fair

Degree	Frequency	Percentage (%)
Strongly agree	91	22.75%
Agree	140	35%
Neutral	142	35.5%
Disagree	17	4.25%
Strongly disagree	10	2.5%
Total	400	100.00

According to the data table, it shows a neutral and agreeable attitude is more evident. Specifically, 35.5% of the respondents chose neutral, 35% of the respondents agreed, while 22.75% of the respondents strongly agreed, which shows the level of acceptance of the disciplinary management of the college. However, there were still 6.75% of the respondents who disagreed or strongly disagreed, indicating that there is questioning or dissatisfaction with the disciplinary management among some students.

Table 12 Extra-curricular activities organised by the college are varied and interesting

Degree	Frequency	Percentage (%)
Strongly agree	82	20.5%
Agree	114	28.5%
Neutral	164	41%
Disagree	28	7%
Strongly disagree	12	3%
Total	400	100.00

According to the data table, the feedback on “Extracurricular activities organized by the college are enriching and interesting” shows that only 49% of the participants “strongly agree” or “agree” while 41% of the participants are neutral and 7% and 3% of the participants disagree or strongly disagree. of the participants were neutral, while 7% and 3% of the participants disagreed or strongly disagreed. This suggests that the majority of the students did not rate the extracurricular activities positively, especially the high percentage of neutrality, suggesting that they may not strongly agree with the attractiveness and richness of the activities.

Table 13 The College provides counselling services to meet the needs of students

Degree	Frequency	Percentage (%)
Strongly agree	102	25.5%
Agree	142	35.5%
Neutral	141	35.25%
Disagree	10	2.5%
Strongly disagree	5	1.25%
Total	400	100.00

It is evident from the data that the counseling services provided by the college are not highly satisfactory among the students. While 61% of the students (percentage of strongly agree and agree) indicated that the services met their needs, a whopping 35.25% of the students were neutral and only 2.5% of the students indicated that they disagreed or strongly disagreed. This suggests that while the majority of students are positive about counseling services, a significant number of students are still hesitant or unsure about the effectiveness and level of satisfaction of the services.

Table 14 The administrators of the college are able to effectively address the issues and problems of the students

Degree	Frequency	Percentage (%)
Strongly agree	91	22.75%
Agree	128	32%
Neutral	153	38.25%
Disagree	20	5%
Strongly disagree	8	2%
Total	400	100.00

According to the data table, the evaluation of college administrators in solving students' problems and disturbances shows some distributional characteristics. Overall, only 54.75% of the respondents (the proportion of strongly agree and agree) recognized the competence of the managers, while 38.25% of the respondents chose to be neutral, showing a vague attitude towards the competence of the managers. In addition, 7% expressed disagreement or strong disagreement, reflecting that there is still room for improvement in the level of trust and satisfaction with managers.

Table 15 The college is efficient and good in dealing with the complaints and views of the students

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	130	32.5%
Neutral	153	38.25%
Disagree	19	4.75%
Strongly disagree	11	2.75%
Total	400	100.00

From the data, it can be seen that regarding the efficiency and attitude of the college in handling student complaints and opinions, only 54.25% of the respondents (percentage of strongly agree and agree) gave a positive assessment of the performance of the college, while 38.25% of the respondents chose to be neutral, which shows that there is not a high level of recognition of the attitude and efficiency of the college in handling complaints. In addition, 7.5% of the respondents (percentage disagreeing and strongly disagreeing) were dissatisfied with the performance of the College.

Table 16 The College's system of rewards and sanctions is fair and transparent

Degree	Frequency	Percentage (%)
Strongly agree	94	23.5%
Agree	153	38.25%
Neutral	141	35.25%
Disagree	7	1.75%
Strongly disagree	5	1.25%
Total	400	100.00

From the data, it can be seen that 61.75% of the respondents chose “Agree” and “Strongly Agree” on the fairness and transparency of the College's reward and punishment system, indicating that the majority of the respondents have a positive attitude towards the system. However, 35.25% of the respondents chose “Neutral”, while the proportion of “Disagree” and “Strongly Disagree” was relatively low at 3%. This shows that although the overall recognition of the system is high, a considerable number of people still have reservations about its fairness and transparency.

Table 17 The College's academic support services (e.g. tutoring, resources, etc.) are effective in helping students learn

Degree	Frequency	Percentage (%)
Strongly agree	95	23.75%
Agree	151	37.75%
Neutral	138	34.5%
Disagree	10	2.5%
Strongly disagree	6	1.5%
Total	400	100.00

It is clear from the data that the College's academic support services are well recognized among students. The combined percentage of Strongly Agree and Agree amounted to 61.5%, indicating that the majority of students found the services helpful to their studies. However, 34.5% of students chose to be neutral, indicating that there is still a significant portion of students who are on the fence about the effectiveness of the services. In addition, the percentage of disagreement and strong disagreement was very low at 4%, suggesting that the vast majority of students are not opposed to the academic support services available.

Table 18 The College provides timely and effective feedback on student comments and suggestions

Degree	Frequency	Percentage (%)
Strongly agree	89	22.25%
Agree	137	34.25%
Neutral	147	36.75%
Disagree	19	4.75%
Strongly disagree	8	2%
Total	400	100.00

It is evident from the data that only 56.5% of the respondents (percentage of strongly agree and agree) recognized the college's feedback on students' comments and suggestions, while 36.75% of the respondents were neutral, suggesting that they did not have a clear view on the timeliness and effectiveness of the feedback.

The relatively low level of approval suggests that the college may have deficiencies in its feedback mechanism. In addition, a combined total of 6.75% of respondents disagreed or strongly disagreed, reflecting the dissatisfaction of some students with the feedback mechanism.

Therefore, the current student management in the higher education institutions is generally good, according to Table 16 show that 61.75% of the students believe that the College's reward and punishment system is fair and transparent are the most reason. Next, 61.5% of the students in Table 4.16 believe that the academic support services (e.g., tutorials, resources, etc.) of the College are effective in helping students to learn. And 61% of the students in Table 13 believe that the counseling services provided by the College meet the needs of the students.

Further, 57.75% of the students in Table 11 feel that the college is strict and fair in managing student discipline. 56.5% of the students in Table 18 feel that the college provides timely and effective feedback to the students regarding their opinions and suggestions. 54.75% of the students in Table 14 that the management of the college is effective in solving the problems and disturbances of the students. 54.25% of the students in Table 15 feel that the college is efficient and good in dealing with the complaints and suggestions of the students.

However, there are still have a room to improve. 50.75% of the students in Table 10 consider the hostel management system of the college to be fair and transparent. Also, 49% of the students in Table 12 feel that the extra-curricular activities organized by the college are rich and interesting. Finally, 44.75% of the students in Table 9 feel that the student management policy of the college is reasonable and effective.

**Factors that impact the Management of Higher Vocational Colleges students
in Kunming Health Vocational College**

Table 19 Do you think the school focuses on student employment after graduation?

Degree	Frequency	Percentage (%)
Strongly agree	100	25%
Agree	152	38%
Neutral	134	33.5%
Disagree	10	2.5%
Strongly disagree	4	1%
Total	400	100.00

From the data, it can be seen that the majority of respondents (63%) indicated that the school focuses on the employment rate of students after graduation (Strongly Agree + Agree), which shows the positive attitude of the school in this aspect. However, there were still about 33.5% of respondents who remained neutral, suggesting that schools could further enhance their focus on the employment rate and enhance students' employability through career guidance and internship opportunities.

Table 20 Do you feel that the various activities and programmers at the school contribute to the achievement of students' personal and professional goals?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	158	39.5%
Neutral	141	32.25%
Disagree	12	3%
Strongly disagree	5	1.25%
Total	400	100.00

In terms of specific data, 21.0% of students “strongly agree” and 39.5% “agree”, making a total of 60.5% of students who believe that the school's activities and programs have a positive effect on the achievement of their personal and professional goals. However, 35.25% of the students still chose “Neutral”, indicating a lack of clarity on the effectiveness of the activities and programs. In addition, about 4.25% of the students had a negative opinion, with 3.0% “disagreeing” and 1.25% “strongly disagreeing”.

Table 21 How satisfied are you with the school cafeteria, dormitories, and other living services?

Degree	Frequency	Percentage (%)
Strongly agree	70	17.5%
Agree	133	33.25%
Neutral	147	36.75%
Disagree	35	8.75%
Strongly disagree	15	3.75%
Total	400	100.00

From the data, 17.5% of the students chose “Strongly Agree” and 33.25% of the students chose “Agree”, which means that 50.75% of the students have a positive opinion of the school life service. On the other hand, 36.75% of the students chose “Neutral”, indicating that they were neutral or had not yet formed a definite opinion on the satisfaction of the school life services. Meanwhile, 12.5% of the students expressed dissatisfaction, of which 8.75% chose “disagree” and 3.75% chose “strongly disagree”.

Table 22 Are you satisfied with the extracurricular activities (e.g. clubs, societies) offered by the school?

Degree	Frequency	Percentage (%)
Strongly agree	79	19.75%
Agree	137	34.25%
Neutral	160	40%
Disagree	18	4.5%
Strongly disagree	6	1.5%
Total	400	100.00

From the data, 19.75% of the students chose “Strongly Agree” and 34.25% chose “Agree”, which means that 54.1% of the students were satisfied with the extracurricular activities of the school. At the same time, 40.0% of the students chose “Neutral”, which shows that they are not sure about their satisfaction with the extracurricular activities or they think there is still room for improvement. On the other hand, 6.0% of the students were negative, of which 4.5% chose “disagree” and 1.5% “strongly disagree”.

Table 23 Do you believe that the school's performance assessment system fairly reflects student performance?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	138	34.5%
Neutral	160	40%
Disagree	11	2.75%
Strongly disagree	6	1.5%
Total	400	100.00

From the data, 21.25% of the students chose “Strongly Agree” and 34.5% chose “Agree”, totaling 55.75% of the students thought that the school's performance appraisal system was fair to a certain extent. However, 40.0% of the students chose “Neutral”, indicating that they did not have a clear opinion on the fairness of the evaluation system. Negative ratings accounted for 4.25%, with 2.75% choosing “disagree” and 1.5% choosing “strongly disagree”.

Table 24 Does the school provide regular feedback on your academic and non-academic performance?

Degree	Frequency	Percentage (%)
Strongly agree	83	20.75%
Agree	153	38.25%
Neutral	149	37.25%
Disagree	10	2.5%
Strongly disagree	5	1.25%
Total	400	100.00

From the data, 20.75% of the students chose “Strongly Agree” and 38.25% chose “Agree”, with a total of 59.1% of the students believing that the school is more positive in providing feedback on academic and non-academic performance. At the same time, 37.25% of the students chose “Neutral”, indicating that they had no clear opinion on the school's feedback mechanism or considered its effectiveness limited. Negative evaluations were made by 3.75% of the students, of which 2.5% chose “disagree” and 1.25% “strongly disagree”.

Table 25 Do you find your school's scholarship and award system motivating?

Degree	Frequency	Percentage (%)
Strongly agree	97	24.25%
Agree	163	40.75%
Neutral	128	32%
Disagree	6	1.5%
Strongly disagree	6	1.5%
Total	400	100.00

Specific data show that the overall feedback from the students is positive, with 24.25% of the students choosing “strongly agree” and 40.75% “agree”, and a total of 65.1% of the students believe that the school's scholarships and rewards system has played a positive role in motivating students to study. The total of 65.1% of the students think that the scholarship and reward system of the school has played a positive role in motivating students to study. Meanwhile, 32.0% of the students chose “Neutral”, indicating that they have no clear opinion on the motivating effect of the scholarship and reward system. Only 3.0% of the students held negative views, of which 1.5% chose “disagree” and 1.5% chose “strongly disagree”.

Table 26 Are there competitive mechanisms in the school's programmes and activities to encourage students to excel?

Degree	Frequency	Percentage (%)
Strongly agree	90	22.5%
Agree	154	38.5%
Neutral	144	36%
Disagree	7	1.75%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 22.5% of the students chose “Strongly Agree” and 38.5% chose “Agree”, which means that 61.0% of the students agreed that the school has set up competition mechanisms in the curriculum and activities, and they think that these mechanisms have played a certain role in motivating students to perform well. A total of 61.0% of the students recognized that the school had set up competition mechanisms in the curriculum and activities, and believed that these mechanisms had played a role in motivating students to perform well. At the same time, 36.0% of the students chose “Neutral”, indicating that their perception of the competition mechanism was rather general or they were not clear about its function. Only 3.0% of the students held a negative opinion, of which 1.75% chose “disagree” and 1.25% chose “strongly disagree”.

Table 27 Do you think the school's policies take full account of pupils' needs and views?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	142	35.5%
Neutral	146	36.5%
Disagree	19	4.75%
Strongly disagree	9	2.25%
Total	400	100.00

From the data, 21.0% of the students chose “Strongly Agree” and 35.5% chose “Agree”. Together, 56.5% of the students considered that the school's policies were able to take into account the needs and opinions of students to a certain extent. At the same time, 36.5% of the students chose “Neutral”, indicating that they had an ambiguous or neutral attitude towards the relevance of the school's policies and the degree of listening. Negative evaluations were made by 7.0% of students, with 4.75% choosing “disagree” and 2.25% choosing “strongly disagree”.

Table 28 Does the school provide sufficient individualised support (e.g. counselling, individual tutoring)?

Degree	Frequency	Percentage (%)
Strongly agree	89	22.25%
Agree	153	38.25%
Neutral	146	36.5%
Disagree	5	1.25%
Strongly disagree	7	1.75%
Total	400	100.00

The data show that 22.25% of students “strongly agree” and 38.25% “agree,” for a total of 60.5% who believe that the school is doing a good job of providing individualized support. At the same time, 36.5% of students chose “Neutral,” indicating that they did not have a clear sense of the school's personalized support services or did not think they were effective. Negative opinions were held by 3.0% of students, with 1.25% choosing “disagree” and 1.75% choosing “strongly disagree.”

Table 29 Does the school promote healthy competition among students by organising various competitions and activities?

Degree	Frequency	Percentage (%)
Strongly agree	83	20.75%
Agree	166	41.5%
Neutral	139	34.75%
Disagree	5	1.25%
Strongly disagree	7	1.75%
Total	400	100.00

Specific data show that 20.75% of the students chose “strongly agree” and 41.5% chose “agree”, with a total of 62.25% of the students believing that the school has effectively promoted healthy competition among students through competitions and activities. Meanwhile, 34.75% of the students chose “Neutral”, indicating that they have some understanding of the school's efforts in this area, but could not feel the obvious impact. Negative feedback was low, with only 3.0% of students choosing “Disagree” and 1.75% choosing “Strongly Disagree”.

Table 30 Do you think these competitive mechanisms help to improve the overall learning atmosphere?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	154	38.5%
Neutral	149	37.25%
Disagree	4	1%
Strongly disagree	6	1.5%
Total	400	100.00

According to the data, 21.75% of the students chose “Strongly Agree” and 38.5% chose “Agree”, which means that 60.25% of the students think that the competition mechanism in the school has a positive effect on improving the overall learning atmosphere. At the same time, 37.25% of the students chose “Neutral”, indicating that they did not have a clear opinion on the impact of competition on the learning atmosphere or could not feel any significant change. Negative ratings accounted for 2.5%, with 1.0% choosing “disagree” and 1.5% “strongly disagree”.

Table 31 Do you believe that colleges or departments encourage student participation in governance?

Degree	Frequency	Percentage (%)
Strongly agree	86	21.5%
Agree	153	38.25%
Neutral	149	37.25%
Disagree	6	1.5%
Strongly disagree	6	1.5%
Total	400	100.00

According to the data, 21.5% of the students chose “Strongly Agree”, 38.25% chose “Agree”, and a total of 59.75% of the students thought that the colleges or departments encouraged students to participate in the management to a certain extent. Meanwhile, 37.25% of the students chose “Neutral”, indicating that they did not have a clear feeling about the situation of student participation in management or they thought the relevant measures were not obvious yet. Negative feedback was less, with only 3.0% of students choosing “disagree”, of which 1.5% chose “strongly disagree”.

Table 32 Do you feel that the school's management decisions are transparent and respect the views of all departments?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	156	39%
Neutral	147	36.75%
Disagree	5	1.25%
Strongly disagree	8	2%
Total	400	100.00

The data showed that 21.0% of the students chose “strongly agree” and 39.0% chose “agree”, and a total of 60.0% of the students thought that the school had a certain degree of transparency in management decisions and respected the opinions of various departments. Meanwhile, 36.75% of the students chose “Neutral”, indicating that they have no clear opinion or have a general feeling about the transparency of the school's management decisions and the degree of respect for the opinions of various departments. Negative feedback accounted for 3.25%, with 1.25% choosing “disagree” and 2.0% choosing “strongly disagree”.

Table 33 Does the school regularly disclose to students the rationale and context for management decisions?

Degree	Frequency	Percentage (%)
Strongly agree	80	20%
Agree	153	38.25%
Neutral	151	37.75%
Disagree	9	2.25%
Strongly disagree	7	1.75%
Total	400	100.00

According to the data, 20.0% of the students chose “Strongly Agree” and 38.25% chose “Agree”, with a total of 58.25% of the students believing that the school discloses the rationale and background of management decisions to a certain extent. At the same time, 37.75% of the students chose “Neutral”, indicating that they have no clear opinion on the frequency and transparency of the school's decision-making or that the effect is limited. Negative feedback was low, with only 4.0% of students choosing “disagree” and 1.75% choosing “strongly disagree”.

Table 34 Do you have easy access to detailed information on school policies and regulations?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	152	38%
Neutral	155	38.75%
Disagree	2	0.5%
Strongly disagree	6	1.5%
Total	400	100.00

In the data, 21.25% of students chose “strongly agree” and 38.0% chose “agree,” for a total of 59.25% of students believing that it is easy to access detailed information about school policies and regulations. At the same time, 38.75% of the students chose “Neutral”, indicating that they did not have a clear opinion on the accessibility of the school's policies and regulations or did not think that it was entirely convenient. Negative responses accounted for 2.0%, with 0.5% choosing “disagree” and 1.5% choosing “strongly disagree”.

Table 35 Does the school encourage students to participate in management and decision-making (e.g., participation in student government, collection of opinions)?

Degree	Frequency	Percentage (%)
Strongly agree	83	20.75%
Agree	159	39.75%
Neutral	147	36.75%
Disagree	4	1%
Strongly disagree	7	1.75%
Total	400	100.00

According to the data, 20.75% of the students chose “Strongly Agree” and 39.75% chose “Agree”, with a total of 60.5% of the students believing that the school encourages students to participate in management and decision-making. Meanwhile, 36.75% of the students chose “Neutral”, indicating that they are aware of the school's efforts in this area, but do not clearly feel the impact. Negative feedback was 2.75%, with 1.0% choosing “Disagree” and 1.75% choosing “Strongly Disagree”.

Table 36 Do you feel that the student voice is valued in the school's decision-making process?

Degree	Frequency	Percentage (%)
Strongly agree	81	20.25%
Agree	150	37.5%
Neutral	153	38.25%
Disagree	7	1.75%
Strongly disagree	9	2.25%
Total	400	100.00

The data shows that 20.25% of students chose “strongly agree” and 37.5% chose “agree,” for a total of 57.75% of students who believe that student voice is valued in the school's decision-making process. At the same time, 38.25% of students chose “Neutral,” indicating that they did not have a clear sense of whether or not student voice was valued or that it had a limited impact. Negative feedback was 4.0%, with 1.75% choosing “Disagree” and 2.25% choosing “Strongly Disagree”.

Table 37 Do you feel that the school allows teachers greater freedom in teaching?

Degree	Frequency	Percentage (%)
Strongly agree	79	19.75%
Agree	132	33%
Neutral	168	42%
Disagree	13	3.25%
Strongly disagree	8	2%
Total	400	100.00

According to the data, 19.75% of the students chose “Strongly Agree” and 33.0% chose “Agree”, which means that 52.75% of the students think that the school allows teachers to have more freedom in teaching. Meanwhile, 42.0% of the students chose “Neutral”, indicating that their perception of teachers' freedom to teach is vague or that the issue does not affect them significantly. Negative feedback was less frequent, with 3.25% of students choosing “Disagree” and 2.0% choosing “Strongly Disagree”.

Table 38 Do you feel that the school supports teachers in developing and using innovative teaching methods?

Degree	Frequency	Percentage (%)
Strongly agree	86	21.5%
Agree	150	37.5%
Neutral	155	38.75%
Disagree	5	1.25%
Strongly disagree	4	1%
Total	400	100.00

According to the data, 21.5% of the students chose “Strongly Agree” and 37.5% chose “Agree”, with a total of 59.0% of the students believing that the school supports teachers to develop and use innovative teaching methods. At the same time, 38.75% of the students chose “Neutral”, indicating that they did not have a clear feeling about the school's supportive measures in this area, or they thought that the initiative had not yet shown its full effect. Negative feedback accounted for 2.25%, with 1.25% choosing “disagree” and 1.0% “strongly disagree”.

Table 39 Do you feel that the school provides adequate training and development opportunities for students and teachers?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	151	37.75%
Neutral	153	38.25%
Disagree	7	1.75%
Strongly disagree	5	1.25%
Total	400	100.00

The data showed that 21.0% of the students chose “Strongly Agree” and 37.75% chose “Agree”, making a total of 58.75% of the students believed that the school provided sufficient training and development opportunities for students and teachers. Meanwhile, 38.25% of the students chose “Neutral”, indicating that they had no clear feeling about the provision of training and development opportunities in the school, or they thought that the relevant opportunities were not prominent enough. Negative feedback accounted for 3.0%, with 1.75% choosing 'Disagree' and 1.25% choosing 'Strongly Disagree'.

Table 40 Have you attended any career development training or seminars organised by your school?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	155	38.75%
Neutral	150	37.5%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

According to the data, 21.75% of the students chose “Strongly Agree” and 38.75% chose “Agree”, with a total of 60.5% of the students indicating that they had participated in career development training or seminars organized by the university. At the same time, 37.5% of the students chose “Neutral”, indicating that they may not have participated in such activities or considered the level of participation in these activities to be low. Negative feedback was low, with 1.0% of students choosing “disagree” and 1.0% choosing “strongly disagree”.

Table 41 Do you feel that the school respects students' individuality and choices in student management?

Degree	Frequency	Percentage (%)
Strongly agree	86	21.5%
Agree	139	34.75%
Neutral	152	38%
Disagree	13	3.25%
Strongly disagree	10	2.5%
Total	400	100.00

According to the data, 21.5% of the students chose “Strongly Agree” and 34.75% chose “Agree”, which means that 56.25% of the students think that the school can respect the students' individuality and choices in student management. At the same time, 38.0% of the students chose “Neutral”, indicating that their feelings on this issue were vague or they did not clearly experience the actual effect of individualized respect. Negative feedback accounted for 5.75%, with 3.25% choosing “Disagree” and 2.5% “Strongly Disagree”.

Table 42 Does the school offer a diverse range of elective courses and activities to cater for different interests?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	150	37.5%
Neutral	150	37.5%
Disagree	8	2%
Strongly disagree	7	1.75%
Total	400	100.00

According to the data, 21.25% of the students chose “Strongly Agree” and 37.5% chose “Agree”, with a total of 58.75% of the students believing that the school has provided a variety of elective courses and activities to meet their different interests. At the same time, 37.5% of the students chose “Neutral”, indicating that they did not have a clear feeling about the diversity of courses and activities, and may have thought that the available choices were not sufficient or did not fully meet their interests. Negative feedback was less frequent, with 2% of students choosing “Disagree” and 1.75% choosing “Strongly Disagree”.

Table 43 Do you feel that the school helps to increase students' sense of belonging and loyalty to the school?

Degree	Frequency	Percentage (%)
Strongly agree	81	20.25%
Agree	144	36%
Neutral	157	39.25%
Disagree	10	2.5%
Strongly disagree	8	2%
Total	400	100.00

According to the data, 20.25% of the students chose “Strongly Agree” and 36.0% chose “Agree”, with a total of 56.25% believing that the school has done a good job in enhancing students' sense of belonging and loyalty. At the same time, 39.25% of the students chose “Neutral”, indicating that they do not have a clear sense of the school's impact in this area, and that they may believe that the school's efforts to enhance the sense of belonging are not yet evident. Negative feedback accounted for 4.5%, with 2.5% choosing 'disagree' and 2.0% choosing 'strongly disagree'.

Table 44 Would you recommend your school to others?

Degree	Frequency	Percentage (%)
Strongly agree	83	20.75%
Agree	131	32.75%
Neutral	163	40.75%
Disagree	14	3.5%
Strongly disagree	9	2.25%
Total	400	100.00

According to the data, 20.75% of the students chose “Strongly Agree” and 32.75% chose “Agree”, totaling 53.5% of the students were willing to recommend schools to others. At the same time, 40.75% of the students chose “Neutral”, indicating that their attitude towards recommending schools is vague or they have not made a clear decision. Negative feedback accounted for 5.75%, with 3.5% choosing “Disagree” and 2.25% choosing “Strongly Disagree”.

Table 45 Do you feel that the school encourages students to make their own decisions and manage their own study time?

Degree	Frequency	Percentage (%)
Strongly agree	81	20.25%
Agree	142	35.5%
Neutral	159	39.75%
Disagree	9	2.25%
Strongly disagree	9	2.25%
Total	400	100.00

According to the data, 20.25% of the students chose “Strongly Agree” and 35.5% chose “Agree”, making a total of 55.75% of the students think that the school encourages students to manage their study time independently. At the same time, 39.75% of the students chose “Neutral”, indicating that their feelings on this point were vague or that the school's support in this regard was not obvious. Negative feedback accounted for 4.5%, with 2.25% choosing 'disagree' and 2.25% choosing 'strongly disagree'.

Table 46 Do you feel free to choose the activities and programmes that interest you at school?

Degree	Frequency	Percentage (%)
Strongly agree	80	20%
Agree	143	35.75%
Neutral	157	39.25%
Disagree	12	3%
Strongly disagree	8	2%
Total	400	100.00

The data showed that 20.00% of students selected “strongly agree” and 35.75% selected “agree”, which together amounted to 55.75% of students who felt that the school provided them with the opportunity to make choices. At the same time, 39.25% of the students chose “Neutral”, indicating that they may not feel the freedom of choice sufficiently or that it is not effective. Negative feedback was 5.00%, with 3.00% choosing “disagree” and 2.00% choosing “strongly disagree”.

Table 47 Does the school enhance your intrinsic motivation to learn through various incentives?

Degree	Frequency	Percentage (%)
Strongly agree	82	20.5%
Agree	146	36.5%
Neutral	161	40.25%
Disagree	6	1.5%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 20.50% of the students chose “strongly agree” and 36.50% chose “agree”, which means that 57.00% of the students believed that the school's incentives were effective in enhancing their intrinsic motivation. At the same time, 40.25% of the students chose “Neutral”, indicating that they were not sure how they felt about the incentives or they thought they were generally effective. Negative feedback was 2.75%, with 1.50% choosing “Disagree” and 1.25% choosing “Strongly Disagree”.

Table 48 Do you feel motivated by the school's teaching and management style?

Degree	Frequency	Percentage (%)
Strongly agree	80	20%
Agree	144	36%
Neutral	160	40%
Disagree	9	2.25%
Strongly disagree	7	1.75%
Total	400	100.00

The data showed that 20.00% of the students chose “Strongly Agree” and 36.00% of the students chose “Agree”, which means that 56.00% of the students thought that the teaching and management styles of the school had a motivating effect on their interest in learning. At the same time, 40.00% of the students chose “Neutral”, indicating that they have no obvious feelings or reservations about the motivational effect of teaching and management styles. Negative feedback was 4.00%, with 2.25% choosing “disagree” and 1.75% choosing “strongly disagree”.

Table 49 Do you feel that the school has a strong collegial culture that promotes co-operation between students?

Degree	Frequency	Percentage (%)
Strongly agree	86	21.5%
Agree	141	35.25%
Neutral	159	39.75%
Disagree	7	1.75%
Strongly disagree	7	1.75%
Total	400	100.00

According to the data, 21.50% of the students chose “strongly agree” and 35.25% chose “agree”, which means that 56.75% of the students thought that the collective cultural atmosphere of the school was strong and helpful to the cooperation among students. At the same time, 39.75% of the students chose “Neutral”, indicating that their feelings about the school's collective culture are vague or not obvious. Negative feedback accounted for 3.50%, with 1.75% choosing “disagree” and 1.75% choosing “strongly disagree”.

Table 50 Have you participated in group activities organised by the school (e.g. cultural festivals, sports days)?

Degree	Frequency	Percentage (%)
Strongly agree	90	22.5%
Agree	154	38.5%
Neutral	148	37%
Disagree	3	0.75%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 22.50% of the students chose “strongly agree” and 38.50% chose “agree”, with a total of 61.00% of the students indicating that they had participated in group activities organized by the school. At the same time, 37.00% of the students chose “Neutral”, indicating that their attitude towards participation is vague or the actual frequency of participation is not high. Negative feedback accounted for 2.00%, of which 0.75% chose “Disagree” and 1.25% chose “Strongly Disagree”.

Table 51 What is your assessment of the organisational culture of the school (e.g. campus climate, teacher-student relationships)?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	147	36.75%
Neutral	152	38%
Disagree	7	1.75%
Strongly disagree	7	1.75%
Total	400	100.00

It can be seen from the data that 21.75% of the students chose “Strongly Agree” and 36.75% of the students chose “Agree”, which means that 58.50% of the students agreed with the organizational culture of the school. At the same time, 38.00% of the students chose “Neutral”, which indicates that they have a neutral feeling about the organizational culture of the school or they do not have a clear evaluation. Negative feedback accounted for 3.50%, with 1.75% selecting “Disagree” and 1.75% selecting “Strongly Disagree”.

Table 52 Does the school contribute to the development of teamwork and social responsibility?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	152	38%
Neutral	152	38%
Disagree	3	0.75%
Strongly disagree	5	1.25%
Total	400	100.00

The data show that 22.00% of the students chose “Strongly Agree” and 38.00% chose “Agree”, which means that 60.00% of the students think that the school has played a positive role in cultivating the spirit of teamwork and sense of social responsibility. At the same time, 38.00% of the students chose “Neutral”, indicating that they have a vague or insignificant feeling about the effect of the school's cultivation. Negative feedback accounted for 2.00%, of which 0.75% chose “disagree” and 1.25% chose “strongly disagree”.

Table 53 Does the school offer opportunities to help you realise and develop your inner potential?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	147	36.75%
Neutral	157	39.25%
Disagree	4	1%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 21.75% of the students chose “Strongly Agree” and 36.75% chose “Agree”, with a total of 58.50% of the students recognizing the school's efforts to help them discover and develop their inner potential. At the same time, 39.25% of the students chose “Neutral”, indicating that they did not have a clear feeling about the opportunities provided by the school or that the impact was not significant. Negative feedback accounted for 2.25%, with 1.00% choosing 'Disagree' and 1.25% choosing 'Strongly Disagree'.

Table 54 Do you feel that the school's programmes and activities stimulate your creativity and innovative thinking?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	148	37%
Neutral	154	38.5%
Disagree	5	1.25%
Strongly disagree	5	1.25%
Total	400	100.00

The data shows that 22.00% of the students chose “Strongly Agree” and 37.00% chose “Agree”, making a total of 59.00% of the students believe that the school's programs and activities have contributed to their creativity and innovative thinking. At the same time, 38.50% of the students chose “Neutral”, indicating that they had vague feelings about this aspect or did not clearly experience the impact. Negative feedback accounted for 2.50%, with 1.25% choosing “disagree” and 1.25% “strongly disagree”.

Table 55 How would you rate the quality of teaching by the school's teachers?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	157	39.25%
Neutral	147	36.75%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 22.00% of the students chose “Strongly Agree” and 39.25% of the students chose “Agree”, making a total of 61.25% of the students agreeing with the quality of the teachers' teaching. Meanwhile, 36.75% of the students chose “Neutral”, indicating that they were neutral or had no clear feeling about the quality of teaching. Negative feedback accounted for 2.00%, of which 1.00% chose “disagree” and 1.00% chose “strongly disagree”.

Table 56 Does the school regularly assess and improve the quality of teaching and learning?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	151	37.75%
Neutral	154	38.5%
Disagree	3	0.75%
Strongly disagree	5	1.25%
Total	400	100.00

The data shows that 87 (21.75%) of the students “strongly agreed” and 151 (37.75%) of the students “agreed”, with a combined percentage of 59.50%, indicating that more than half of the students recognized the school's efforts in evaluating and improving the quality of teaching and learning. 154 (38.50%) were “neutral”, indicating that their views on this issue were neither positive nor negative. Only three (0.75%) “disagreed” and five (1.25%) “strongly disagreed”, totaling less than 2.00%, suggesting that the majority of students viewed the school's efforts in this area positively or neutrally, and very few negatively.

Table 57 Do you think the school has clearly defined learning tasks and objectives in the curriculum?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	158	39.5%
Neutral	148	37%
Disagree	2	0.5%
Strongly disagree	4	1%
Total	400	100.00

The data showed that: 88 students (22.00%) “strongly agreed” that the school has clear rules; 158 students (39.50%) “agreed”; 148 students (37.00%) were “Neutral”; 2 students (0.50%) ‘disagreed’; and 4 students (1.00%) ‘strongly disagreed’. Overall, the majority of students (61.50%) agreed that the school had clearly defined the learning tasks and objectives in the curriculum, but a considerable number of students still held a neutral or disagreeing attitude, indicating that there was still room for improvement in the school's clarification of learning tasks and objectives.

Table 58 Does the school provide clear learning pathways and milestones?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	150	37.5%
Neutral	154	38.5%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 61.50% of the students agreed that the school was doing a good job (88 of them or 22.00% strongly agreed and 150 of them or 39.50% agreed), but 154 (or 38.50%) of the students had a neutral opinion, and there were 4 students who disagreed and 4 who strongly disagreed, or 1% each, suggesting that the school still has room for improvement in this area.

Table 59 Are you satisfied with how the school is doing to help students improve their academic performance?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	153	38.25%
Neutral	154	38.5%
Disagree	5	1.25%
Strongly disagree	4	1%
Total	400	100.00

The data show that 84 people (21.00%) “strongly agree”, 153 people (38.25%) “agree”, 154 people (38.50%) “neutral”, 5 people (1.25%) “disagree”, and 4 people (1.00%) “strongly disagree”. Among them, the number of those who held a “neutral” attitude was slightly higher than the number of those who “agreed”.

Table 60 Does the school provide adequate resources to support your academic development?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	156	39%
Neutral	151	37.75%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

The data show that 21.25% of the students interviewed “strongly agree” and 39.00% “agree”, with a total of 60.25% having a positive attitude; 37.75% have a “neutral” attitude; while 2.00% (including 4 “disagree” and 4 “strongly disagree”) express disagreement; and 2.00% (including 4 “disagree” and 4 “strongly disagree”) express disagreement. 37.75% of the students had a “neutral” attitude, while 2.00% of the students (including 4 “disagreed” and 4 “strongly disagreed”) expressed disagreement.

Table 61 Does the school provide clear learning requirements and grading criteria at the beginning of each course?

Degree	Frequency	Percentage (%)
Strongly agree	82	20.5%
Agree	161	40.25%
Neutral	151	37.75%
Disagree	2	0.5%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 20.50% of students chose “Strongly Agree” and 40.25% chose “Agree”, making a total of 60.75% of students who felt that the school provided clear learning requirements and grading criteria at the beginning of the program. At the same time, 37.75% of students chose 'Neutral', indicating that their feedback on this issue was vague or that the school's approach in this area was not prominent enough. Negative feedback accounted for 1.50%, with 0.50% choosing 'disagree' and 1.00% choosing 'strongly disagree'.

Table 62 Do you feel that the school provides clear guidance in various programmes and activities?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	156	39%
Neutral	149	37.25%
Disagree	6	1.5%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 60.25% of the students (including 85 “strongly agree” and 156 “agree”) gave a positive response; 37.25% (149) were neutral; and 2.5% (including 6 “disagree” and 4 “strongly disagree”) disagreed. “disagree” and 4 ‘strongly disagree’) expressed disagreement.

Table 63 Does the school regularly monitor students' progress and provide feedback?

Degree	Frequency	Percentage (%)
Strongly agree	84	21%
Agree	152	38%
Neutral	154	38.5%
Disagree	6	1.5%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 21.00% of the students chose “Strongly Agree” and 38.00% chose “Agree”, which means that 59.00% of the students thought that the school was doing a good job in monitoring and giving feedback on learning progress. At the same time, 38.50% of the students chose “Neutral”, indicating that they had vague feelings about this aspect or thought that the school did not do a good job in monitoring and feedback. Negative feedback accounted for 2.50%, with 1.50% choosing “disagree” and 1.00% choosing “strongly disagree”.

Table 64 Do you feel that the school provides timely help and support in times of poor academic performance?

Degree	Frequency	Percentage (%)
Strongly agree	80	20%
Agree	152	38%
Neutral	155	38.75%
Disagree	9	2.25%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 20.00% of students selected “strongly agree” and 38.00% selected “agree,” for a total of 58.00% of students who felt that the school did a good job of providing academic support. At the same time, 38.75% of students chose “Neutral,” indicating that they did not have a clear sense of the academic support provided by the school or had not experienced help. Negative feedback was 3.25%, with 2.25% selecting “Disagree” and 1.00% selecting “Strongly Disagree”.

Table 65 Do you feel that the school is fair and transparent in the way it conducts tests and assessments?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	158	39.5%
Neutral	148	37%
Disagree	4	1%
Strongly disagree	5	1.25%
Total	400	100.00

The data showed that 21.25% of the students chose “strongly agree” and 39.50% chose “agree”, which made a total of 60.75% of the students think that the school's examination and assessment methods are fair and transparent. Meanwhile, 37.00% of the students chose “Neutral”, indicating that they had reservations or did not have clear feelings about the fairness and transparency of the assessment methods. Negative feedback accounted for 2.25%, with 1.00% choosing 'disagree' and 1.25% choosing 'strongly disagree'.

Table 66 Does the school have clear criteria for measuring student learning outcomes and development?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	151	37.75%
Neutral	156	39%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 21.25% of students selected “strongly agree” and 37.75% selected “agree,” for a total of 59.00% of students who felt that the school had clear standards to measure student learning outcomes and development. At the same time, 39.00% of students chose “Neutral”, indicating that they were unclear about the clarity and application of the standards or did not feel that the standards were adequately reflected. Negative feedback was 2.00%, with 1.00% selecting “Disagree” and 1.00% selecting “Strongly Disagree”.

Table 67 Do you think the school is fair in the distribution of learning resources (e.g. labs, library)?

Degree	Frequency	Percentage (%)
Strongly agree	82	20.5%
Agree	162	40.5%
Neutral	145	36.25%
Disagree	6	1.5%
Strongly disagree	5	1.25%
Total	400	100.00

The data showed that 20.50% of the students chose “strongly agree” and 40.50% chose “agree”, totaling 61.00% of the students thought that the school was fair in the allocation of learning resources. At the same time, 36.25% of the students chose “Neutral”, indicating that their feelings about the fairness of resource allocation were vague or unclear. Negative feedback accounted for 2.75%, of which 1.50% chose “disagree” and 1.25% chose “strongly disagree”.

Table 68 Does the school provide adequate facilities and equipment to support your learning and practice?

Degree	Frequency	Percentage (%)
Strongly agree	89	22.25%
Agree	154	38.5%
Neutral	149	37.25%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

The data showed that 22.25% of the students chose “Strongly Agree” and 38.50% chose “Agree”, with a total of 60.75% of the students believing that the school provided sufficient support in terms of facilities and equipment. At the same time, 37.25% of the students chose “Neutral”, indicating that they had vague or no strong opinions about the support provided by the school's facilities. Negative feedback was 2.00%, with 1.00% selecting “Disagree” and 1.00% selecting “Strongly Disagree”.

Table 69 Have you been involved in additional training and development programmes offered by the school?

Degree	Frequency	Percentage (%)
Strongly agree	83	20.75%
Agree	153	38.25%
Neutral	152	38%
Disagree	7	1.75%
Strongly disagree	5	1.25%
Total	400	100.00

The data shows that 20.75% of students chose 'strongly agree' and 38.25% chose 'agree', making a total of 59.00% of students indicating that they have participated in additional training and development programs offered by the school. At the same time, 38.00% of students chose 'Neutral', indicating that they had no clear feeling of engagement or had not participated in relevant courses. Negative feedback was 3.00%, with 1.75% choosing 'disagree' and 1.25% choosing 'strongly disagree'.

Table 70 Does the school regularly update and upgrade the professional skills of teachers and students?

Degree	Frequency	Percentage (%)
Strongly agree	86	21.5%
Agree	151	37.75%
Neutral	150	37.5%
Disagree	8	2%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 21.50% of the students chose “Strongly Agree” and 37.75% chose “Agree”, with a total of 59.25% of the students thinking that the school has done a good job in updating and improving their professional skills. At the same time, 37.50% of the students chose “Neutral”, indicating that they had some reservations or did not have clear feelings about the school's relevant measures. Negative feedback accounted for 3.25%, with 2.00% choosing “disagree” and 1.25% choosing “strongly disagree”.

Table 71 Does the school provide comprehensive career planning and guidance services?

Degree	Frequency	Percentage (%)
Strongly agree	88	22%
Agree	150	37.5%
Neutral	153	38.25%
Disagree	5	1.25%
Strongly disagree	4	1%
Total	400	100.00

The data shows that 22.00% of the students chose “Strongly Agree” and 37.50% chose “Agree”, which means that 59.50% of the students think that the school provides more comprehensive career planning and guidance services. At the same time, 38.25% of the students chose “Neutral”, indicating that they did not have a clear feeling about the career guidance services or thought that the services were not prominent enough. Negative feedback accounted for 2.25%, of which 1.25% chose “disagree” and 1.00% chose “strongly disagree”.

Table 72 Do you feel that the school focuses on the long-term development of the student, not just academic performance?

Degree	Frequency	Percentage (%)
Strongly agree	87	21.75%
Agree	147	36.75%
Neutral	157	39.25%
Disagree	4	1%
Strongly disagree	5	1.25%
Total	400	100.00

According to the data, 21.75% of the students chose “Strongly Agree” and 36.75% chose “Agree”, with a total of 58.50% of the students believing that the school pays attention to the long-term development of the students rather than just their academic performance. Meanwhile, 39.25% of the students chose “Neutral”, indicating that they were neutral about the school's concern in this area. Negative feedback accounted for 2.25%, with 1.00% choosing “disagree” and 1.25% choosing “strongly disagree”.

Table 73 Do you think that the school's management measures comply with the relevant laws and regulations?

Degree	Frequency	Percentage (%)
Strongly agree	85	21.25%
Agree	157	39.25%
Neutral	150	37.5%
Disagree	4	1%
Strongly disagree	4	1%
Total	400	100.00

According to the data, 21.25% of the students chose “Strongly Agree” and 39.25% chose “Agree”, which means that 60.50% of the students thought that the school's management measures were in line with the relevant laws and regulations. At the same time, 37.50% of the students chose “Neutral”, indicating that their attitudes towards this issue are rather vague or they do not have an in-depth understanding of it. Negative feedback accounted for 2.00%, of which 1.00% chose “disagree” and 1.00% chose “strongly disagree”.

Table 74 Does the school follow clear processes and policies in dealing with students?

Degree	Frequency	Percentage (%)
Strongly agree	90	22.5%
Agree	147	36.75%
Neutral	154	38.5%
Disagree	4	1%
Strongly disagree	5	1.25%
Total	400	100.00

The data shows that 22.50% of students selected “Strongly Agree” and 36.75% of students selected “Agree,” for a total of 59.25% of students who believe that the school follows a clear process and policy when dealing with students. At the same time, 38.50% of the students chose “Neutral”, indicating that their perception of the process is unclear or that it is generally effective. Negative feedback was 2.25%, with 1.00% selecting “Disagree” and 1.25% selecting “Strongly Disagree”.

Therefore, to answer question 2, there are many factors that impact to student management problems in the college. According to Table 19, 4.73, the most important of which are the competition mechanism in the NPM, with 65% of the students in Table 25 stating that the school's scholarship and incentive system stimulates their motivation to study; followed by result orientation, with 63% of the students in Table 4.18 stating that the school focuses on student employment rate after graduation. This is followed by the factor of intra-school competitiveness, where 62.25% of the students in Table 29 believe that the school effectively promotes healthy competition among students through competitions and activities.

Again, there is the factor of process tasks in process management, with 61.5% of the students in Table 4.56 agreeing that the school has clearly defined learning tasks and objectives in the curriculum; there is also the factor of quality of teaching, with 61.25% of the students in Table 4.54 recognizing the quality of teaching by the teachers in the school; then there is the factor of competition mechanism, collective cultural identity and resource allocation, with 61% of the students in Table 26 affirming that the school's There are competitive mechanisms in the curriculum and activities that encourage students to excel.

And, 61% of the students in Table 50 have participated in group activities organized by the school (e.g., cultural festivals, sports events) and 61% of the students in Table 67 believe that the school is fair in the distribution of learning resources (e.g., laboratories, libraries).

Then, in Tables 61, 65 and 68, 60.75% of the students affirmed that the college provides clear learning requirements and grading criteria at the beginning of each course, 60.75% of the students considered that the college's examination and assessment methods are fair and transparent, and 60.75% of the students affirmed

that the college provides adequate facilities and equipment to support learning and practice.

In addition, according to Tables 20, 28, 35, 40 and 73, 60.50% of the students affirmed that the school's various activities and courses help students achieve their personal and professional goals, 60.50% believed that the school provides sufficient individualized support (e.g., psychological counseling, individual tutoring), 60.50% believed that the school encourages students to participate in management and decision-making (e.g., involvement in the student union, collection of opinions), 60.50% have attended career development training or seminars organized by the school, and 60.50% believe that the school's management measures comply with relevant laws and regulations.

Moreover, Tables 30, 60, and 62, 60.25% of the students affirmed that the competition mechanism helps to improve the overall learning atmosphere, 60.25% of the students believe that the school provides adequate resources to support academic development, and 60.25% of the students believe that the school provides clear guidance in various programs and activities.

And, 60% of the students in Table 32 affirmed that there is transparency in the school's management decisions and that the views of all departments are respected. 60% of the students in Table 52 felt that the university helps in developing teamwork and social responsibility among the students. 59.75% of the students in Table 31 affirmed that the faculties or departments encourage students to participate in the management.

Next, in Tables 56, 58, 71, 59.5% of the students affirmed that the school regularly evaluates and improves the quality of teaching and learning, 59.5% affirmed that the school provides clear learning paths and milestones and 59.5% believed that the school provides comprehensive career planning and guidance services.

Then, Tables 34, 59, 70, and 74, 59.25% of the students affirmed that they have easy access to detailed information about the school's policies and regulations, 59.25% are satisfied with the measures provided by the school to help students improve their academic performance, 59.25% of the students' schools regularly update and upgrade the professional skills of their teachers and students, and 59.25%

of the schools follow clear processes and policies when dealing with students' affairs, and 59.25% of student schools follow clear processes and policies in handling student affairs.

Moreover, in Tables 24, 38, 54, 63, 66 and 69, 59% of the students affirmed that the school provides regular feedback on students' academic and non-academic performance, 59% believed that the school supports teachers in developing and using innovative teaching and learning methods, 59% acknowledged that the school's curricula and activities stimulate creativity and innovative thinking, 59% affirmed that the school regularly monitors students' progress and provides feedback, 59% believed that the school has clear criteria for measuring students' learning outcomes and development and 59% have participated in additional training and development programmes. regularly monitored students' progress and provided feedback, 59% of students felt that the school had clear criteria for measuring students' learning outcomes and development, and 59% of students had participated in additional training and development programs offered by the school.

And 58.75% of the students in Table 39 believed that the school provided adequate training and development opportunities for students and teachers and 58.75% of the students in Table 4.41 believed that the school provided a diverse range of elective courses and activities to cater for different interests.

Then, in Tables 51, 53, and 72, 58.5% of the students affirmed that the school's organizational culture (e.g., campus climate, teacher-student relationships), 58.5% affirmed that the school provides opportunities to help students explore and develop their inner potential, and 58.5% felt that the school focuses on the long-term development of the students rather than just on academic performance.

In addition, 58.25% of the students in Table 33 affirmed that the school regularly discloses to students the rationale and context for management decisions. 58% of students in Table 4.63 feel that the school provides timely help and support in times of poor academic performance. 57.75% of the students in Table 4.35 affirmed that they can feel that students' voices are valued in the school's decision-making process.

Next, 57% of the students in Table 47 feel that the school enhances your intrinsic motivation to learn through various incentives. 56.75% of the students in Table 49 felt that the school has a strong collegial culture that promotes cooperation among students. 56.5% of the students in Table 27 felt that the school's policies take into account the needs and opinions of the students.

Then, 56.25% of the students in Table 41 felt that the school respected students' individuality and choices in student management and 56.25% of the students in Table 43 felt that the school helped to enhance students' sense of belonging and loyalty to the school. 56% of the students in Table 48 feel that the teaching and management style of the school motivates the students to learn.

Furthermore, in Tables 23, 45, and 46, 55.75% of the students affirmed that the school's performance appraisal system fairly reflects students' academic performance, 55.75% affirmed that they feel that the school encourages students to make their own decisions and to manage their own study time, and 55.75% affirmed that they feel that they have the freedom to choose their own interests in the school's activities and courses.

However, there are a number of other factors. Fifty-four percent of students in Table 22 were satisfied with the extracurricular activities (e.g., clubs, societies) offered by their school. 53.5% of students in Table 44 would recommend their school to others. 52.75% of the students in Table 4.36 feel that their school allows teachers to have more freedom in teaching. 50.75% of the students in Table 21 are satisfied with the school's living services such as cafeteria and hostel.

**The way to improve the qualities of the Management of Higher Vocational
Colleges students in Kunming Health Vocational College**

Table 75 College administrators should receive regular professional training to improve their management skills

Degree	Frequency	Percentage (%)
Strongly agree	97	24.25%
Agree	150	37.5%
Neutral	144	36%
Disagree	5	1.25%
Strongly disagree	4	1%
Total	400	100.00

It is evident from the data that the majority of the respondents support regular professional training for college administrators to improve their management skills. The combined percentage of Strongly Agree and Agree amounted to 61.75%, indicating a positive attitude. The percentage of neutral option is also high at 36%, which may indicate that some respondents have a wait-and-see attitude towards this issue or have doubts about the necessity and effectiveness of the training. The percentage of disagreement and strong disagreement was very low at 2.25%, which further reinforces the majority's acceptance of the need for training.

Table 76 The College should establish a more systematic feedback mechanism for students in order to keep abreast of and resolve problems

Degree	Frequency	Percentage (%)
Strongly agree	106	26.5%
Agree	146	36.5%
Neutral	142	35.5%
Disagree	3	0.75%
Strongly disagree	3	0.75%
Total	400	100.00

According to the data analysis, the majority of students (63%) were in favor of the establishment of a more systematic student feedback mechanism in the college, with 26.5% “strongly agreeing” and 36.5% “agreeing”. At the same time, 35.5% of the students were neutral, indicating that they had a wait-and-see attitude towards the necessity of such a mechanism. Only a few students (1.5%) expressed disagreement or strong disagreement.

Table 77 Faculties should encourage students to participate in management decisions to enhance student acceptance of management

Degree	Frequency	Percentage (%)
Strongly agree	102	25.5%
Agree	149	37.25%
Neutral	144	36%
Disagree	2	0.5%
Strongly disagree	3	0.75%
Total	400	100.00

Specifically, 62.75% of students chose “Strongly Agree” and “Agree”, indicating that the majority of students believe that the College should encourage them to participate in management decisions. The 36% of students who were neutral may indicate a lack of interest or a lack of clarity on this topic. Only 0.5% of students disagreed, and the number of those who strongly disagreed was even more minimal, indicating a general acceptance of participation in management decisions.

Table 78 Colleges should improve the institutional development of student management in order to enhance the overall management level

Degree	Frequency	Percentage (%)
Strongly agree	102	25.5%
Agree	144	36%
Neutral	148	37%
Disagree	2	0.5%
Strongly disagree	4	1%
Total	400	100.00

According to the analysis of the data, the majority of students have a positive attitude towards the College's efforts to improve the student management system, with “strongly agree” and “agree” accounting for 61.5% of the total. At the same time, 37% of the students chose to be neutral, indicating that their views on the existing management system are relatively neutral, and they may not have enough knowledge or feelings about the system. Only 5.5% of the students indicated that they disagreed or strongly disagreed, indicating a low level of dissatisfaction with the current management system.

Table 79 The College should enhance communication with students to ensure that their needs and views are given due weight

Degree	Frequency	Percentage (%)
Strongly agree	107	26.75%
Agree	146	36.5%
Neutral	141	35.25%
Disagree	3	0.75%
Strongly disagree	3	0.75%
Total	400	100.00

According to the data analysis, the vast majority of students were supportive of the College's proposal to enhance communication with students. Among them, 62.25% of the students (percentage of strongly agree and agree) believed that the College should enhance communication with students, showing the need for communication channels and feedback mechanisms. Meanwhile, 35.25% of the students opted for neutrality, indicating that they may have reservations about the effectiveness of the existing communication mechanisms. Only 0.75% of the students disagreed or strongly disagreed, indicating that the opposition is almost negligible.

Table 80 The College should regularly evaluate the effectiveness of the management and adjust the management strategy based on the results of the evaluation

Degree	Frequency	Percentage (%)
Strongly agree	105	26.25%
Agree	147	36.75%
Neutral	143	35.75%
Disagree	2	0.5%
Strongly disagree	3	0.75%
Total	400	100.00

According to the survey results, the majority of the respondents (63%) expressed their support for the College to evaluate the effectiveness of management on a regular basis and to adjust the management strategies based on the results of the evaluations, with 26.25% and 36.75% of them “Strongly agreeing” and “Agreeing” respectively. Only a minority of respondents (1.25%) disagreed with this view, indicating that the majority of the respondents had a positive attitude towards the need for management evaluation. The high percentage of neutral options (35.75%) may indicate that some respondents are on the fence about the evaluation of the effectiveness of existing management and its adjustment strategies, or lack sufficient information to form a clear opinion.

Table 81 The College should strengthen its supervision of managers to ensure that their behaviour is consistent with the College's management standards

Degree	Frequency	Percentage (%)
Strongly agree	100	25%
Agree	150	37.5%
Neutral	144	36%
Disagree	2	0.5%
Strongly disagree	4	1%
Total	400	100.00

According to the data table, the vast majority of respondents were supportive of strengthening the supervision of managers. Among them, 62.5% of the respondents chose “Strongly Agree” or “Agree”, indicating a strong consensus on the importance of compliance with management standards. The proportion of respondents choosing “Neutral” is also relatively high, at 36%, which may indicate that some respondents have a vague or unclear view of the existing management oversight mechanism. In addition, the proportion of dissenting views (“disagree” and “strongly disagree”) was

extremely low, at only 1.5%, further emphasizing the majority's approval of strengthened oversight.

Table 82 The College should establish clear management norms and ensure that these are widely disseminated and understood

Degree	Frequency	Percentage (%)
Strongly agree	102	25.5%
Agree	151	37.75%
Neutral	138	34.5%
Disagree	5	1.25%
Strongly disagree	4	1%
Total	400	100.00

Based on the data analysis, the College has a high level of agreement with establishing clear management norms, with a combined percentage of 63.25% strongly agreeing and agreeing. However, there were still 34.5% of respondents who were neutral and only 6.25% of respondents who disagreed or strongly disagreed. This suggests that while the majority support the establishment of regulatory norms, there is still a significant number of people who have doubts about the level of understanding or effectiveness of existing norms.

Table 83 The College shall encourage and support student participation in the decision-making process of student governance

Degree	Frequency	Percentage (%)
Strongly agree		25%
Agree		38.25%
Neutral		35.25%
Disagree		0.75%
Strongly disagree		0.75%
Total	400	100.00

According to the analysis of the data, the majority of students support the College's efforts to encourage and support student participation in the decision-making process of student management. Of these students, 63.25% chose “Strongly Agree” and “Agree”, indicating a positive attitude towards this initiative. However, 35.25% of the students were neutral, which may indicate that they do not know enough about the proposal or are not willing to participate. In addition, only 0.75% of the students expressed disagreement or strong disagreement, indicating very weak opposition.

Table 84 The College shall conduct regular student satisfaction surveys to assess and improve management

Degree	Frequency	Percentage (%)
Strongly agree	100	25%
Agree	154	38.5%
Neutral	141	35.25%
Disagree	2	0.5%
Strongly disagree	3	0.75%
Total	400	100.00

The results of the survey indicate that the vast majority of students are supportive of the College conducting regular student satisfaction surveys. Specifically, combining the proportions of “Strongly Agree” and “Agree” options, the overall support rate reached 63.5%. This indicates that students generally believe that regular satisfaction surveys are necessary for the evaluation and improvement of management. However, it is worth noting that 35.25% of the students chose “Neutral”, which may reflect that some of the students have insufficient knowledge or unclear attitude towards this measure. In addition, only a small number of students (about 1.25%) expressed disagreement or strong disagreement, indicating that opposition to the measure was relatively weak.

Table 85 The College should improve the psychological support system for students to help them better adapt to their study life

Degree	Frequency	Percentage (%)
Strongly agree	96	24%
Agree	152	38%
Neutral	147	36.75%
Disagree	2	0.5%
Strongly disagree	3	0.75%
Total	400	100.00

As can be seen from the data, the vast majority of students support the improvement of the psychological support system, with 62% of them “strongly agreeing” and “agreeing” together. This indicates that students generally recognize the need and importance of psychological support in the college. However, 36.75% of the students chose to be neutral, which may reflect a lack of awareness of the existing psychological support system or skepticism about its effectiveness.

Thus, according to Tables 75-85, there are various ways to improve the quality of student management. The most primary method is that the college should conduct regular student satisfaction surveys to assess and improve management, and Table 84 shows that 63.5% of the students support conducting regular satisfaction surveys.

Secondly, in Tables 79, 82 and 83, 63.25% of the respondents believed that colleges should enhance communication with students to ensure that their needs and opinions are fully valued, and 63.25% of the respondents believed that schools should establish clear management norms and ensure that these norms are widely disseminated and understood. Meanwhile, 63.25% of the respondents supported student participation in the decision-making process of student management.

Lastly, the college should establish a more systematic feedback mechanism for students and the college should regularly evaluate the effectiveness of management and adjust the management strategies based on the results of the evaluation. 63% of the respondents in Tables 76 and 80 supported that the college should establish a more systematic feedback mechanism for students and 63% of the respondents should regularly evaluate the effectiveness of management and adjust the strategies.

The rest are: 62.75% of the students in Table 77 recognized the value of participation in managerial decision-making and supported enhanced managerial oversight. 62.5% of the respondents in Table 81 supported strengthening managerial supervision. 62% of the students in Table 4.84 supported improved psychological support system. 61.75% of the respondents in Table 4.74 supported regular professional training for managers. 61.5% of the students in Table 78 support the college to improve the system of student management in order to enhance the overall management.

Table 86 The expectations and suggestions for student management at the college.

As for the suggestions, most respondents agreed that the college should abolish morning and evening self-study, and students can spend their time freely when there is no course schedule, instead of fixing in the classroom for self-study. Secondly, the college should improve the dormitory accommodation and the management ability of the hostel teachers.

With regard to public management, most respondents said that information should be made public, for example, more emphasis should be placed on fairness, impartiality, openness and the separation of public and private affairs. At the same time, some interviewees emphasized strengthening the competition mechanism, such as rewards and punishments must be strict. Also, respondents emphasized student-centeredness, such as listening to and incorporating students' opinions more often.

For flexible management, most respondents said that they valued students' autonomous actions, such as the possibility of self-study in the dormitory when there are no classes, the abolition of morning and evening self-study, and the relaxation of student management with fewer restrictions.

For process management, most respondents indicated a focus on resource allocation, such as improving the dormitory environment. This was followed by a focus on process tasks, suggesting a reduction in courses for first-year students. There is also enhanced monitoring, such as strengthening the invigilation of final exams to eliminate cheating.

Conclusion

Therefore, the research on the improvement of the quality of student management in Kunming Health Vocational College is summarized as follows:

Student management at Kunming Health Vocational College is generally good, but further improvement is needed in the rationality and effectiveness of student management policies, in the design of extracurricular activities, and in the transparency and fairness of the dormitory management system.

The main factors affecting student management in higher education institutions include: scholarships and incentives, emphasis on employment rates, internal competitiveness to promote healthy competition among students, process tasks in process management, and quality of teaching and learning, among others.

In response to these problems, Kunming College of Health Professions should conduct regular satisfaction surveys, strengthen communication with students, establish clear management norms, and support student participation in the decision-making process of student management.

In addition, the college should establish a more systematic feedback mechanism for students and the college should regularly evaluate management effectiveness and adjust management strategies.

CHAPTER 5

Conclusion. Discussion and Suggestion

Conclusion

This chapter presents the results of a study on student management issues in Kunming Health Vocational College in Yunnan Province, China. While discussing the results of the study, this chapter makes some recommendations on student management in higher vocational colleges based on the results of the study and the discussion.

Vocational education occupies an important position in China's education system, especially higher vocational education has an irreplaceable role in cultivating high-quality skilled talents. However, with the development of society and economy, the importance of student management in higher vocational colleges and universities is becoming more and more prominent.

This study used three theories, namely New Public Management Theory, Flexible Management Theory and Process Management Theory, to develop the questionnaire. The first to third year students of Kunming Health Vocational College were selected as the research object, and through the questionnaire survey, the current situation of student management in Kunming Health Vocational College, the factors affecting student management in the college and the methods to improve the quality of student management in the college were analyzed.

By adopting a quantitative research method and distributing a total of 400 questionnaires, most of the respondents believe that the overall situation of the College's student management is better at present, but there is still room for improvement as follows:

Firstly, the reasonableness and effectiveness of the College's management policies need to be improved urgently. Secondly, the design of extracurricular activities is not attractive enough and needs to be closer to students' needs. Thirdly,

the transparency and fairness of the dormitory management should be strengthened and the dormitory management system should be further improved.

Moreover, research has shown that factors affecting the quality of student management in higher education institutions include college competition mechanisms (e.g., scholarships and incentives), outcome orientation (focusing on employment rates), intramural competitiveness to promote healthy competition among students, process tasks in process management, and quality of teaching.

Therefore, to improve the quality of student management in colleges, regular satisfaction surveys should be conducted, communication with students should be strengthened, clear management norms should be established, students' participation in the decision-making process of student management should be supported, a more systematic student feedback mechanism should be established and colleges should regularly evaluate the effectiveness of their management and adjust their management strategies to further improve the students' experience and increase campus satisfaction.

Discussion

Student management in higher vocational colleges is developing in the direction of efficiency, fairness, and science. In order to further improve the quality of student management, the results of the discussion were analyzed from the perspectives of conducting regular satisfaction surveys, strengthening communication with students, establishing clear management norms, and encouraging students to participate in management decisions in order to address the problems of irrational management policies, single-designed activities, and imperfect dormitory management.

Hood (1991) first introduced the NPM theory and defined it as a new approach to public sector management that emphasizes accountability, output orientation, performance evaluation, decentralized management structure, market mechanisms, and private sector management style. The NPM theory has been widely used in the management reform of higher vocational institutions. Lv Yudong (Lv, 2019) introduced

a competitive mechanism in Sanmenxia Vocational and Technical College in Henan Province to promote the innovation of the internal management system in higher vocational colleges. For example, Table 25 shows that 65% of the students indicated that the school's scholarship and incentive system improved their motivation to study, which is consistent with the market competition and incentive mechanism emphasized by the NPM theory (Hood, 1991). Therefore, the researcher believes that in the management of higher vocational colleges and universities, competitive strategies should be optimized in relation to the needs of the college in order to better enhance management efficiency and quality of education.

Since then, scholars such as Hughes (2003), Peters (1996), and Osborne and Plastrik (1998) have further developed the NPM theory, proposing that the government should operate in a market-oriented manner, be result-oriented, and implement a competition mechanism to optimize resource allocation and improve the quality of public services. Wang Ronghui (Wang, 2014) improved the efficiency of school management in Chongqing Electronic Engineering Vocational College through organizational restructuring, performance appraisal mechanism and participation of social organizations. Table 19 shows that 63% of the students believe that the school pays more attention to the employment rate of graduates, which reflects the application of NPM theory in educational management (Osborne and Plastrik, 1998), and Table 29 shows that 62.25% of the students believe that the school effectively promotes healthy competition among the students through competitions and activities, which is in line with the NPM's emphasis on competition orientation and the performance management model (Peters, 1996). Table 4.56 shows that 61.5% of the students agreed that the school has clearly defined learning tasks and objectives in the curriculum, which is consistent with the emphasis on performance management and goal orientation in NPM theory (Hughes, 2003). Therefore, the researcher believes that in the management of higher vocational colleges and universities, the advantages of NPM theory should be borrowed while combining with localized needs to optimize the management strategies in order to better enhance the management efficiency and quality of education.

The concept of flexible management is widely used in the management practice of higher vocational colleges and universities. Wu Mingping's (Wu, 2021) study in Zhangzhou College of Science and Technology Vocational College in Fujian Province showed that by setting up role models and constructing an equal communication platform, students' independent learning ability and teamwork spirit can be effectively enhanced. The data in Table 4.24 shows that 65% of the students believe that the school's scholarship and incentive system improves learning motivation, which fits with the non-compulsory incentives emphasized in flexible management (Wu, 2021). Table 4.56 shows that 61.5% of the students agree that the school has clearly defined learning tasks and goals in the curriculum, which is in line with the goal-oriented and autonomous management emphasized in the theory of flexible management (Wu, 2021).

Since then, scholars such as Zheng Qixu (2006); Zhu Xiaohui and Ling Wenchu (2005) have further developed the theory of flexible management, suggesting that flexible management is not only applicable to business management, but also effective in promoting innovation in education management. The data in Table 4.18 shows that 63% of students believe that schools pay more attention to the employment rate of graduates, which reflects the application of flexible management in education management (Zheng, 2006; Zhu and Ling, 2005)

According to Jiang Weiqing and Pan Dongbo (2013), flexible management is a “people-centered” theory of emergency management, as opposed to rigid management, which emphasizes psychological guidance and cultural shaping to achieve management goals. Table 29 shows that 62.25% of students believe that the school effectively promotes healthy competition among students through competitions and activities, which is in line with the motivation and interaction model emphasized by flexible management (Jiang and Pan, 2013).

In the management of higher vocational colleges and universities, Luo Yong's (Luo, 2012) study in the School of Mechanical Engineering of Nanjing University of Science and Technology shows that students' self-management ability has been effectively improved by enhancing the form of affective education, practicing the all-teacher management mode, and innovating the education management platform.

Table 55 shows that 61.25% of the students recognized the teaching quality of the school teachers, which indicates that under the flexible management mode, the teachers' teaching style is more in line with the students' needs (Luo, 2012). Therefore, the researcher believes that flexible management methods should be further explored in the management of higher vocational colleges and universities in order to promote students' self-management ability and campus culture construction, so as to optimize the management mode and improve management effectiveness.

Process management is a system of total quality management methods first proposed by Fayol (1916). His five elements of management - planning, organizing, directing, coordinating and controlling - formed the basic functions of management and constructed a systematic framework for the management process (Fayol, 1916). The application of process management in student management reform in higher vocational institutions is supported by data. For example, Table 25 shows that 65% of the students believed that the school's scholarship and incentive system increased their motivation to study, which is consistent with the goal-setting and incentives emphasized by process management theory (Fayol, 1916).

According to Zhang Chunjun (2013), in ISO9000:2000 quality management system, process is an activity that is transformed into outputs through inputs, and this transformation relies on rational resource allocation (Zhang, 2013). Table 29 shows that 62.25% of the students believe that the school effectively promotes healthy competition among students through competitions and activities, which is in line with the process optimization and incentives emphasized in process management theory (Zhang, 2013).

Therefore, the researcher believes that in the management of higher vocational colleges and universities, the advantages of process management theory should be combined to strengthen process control and optimization, improve management efficiency, and ensure the continuous improvement of education quality. At the same time, it should also be combined with localized needs and optimized management strategies to ensure that the management practice of higher vocational colleges can give full play to the value of process management theory.

Suggestion

Suggestions for future research:

Future research can further expand the sample to cover different types of higher education institutions to enhance the generalizability of the study. In addition, qualitative research methods (e.g., interviews or focus groups) can be combined to explore in depth the specific causes of student management problems and the long-term impact of different management models on student development and campus culture.

Suggestions to the present institution:

The College should conduct regular student satisfaction surveys and establish a systematic feedback mechanism so as to make timely adjustments to management strategies. At the same time, the participation of students in management should be strengthened, so that students can play a greater role in the process of policy formulation and implementation, enhance the transparency and fairness of management, and further optimize the campus learning and living environment.

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APPENDIXS



Questionnaire

Hello, I am a Master's student currently conducting a questionnaire survey on the "Status of Student Management in Higher Education Institutions". The purpose of this questionnaire is to assess the effectiveness of student management and its impact on the student experience. Your responses will be used for statistical analysis and all data will be kept strictly confidential and used for academic research only. Please take a few minutes to complete the questionnaire. Thank you for your participation and support!

Please make an "X" in the box.

Part I Demographic characteristics

1. Gender

- ☐ Male
- ☐ Female

2. Age

- ☐ 18 and under
- ☐ 19-22 years old
- ☐ 23-25 years old
- ☐ 26 and above Freshman year

3. Grade

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3

4. Major

- ☐ Clinical Medicine
 - ☐ Dentistry
 - ☐ Nursing
 - ☐ Medical Imaging Technology
 - ☐ Medical Laboratory Technology

☐ Chinese Medicine

☐ Pharmacy

5. Marital status

☐ Married

☐ Unmarried

☐ Not at liberty to inform

6. Your family's living area

☐ Towns in Yunnan Province

☐ Rural Yunnan Province

☐ Towns outside Yunnan Province

☐ Rural areas outside Yunnan Province

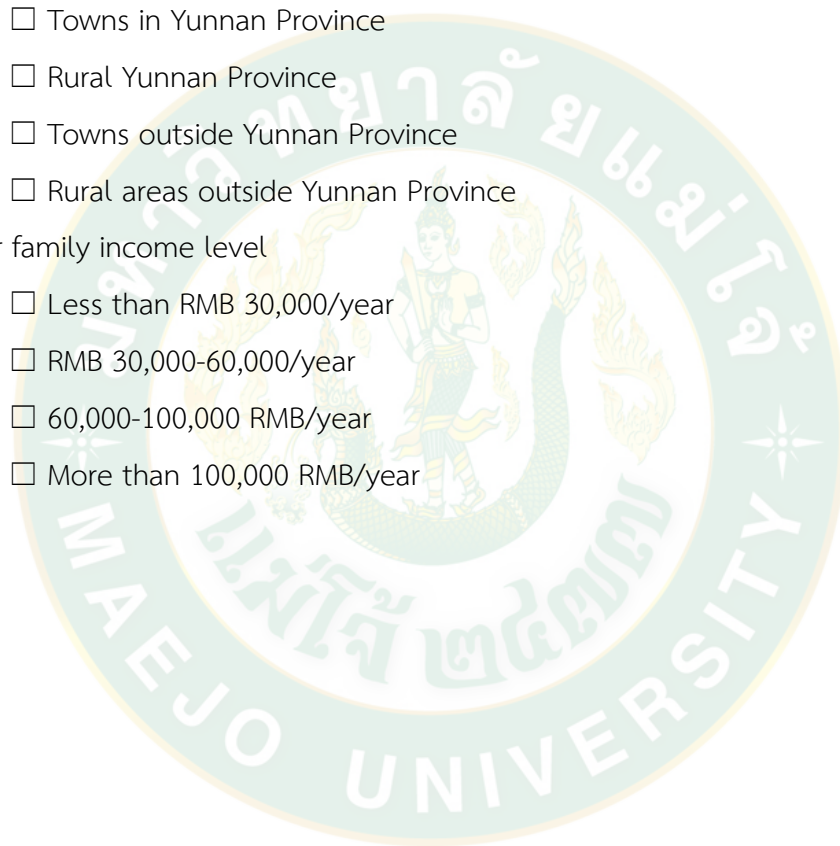
7. Your family income level

☐ Less than RMB 30,000/year

☐ RMB 30,000-60,000/year

☐ 60,000-100,000 RMB/year

☐ More than 100,000 RMB/year



**Part II Current problems in the Management of Higher Vocational Colleges
students in Kunming Health Vocational College**

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
8	The College's student management policies are reasonable and effective.					
9	The college's hostel management system is fair and transparent.					
10	Student discipline in the College is strict and fair.					
11	Extra-curricular activities organised by the college are varied and interesting.					
12	The College provides counselling services to meet the needs of students.					
13	The administrators of the college are able to effectively address the issues and problems of the students.					
14	The college is efficient and good in dealing with the complaints and views of the students.					
15	The College's system of rewards and sanctions is fair and transparent.					
16	The College's academic support services (e.g. tutoring, resources, etc.) are effective in helping students learn.					
17	The College provides timely and effective feedback on student comments and suggestions.					

Part III Factors that impact the Management of Higher Vocational Colleges students in Kunming Health Vocational College

The scale is based on a Likert scale ranging from "strongly agree" to "strongly disagree". Please check the options according to your situation. The rating scale is as follows: Meaning 5 Strongly agree 4 Agree 3 Neutral 2 Disagree 1 Strongly disagree.

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
18	Do you think the school focuses on student employment after graduation?					
19	Do you feel that the various activities and programmes at the school contribute to the achievement of students' personal and professional goals?					
20	How satisfied are you with the school cafeteria, dormitories, and other living services?					
21	Are you satisfied with the extracurricular activities (e.g. clubs, societies) offered by the school?					
22	Do you believe that the school's performance assessment system fairly reflects student performance?					
23	Does the school provide regular feedback on your academic and non-academic performance?					
24	Do you find your school's scholarship and award system motivating?					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
25	Are there competitive mechanisms in the school's programmes and activities to encourage students to excel?					
26	Do you think the school's policies take full account of pupils' needs and views?					
27	Does the school provide sufficient individualised support (e.g. counselling, individual tutoring)?					
28	Does the school promote healthy competition among students by organising various competitions and activities?					
29	Do you think these competitive mechanisms help to improve the overall learning atmosphere?					
30	Do you believe that colleges or departments encourage student participation in governance?					
31	Do you feel that the school's management decisions are transparent and respect the views of all departments?					
32	Does the school regularly disclose to students the rationale and context for management decisions?					
33	Do you have easy access to detailed information on school policies and regulations?					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
34	Does the school encourage students to participate in management and decision-making (e.g., participation in student government, collection of opinions)?					
35	Do you feel that the student voice is valued in the school's decision-making process?					
36	Do you feel that the school allows teachers greater freedom in teaching?					
37	Do you feel that the school supports teachers in developing and using innovative teaching methods?					
38	Do you feel that the school provides adequate training and development opportunities for students and teachers?					
39	Have you attended any career development training or seminars organized by your school?					
40	Do you feel that the school respects students' individuality and choices in student management?					
41	Does the school offer a diverse range of elective courses and activities to cater for different interests?					
42	Do you feel that the school helps to increase students' sense of belonging and loyalty to the school?					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
43	Would you recommend your school to others?					
44	Do you feel that the school encourages students to make their own decisions and manage their own study time?					
45	Do you feel free to choose the activities and programmes that interest you at school?					
46	Does the school enhance your intrinsic motivation to learn through various incentives?					
47	Do you feel motivated by the school's teaching and management style?					
48	Do you feel that the school has a strong collegial culture that promotes co-operation between students?					
49	Have you participated in group activities organized by the school (e.g. cultural festivals, sports days)?					
50	What is your assessment of the organizational culture of the school (e.g. campus climate, teacher-student relationships)?					
51	Does the school contribute to the development of teamwork and social responsibility?					
52	Does the school offer opportunities to help you realize and develop your inner potential?					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
53	Do you feel that the school's programmes and activities stimulate your creativity and innovative thinking?					
54	How would you rate the quality of teaching by the school's teachers?					
55	Does the school regularly assess and improve the quality of teaching and learning?					
56	Do you think the school has clearly defined learning tasks and objectives in the curriculum?					
57	Does the school provide clear learning pathways and milestones?					
58	Are you satisfied with how the school is doing to help students improve their academic performance?					
59	Does the school provide adequate resources to support your academic development?					
60	Does the school provide clear learning requirements and grading criteria at the beginning of each course?					
61	Do you feel that the school provides clear guidance in various programmes and activities?					
62	Does the school regularly monitor students' progress and provide feedback?					
63	Do you feel that the school provides timely help and support in times of poor academic performance?					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
64	Do you feel that the school is fair and transparent in the way it conducts tests and assessments?					
65	Does the school have clear criteria for measuring student learning outcomes and development?					
66	Do you think the school is fair in the distribution of learning resources (e.g. labs, library)?					
67	Does the school provide adequate facilities and equipment to support your learning and practice?					
68	Have you been involved in additional training and development programmes offered by the school?					
69	Does the school regularly update and upgrade the professional skills of teachers and students?					
70	Does the school provide comprehensive career planning and guidance services?					
71	Do you feel that the school focuses on the long-term development of the student, not just academic performance?					
72	Do you think that the school's management measures comply with the relevant laws and regulations?					
73	Does the school follow clear processes and policies in dealing with students?					

Part IV The way to improve the qualities of the Management of Higher Vocational Colleges students in Kunming Health Vocational College.

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
74	College administrators should receive regular professional training to improve their management skills.					
75	The College should establish a more systematic feedback mechanism for students in order to keep abreast of and resolve problems.					
76	Faculties should encourage students to participate in management decisions to enhance student acceptance of management.					
77	Colleges should improve the institutional development of student management in order to enhance the overall management level.					
78	The College should enhance communication with students to ensure that their needs and views are given due weight.					

NO.	QUESTION	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
79	The College should regularly evaluate the effectiveness of the management and adjust the management strategy based on the results of the evaluation.					
80	The College should strengthen its supervision of managers to ensure that their behaviour is consistent with the College's management standards.					
81	The College should establish clear management norms and ensure that these are widely disseminated and understood.					
82	The College shall encourage and support student participation in the decision-making process of student governance.					
83	The College shall conduct regular student satisfaction surveys to assess and improve management.					
84	The College should improve the psychological support system for students to help them better adapt to their study life.					

Opinion

What are your expectations and suggestions for student management at the college?

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Thank you !



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