

STRATEGIES FOR REDUCING STUDENT ATTRITION AT THE SCHOOL
OF HUMANITIES AND SPORTS, GUIZHOU VOCATIONAL COLLEGE
OF INDUSTRY & COMMERCE, GUIZHOU, CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
ADMINISTRATION
IN PUBLIC ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
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OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
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บทคัดย่อ

วัตถุประสงค์ของการศึกษานี้คือ 1) เพื่อวิเคราะห์สถานการณ์ปัจจุบันของการลาออกของนักศึกษา 2) เพื่อระบุปัจจัยที่ส่งผลต่อการลาออกของนักศึกษา และ 3) เพื่อเสนอแนวทางในการลดอัตราการลาออกของนักศึกษา การศึกษานี้ใช้แนวทางการวิจัยเชิงปริมาณ โดยใช้การจัดการประสิทธิภาพนักศึกษา การจัดการคุณภาพโดยรวม และกลยุทธ์การพัฒนาการศึกษาเป็นกรอบทฤษฎี รวบรวมข้อมูลโดยใช้แบบสอบถามที่มีโครงสร้าง จากกลุ่มตัวอย่างนักศึกษาแผนกมนุษยศาสตร์และกึ่งาของวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์กัญโจว จำนวน 340 คน การวิเคราะห์ข้อมูลใช้วิธีสถิติเชิงพรรณนา และความน่าเชื่อถือของแบบสอบถามได้รับการตรวจสอบโดยใช้ค่าอัลฟ่าของครอนบาค ผลการศึกษาบ่งชี้ว่าอัตราการลาออกของนักศึกษาในปัจจุบันสูงมาก โดยมีประเด็นสำคัญที่ต้องปรับปรุง ได้แก่ คุณภาพการสอน รูปแบบการจัดการ และปัจจัยของนักศึกษาแต่ละคน การศึกษานี้เสนอแนวทางต่าง ๆ เพื่อลดอัตราการลาออกของนักเรียน เช่น การนำวิธีการสอนที่มีประสิทธิภาพมากขึ้นเพื่อปรับปรุงการเรียนรู้ของนักเรียน เพิ่มการสนับสนุนจากสถาบันจากผู้นำโรงเรียน เพิ่มประสิทธิภาพการจัดสรรทรัพยากร และจัดทำแบบจำลองการปรับปรุงอย่างต่อเนื่องที่เน้นที่ความต้องการและความพึงพอใจของนักเรียน

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ABSTRACT

The objectives of this study are: 1) to analyze the current situation of student attrition, 2) to identify the factors contributing to student attrition, and 3) to propose strategies for reducing student attrition rates. This study adopts a quantitative research approach, using Student Performance Management Total Quality Management, and Educational Development Strategies as the theoretical framework. Data were collected through a structured questionnaire distributed to 340 students from the School of Humanities and Sports at Guizhou Vocational College of Industry and Commerce. Descriptive statistical methods were used for data analysis, and the reliability of the questionnaire was validated using Cronbach's Alpha. The results indicate that the current student attrition rate is excessively high, with key areas for improvement including teaching quality, management models, and individual student factors. This study proposes several strategies to reduce student attrition, such as adopting more effective teaching methods to enhance student learning increasing institutional support from school leadership, optimizing the allocation of resources, and establishing continuous improvement models that focus on student needs and satisfaction.

Keywords : Student Attrition, Student Performance Management, Total Quality Management, Guizhou Vocational College Of Industry & Commerce

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CHAPTER 1

INTRODUCTION

Background of the Study

General Secretary Xi Jinping delivered an important speech at the National Working Conference on Vocational Education held in June 2014, requesting that Party committees and governments at all levels should put the accelerated development of modern vocational education in a more prominent position, better support and help the development of vocational education, and provide a solid talent guarantee for the realization of the "Two Hundred-Year Struggle" and the Chinese dream of the great rejuvenation of the Chinese nation. (Xinhuanet.com, 2014)

The Chinese dream of the great rejuvenation of the Chinese nation can be realized by providing a solid guarantee for talents. Meanwhile, in his important speech at the opening session of the 19th National Congress, General Secretary Xi Jinping once again proposed to improve the vocational education and training system, deepen the integration of production and education, and school-enterprise cooperation. (Ministry of Education of the People's Republic of China, 2017) As an important part of China's vocational education, higher vocational education has made outstanding contributions and important merits in many aspects, such as economic development, promoting employment, serving people's livelihood and easing the contradiction between supply and demand of China's labor force and so on. Therefore, the State has put the promotion of the healthy development of higher vocational education in a more prominent position, requiring all sectors to take various measures to enhance the attractiveness of higher vocational education.

With the popularization and massification of higher education, the problem of student wastage is not only very serious in China, but also very worrying in many developed countries or regions. According to the data reported by the Australian Broadcasting Corporation (ABC), throughout Australia, since 2010, the highest graduation rate is the University of Melbourne, where 87.7% of students were able to complete

their studies within six years, Meng (2021) while the Australian Federal University, which is also located in the state of Victoria, has the lowest graduation rate, with only 36.4% of its students being able to graduate within six years. (Meng, 2021)

Figures revealed by the British media through the Sunshine Act show that more than two-thirds of students in some disciplines at some of the country's largest universities voluntarily drop out before they finish their first year of study. According to the UK's Higher Education Statistics Agency, student attrition rates are as high as 30 to 40 percent at technical universities. (Meng, 2021)

As far as China is concerned, the student source crisis of higher vocational colleges and universities is still severe, and the turnover rate of new students in higher vocational colleges and universities has been as high as about 10% over the years, and every year a large number of higher vocational colleges and universities have to make up for the loss of more than 10% of new students and have to call for volunteers. (Ministry of Education of the People's Republic of China, 2017), and 80% of the repeaters from all over the world have also gotten the admission notice from colleges and universities (Guizhou Admission Examination Network, 2022) Higher vocational colleges and universities around the world not only have to face the second call for volunteers, lower admission points and other issues, which also makes many higher vocational colleges and universities are facing an embarrassing situation, but also reflects the problem of higher vocational colleges and universities student attrition has been imminent.

Below are the data for the attrition rates of new students and enrolled students at Guizhou Vocational College of Industry & Commerce over the past three years:

序号	Number of admissions			Number of check-ins			Check-in rate		
	2020年	2021年	2022年	2020年	2021年	2022年	2020年	2021年	2022年
1	1114	642	823	902	474	589	80.97%	73.83%	71.56%
2	1717	995	1099	1414	678	808	82.35%	68.14%	73.50%
3	1707	2315	1788	1454	1597	1310	85.18%	68.98%	73.25%
4	678	530	507	551	373	366	81.27%	70.38%	72.17%
5	681	582	715	557	398	541	81.79%	68.38%	75.64%
6	535	386	428	413	266	299	77.20%	68.91%	69.90%
7	1234	839	923	1023	557	689	82.90%	66.39%	74.63%
total	7666	6289	6283	6314	4343	4601	82.36%	69.06%	73.23%

Comparison of student attrition rates in the past three years		
year	Number of people lost	Churn rate
2020	/	0.89%
2021	/	0.78%
2022	/	0.83%

Figure 1 Number of admissions

Source: Department of Officer (2023)

Therefore, excessive student turnover has become one of the serious obstacles to the healthy development of higher vocational education, thus this research aims to analyze and solve this problem.

Significance of the study

As one of the important parts of China's higher education system, the healthy and orderly development of higher vocational education promotes the realization of the equity of higher education in China. Guizhou College of Commerce and Industry Vocational College, as a part of higher vocational education, has certain representativeness. Therefore, the research on the analysis and countermeasures of the student turnover problem in Guizhou College of Commerce and Industry Vocational College has a certain reference significance for the research on solving the problem of student turnover in higher vocational colleges and reducing the student turnover rate. At the same time, to a certain extent, it is the embodiment of the appeal of the theory of educational fairness, and at the same time, it is also an important educational concept

of practicing the national education concept of educating people as the basis of education.

The purpose of this paper is to study the problem of student attrition in the Humanities and Sports College of Guizhou Vocational College of Business and Industry, mainly focusing on enrolled students and dropouts as the research object, by comparing enrolled students and dropout groups, accurately identifying the key risk factors leading to dropout and the protective factors promoting student persistence; breaking through the limitations of a single perspective, and digging deep into the real thoughts of different groups, not only to explore the deeper reasons for their dropout, but also to help prompt the It not only explores the deep-rooted reasons for dropout, but also helps to prompt dropouts to reflect on their dropout behavior and seek better and longer-term development.

Research Questions

- 1.What is the current situation of student attrition rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce?
- 2.What are the factors influencing student attrition rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce?
- 3.How to Reduce Student Attrition Rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce?

Research objectives

1. To analyse the current situation of student attrition rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce.
2. To find out the current factors causing student attrition rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce.
3. To propose strategies for reducing student attrition rate in School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce.

Scope and Limitations of the Study

This study centers around the College of Humanities and Sports at Guizhou Vocational College Of Industry & Commerce, The primary focus is on the current students and dropout students within this college. The research delves into the issue of student attrition in higher education institutions.

Definition

1. Guizhou Vocational College of Industry & Commerce means Guizhou Vocational College of Industry and Commerce is a full-time ordinary higher vocational college approved by the Guizhou Provincial People's Government.
2. In this study, student attrition in the School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce refers to students leaving the institution due to various reasons and permanently ceasing their education there.
3. Student attrition at the School of Humanities and Sports, Guizhou Vocational College of Industry and Commerce negatively impacts the institution's educational quality, academic reputation, and diversity of the student body.
4. Strategies means the action formulate plaining and adopted to achieve specific objectives

Benefits of the Study

Through the study, it will not only promote Guizhou Vocational College of Industry & Commerce and its faculty to carry out reforms purposefully, improve its professionalism and connotation construction, and cultivate high-quality talents with all-round development of morality, intellectuality and physicality. At the same time, it will improve the effectiveness of the state's investment in education, fully embody the concept of educational equity, and promote the healthy and orderly development of Chinese education.

CHAPTER 2

LITERLATURE REVIEW

Introduction

This chapter aims to explore the factors affecting the student attrition rate of Guizhou Industrial and Commercial Vocational College. In order to fully understand these influencing factors, we will use the theories as follow:

1. Student Performance Management theory
2. Total quality management
3. Educational Development Strategies
4. Related research
5. Conceptual framework

To build a conceptual framework to analyze how to reduce the student attrition rate of Guizhou Industrial and Commercial Vocational College.

Student Performance Management theory

Springer (2024a) explained the concept of Student Performance Management does not have a specific exact time of origin, nor is there a single scholar who has clearly defined or explained it. This concept is the result of the joint contributions of scholars and professionals in multiple disciplines such as school management, educational leadership, educational psychology, measurement and evaluation, etc. The development of this theory is a holistic process that integrates research in different fields and practice, and gradually formed and evolved over time and the development of the educational field. Therefore, it is challenging to pinpoint a person or moment as the exact origin or definition of Student Performance Management. Concerns in this area can be traced to multiple aspects of educational research and practice over the past several decades.

The concept of performance management originated in the early 20th century. It is difficult to pinpoint the earliest proposer because the development of this concept is gradual and influenced by many fields. However, one of the early contributors was Frederick Taylor.

Taylor (1911) proposed the concept of Scientific Management, which emphasized improving work efficiency through scientific methods and data. Although Taylor was primarily concerned with efficiency improvements in industrial and production settings, his ideas formed the basis of performance management. Later, the concept of performance management was further developed and expanded in the middle and late 20th century, involving the overall performance of the organization, employee evaluation, goal setting, etc. The development of this field has been the joint efforts of many scholars and management experts, but his contribution is considered one of the early founders of the performance management concept.

In the field of student performance management, there may not be a single scholar who introduced the concept of performance management early on, but was promoted by multiple scholars at different times and fields. However, in the second half of the 20th century and the beginning of the 21st century, some scholars began to introduce the idea of performance management into the discussion of student performance management. Robert Marzano is one of the scholars who has had a profound impact on student performance management.

Marzano et al. (2001) proposed a teaching and assessment model related to student performance management, emphasizing the multi-faceted evaluation of educational quality. He also proposed nine teaching strategies that are widely used to improve student performance. These strategies include goals and feedback, scale reference, non-verbal representation, collaborative learning, setting goals and plans, emphasizing similarities and comparisons, practicing and deepening understanding, providing cognitive support, etc. Marzano also proposed some models in assessment and scoring, which emphasizes standards-based assessment, formative assessment, and specific feedback to support student learning and development.

Student performance management systems play a key role in helping educational institutions study and manage student attrition rates, helping to improve students' academic performance and reduce student attrition by providing real-time data and personalized support.

By synthesizing these theories, this chapter will provide a solid theoretical foundation for in-depth research on the student attrition rate in the College of Humanities and Physical Education of Guizhou Industrial and Commercial Vocational College and promote a more comprehensive understanding of the causes of student attrition rate.

Studying student attrition is a key aspect of student performance management and involves in-depth analysis and evaluation of students' reasons for leaving school, attrition patterns, and related factors. By using a combination of these methods, schools can study student attrition rates more comprehensively and in-depth, thereby developing more effective intervention strategies to improve students' academic success and satisfaction.

The origins of student performance management can be traced back to educational psychology in the 1900s. During this period, during this period, psychologists began to study the processes of learning, memory, and education. Early educational psychologists such as John Dewey and Edward Thorndike laid the foundation for later student performance management theory.

Spooner (2015) believed that learning is achieved by establishing connections between stimuli and responses. This theory is reflected in student performance management by emphasizing the measurement and evaluation of behavior and achievement. Edward Spooner promoted the quantitative assessment of student intelligence and achievement levels, provided student performance management with methods for measuring and evaluating student abilities, and his empirical research provided a foundation for understanding student learning and performance, both in theory and in practice. They all serve as bridges.

Dewey (1916) advocated that school should be a practical environment and emphasized that learning should be combined with practical experience. This view had a positive effect on the student performance management theory that later

emphasized practical operation and application. Dewey emphasized treating students as subjects who actively participate in the learning process and advocated student-centered education. This philosophy has influenced the approach to student performance management, prompting individualized attention and support for students. Divi believes that through practical experience and practical activities, students are better able to understand and apply knowledge. This had implications for later student performance management approaches that focused on practical assessment and project-based learning.

Taylor (1911) proposed a theoretical framework for assessing student performance called the "Tyler Model." The model consists of four basic questions, often referred to as Taylor's four questions. These questions constitute the basic principles of assessment, namely objectives, content, learning experiences and teaching activities, and assessment. This model emphasizes the importance of educational goals. importance, considering assessment as a key component of the teaching and learning process. Taylor's theoretical framework had a profound impact on subsequent developments in curriculum design, educational assessment, and standardized testing.

Bloom (1956) proposed a systematic classification system of educational objectives called the Taxonomy of Educational Objectives. "cognitive domain". This classification system has had a profound impact in the field of student performance management, providing a theoretical framework for student performance management, helping educators better set teaching goals, evaluate student performance, and support personalized and comprehensive educational practices. This system has become an important reference for goal setting and evaluation in the education field, influencing the development of educational practice.

Skinne (1968) "The Technology of Teaching" proposed a series of teaching techniques and methods on individualized education and operant conditioning. This book emphasizes student individual differences and encourages a more individualized approach to shaping student behavior and learning. The ideas therein had a profound impact on the subsequent development of approaches to personalized learning and student performance management.

Stake (1967) emphasized that assessment should be consistent with teaching goals, pay more attention to students' actual learning process, and gain an in-depth understanding of performance, especially by emphasizing goal-oriented assessment, which improves the understanding of student academic performance and teaching. understanding of goal achievement. This method helps to establish a more comprehensive and targeted teaching evaluation system and has an important impact in the field of student performance management.

Springer (2024b) explained the that with the advancement of information technology, student performance management has gradually transformed from traditional paper files and standardized tests to digital systems. Schools are beginning to use data analytics and learning management systems to more comprehensively monitor and manage student performance, a shift that has brought about a range of changes and advantages. Traditional paper student records are gradually being replaced by digital student records. This allows schools to more easily store, update and access students' personal information, academic records, evaluations and participation. The use of digital archives increases the reliability and accessibility of information.

Learning management systems have become a key tool for student performance management. These systems provide an integrated way through online platforms that allow teachers, students and parents to view information such as student progress, assignment submissions and grades in real time. The LMS also supports the delivery of online resources, interactive learning and distance teaching.

Digital systems allow schools to collect and analyze large amounts of student data to gain a deeper understanding of students' learning habits, weaknesses and potential directions. Real-time data analysis can help educators make teaching adjustments more quickly and provide personalized learning support. Digital systems enable schools to implement personalized learning and develop customized learning paths based on students' academic levels, interests and learning styles. This helps improve student engagement and learning and reduce academic gaps. Digital platforms provide convenient access to online assessment and real-time feedback.

Educators can use a variety of digital tools to design online tests, assignments, and projects to quickly and effectively assess student performance and provide timely feedback to promote students' continuous improvement. Overall, digital systems introduce more flexibility, real-time and personalization into student performance management. These tools not only improve school management efficiency, but also provide students with more personalized learning experiences and support.

American journalist Tough (2012) studied non-cognitive abilities in his book "How Children Succeed". Tough emphasized the importance of non-cognitive abilities, such as perseverance, responsibility, self-control, social skills, etc., to students. critical to your performance and success. These factors are not just adjuncts to intellectual and academic abilities but play a key role in shaping students' academic careers and future careers. It emphasizes the importance of these factors to academic success and provides a new perspective for student performance management theory. This perspective emphasizes the importance of transcending traditional intelligence tests and focuses on the comprehensive development of students, providing enlightenment and guidance for educators and policy makers. suggestion.

Recent trends include assessment of non-cognitive abilities, practical problem solving, and creative thinking. These new areas of focus have prompted a more comprehensive approach to student performance management.

Duckworth (2016) published a key research paper titled "Grit: Assessment and Prediction", which proposed the concept of "grit" and emphasized the criticality of sustained effort and goal persistence to student success. Her research has had a profound impact on the understanding of non-cognitive abilities in student performance and has attracted widespread attention and discussion. Since then, Angela Duckworth's research has aroused widespread interest in academic and educational circles. She published a best-selling book called *Grit: The Power of Passion and Perseverance* (2016) in 2016, further popularizing her research results to a wider readership. This book explains in detail the concept of grit and how to

cultivate and apply it for long-term success, promoting in-depth thinking on the research and practice of non-cognitive abilities in student performance.

In the process of the development of student performance management, different voices have also emerged, some of which are progressive, while others are put forward in specific periods.

Dewey (1916), in his book *Schools of Tomorrow* (1910), emphasized his critical views on standardized testing. He opposed viewing education as merely the mechanical indoctrination of subject knowledge, and advocated a more comprehensive and personalized approach to education. Dewey believes that standardized tests place too much emphasis on memory and mechanical skills and fail to fully assess students' understanding, creative thinking and practical problem-solving abilities. Dewey advocated an emphasis on students' practical experience, social interaction and active thinking about problems. His views on personality development and student participation in the educational process were in opposition to the prevailing standardized test-oriented approach to education. These views were further developed in the progressive education movement and had a profound impact on subsequent educational theory and practice.

Springer (2024c) explained that over the past decade, as schools and educational institutions have adopted more digital tools and student information management systems, concerns about privacy and data dependence have gradually increased. These concerns have become increasingly salient in the context of the widespread use of digital technologies in education. In the design and implementation of digital systems, privacy protection, transparency in data use, and how to balance the relationship between digital tools and humanistic and emotional education are all aspects that need to be carefully considered to ensure that students' rights and interests are safeguarded and that all-round students are promoted. develop.

In summary, student performance management theory has been the subject of extensive research and scholarly contributions over different eras. The theory has shifted from an emphasis on academic achievement and effectiveness to a more holistic approach that includes factors such as cognitive and non-cognitive skills,

personal development and personalized learning experiences. Going forward, student performance management is likely to continue to evolve in response to social needs and the dynamic nature of student development, effectively addressing the complexities and demands of the ever-changing educational environment.

Total quality management

Springer (2024c) The exact starting time of Total Quality Management as a management concept and method is difficult to pinpoint because it was gradually formed and developed under the influence of a series of historical events and academic thoughts, and its definition does not have a single source, but was formed and developed jointly by multiple scholars, management experts and organizations. Therefore, it is challenging to pinpoint a person or moment as the exact origin or definition of total quality management. However, there are some important points in time and events that had a significant impact on the development of total quality management. Its concepts and principles can be traced back to the mid-20th century, when it was defined and explained by many quality management experts and organizations.

In the 1950s and 1960s, especially after World War II, quality management began to attract wider attention. Scholars such as W. Edwards Deming and Joseph M. Juran proposed many theories and methods on quality management during this period, laying the foundation for the development of total quality management.

Crosby (1979) began to apply the concepts and methods of Total Quality Management to the field of education, and emphasized the importance of pursuing zero defects in the education process. He believes that educational institutions should treat every aspect of the education process with zero-defect standards to ensure that students can obtain the best learning results. Crosby proposed the concept of quality cost, that is, the cost caused by quality problems. He believes that educational institutions should be aware of the costs caused by quality problems and take measures to prevent and solve these problems, thereby improving the quality and efficiency of education. Crosby emphasized the

importance of preventing defects. He believes that educational institutions should take preventive measures to prevent quality problems from occurring rather than relying on corrective measures to fix problems. His work provides a new management concept and method for educational institutions and promotes quality management practice and research in the field of education.

Total Quality Management emphasizes data-driven decision-making and continuous improvement. Schools can collect and analyze data on student attrition, including attrition rates, reasons for attrition, characteristics of lost students, etc., in order to identify problems and formulate improvement plans. Schools can also develop targeted improvement measures based on the results of data analysis, such as improving course design, providing better academic support, improving student services, etc., to reduce student attrition. The principles and methods of TQM can help schools study and manage student attrition issues more effectively, reduce student attrition rates and improve education quality through data-driven decision-making, a culture of continuous improvement, employee and student participation and support, etc.

Ishikawa (1990) proposed the fishbone diagram (Ishikawa Diagram), also known as a cause-and-effect diagram, as a tool for analyzing problems and identifying root causes. Although he worked primarily in industry, his quality management concepts also had an impact on education. The fishbone diagram is a graphical analysis tool that helps people systematically understand problems and find solutions to them by breaking down the root causes of problems into different categories. This approach can be applied in a variety of fields, including education. In the field of education, fishbone diagrams can be used to analyze problems in school management, such as student loss, decline in teaching quality, etc., helping school managers find the root causes of the problems and formulate corresponding improvement measures.

Flippo (1971) proposed a series of views and suggestions on human resource management. Frago emphasized the importance of recruitment and selection, arguing that companies need to go through a careful screening process to select employees who are suitable for the position. He proposed some recruitment and selection methods, such as interviews, tests, reference checks, etc., to ensure that

employees with adaptability and quality are recruited. He believes that human resource planning is an important link in organizational management and must be consistent with organizational strategies and goals. Frago advocates the development of long-term and short-term human resource planning to ensure that the organization has the appropriate quantity and quality of human resources. These views and suggestions are of great significance for enterprises to establish effective human resource management systems and practice TQM human resource management.

Norman (1983) proposed the concept of management review, which emphasizes the key role of management in TQM practice. The importance of management for quality management and continuous improvement processes is emphasized. His work has had a positive impact on the promotion and practice of TQM, especially in emphasizing management leadership and commitment. His work and theories have had a profound impact on the development and practice of TQM.

Evans and Lindsay (2000) proposed many theories and methods of quality management, some of which may be particularly applicable to the field of education. Evans emphasized the basic principles of quality management, including continuous improvement, customer orientation, full participation, data-driven, etc. These principles are not only applicable in the industrial field, but can also be applied in the educational field to help school administrators and educators improve the quality of education. His work provides useful inspiration and guidance for quality management in the field of education, and provides valuable resources for educational managers and practitioners to help them improve education quality and management efficiency.

Burke (2008) proposed many important theories and methods, Especially in terms of organizational development and change management, he proposed a series of change management strategies to help school managers effectively guide and promote the TQM implementation process. These strategies may include areas such as change leadership, communication and engagement, change planning and evaluation. He also proposed a series of performance evaluation methods to help school managers evaluate the effectiveness of TQM implementation and timely

adjust and improve management practices to ensure the continuous improvement of education quality and school performance. These theories and methods provide theoretical support and practical guidance for the application of TQM in the field of education, helping school managers better understand and apply TQM principles, thereby improving education quality, student satisfaction and school performance.

In the development process of Total Quality Management (TQM), various voices and opinions have also emerged. These voices reflect the understanding, evaluation and feedback of different groups of people on TQM concepts and practices.

Robert Stewart (1980) pointed out that TQM implementation is costly and time-consuming, and the effect is not obvious. He pointed out that TQM may lead to excessive management and cumbersome procedures, affecting the flexibility and innovation of the organization.

Also, he criticized the problems that may arise in the TQM process, such as excessive management, cumbersome procedures, and reduced employee motivation, and pointed out that these problems may affect the implementation effect of TQM and the overall performance of the organization.

Cole (1990) raised questions and criticisms about TQM implementation. He believes that the effect of TQM is unstable and may lead to waste of resources and chaotic management. At the same time, they may also be concerned about the challenges and difficulties in the implementation of TQM, including issues such as organizational culture change and leadership support.

Tjosvold (2000) criticized and questioned the implementation of TQM. He believed that TQM may focus too much on quantitative indicators and data analysis during the implementation process, oversimplifying quality management into a numerical process, and ignoring the importance of humanized management. sex. He believes that over-reliance on quantitative indicators may weaken the focus on key factors such as personnel quality and employee satisfaction, thus affecting the effectiveness of TQM. While standardized procedures can help organizations ensure consistency and standardized operations, excessive standardization may limit an organization's flexibility and innovation. These scholars pointed out that the

complexity and variability within an organization may cause standardized procedures to fail to cover all situations, thereby reducing the applicability and implementation effect of TQM.

In summary, Total Quality Management (TQM) theory has been the subject of extensive research and academic contributions in different eras. The theory has shifted from an emphasis on quality control and efficiency to a more comprehensive approach that includes factors such as continuous improvement, total employee participation, and customer satisfaction in response to social needs and the dynamic nature of organizational development, effectively addressing the complexity of the ever-changing market environment and needs. With the development of science and technology and the acceleration of globalization, organizations are facing more and more challenges and opportunities. Total quality management theory will continue to evolve to adapt to new needs and changes, and will continue to develop in an ever-changing environment. Play an important role in helping the organization achieve continued growth and success.

Educational Development Strategies

Springer (2024b) The origin of educational development strategy as a concept was not proposed by a single scholar, but was influenced and shaped by various scholars, policymakers, and practitioners over time, and there was no single The definition may be explained and defined by a scholar alone. Therefore, it is difficult to pinpoint a single scholar who first proposed the concept. Rather, the concept is formed and evolved by a wide range of scholars, policymakers, and practitioners in the process of research, practice, and discussion of educational development. However, it can be said that the popularization movement of universal education and the understanding of the role of education in social development in the late 19th and early 20th centuries laid the foundation for the formulation of subsequent educational development strategies.

During this period, the need for universal education and the role of education in social progress began to receive widespread attention. The government and society began to take measures to promote the development and improvement of education, which involved the contributions of experts and stakeholders from different fields. Their understanding of this concept is formed through discussion and summary of practical experience, academic research and policy formulation of educational development.

Dewey (1902) put forward many important views and concepts, which provided important theoretical basis and ideological inspiration for the formulation of educational development strategies. He emphasized that education should be student-centered and pay attention to students' actual experiences, interests and needs. He believes that education should provide students with meaningful learning experiences and cultivate their abilities for all-round development, rather than just imparting knowledge.

Dewey advocated education through students' practical experiences and activities. He believes that students can acquire knowledge and skills more effectively by exploring the world through practice and experience than relying solely on books and classroom learning. Dewey advocated a problem-centered learning approach, allowing students to learn knowledge and skills by solving practical problems. He believes that students can more deeply understand and apply what they have learned in the process of solving problems. These views emphasize the importance of education for social change and individual development, and that education should be closely related to society, democracy, and practice.

Frankl (1946) proposed that everyone has intrinsic motivation and the need to pursue meaning, and one of the tasks of education is to help students discover and achieve these intrinsic goals. This perspective was the first to apply educational development theory to the study of student attrition, and he was also one of the earliest scholars. By understanding students' intrinsic motivation and need to pursue meaning, schools and educational institutions can better identify the root causes of

student attrition and take measures to Corresponding measures will be taken to reduce the student attrition rate.

Educational development theory plays an important role in studying student attrition rate. It provides theoretical framework and methods to help researchers deeply understand the causes, influencing factors and solutions of student attrition. These theories cover all aspects of the education system, including student characteristics, school environment, education policies and other factors, providing researchers with a comprehensive and systematic perspective and helping to analyze the problem of student attrition in depth.

Educational development theory provides diverse research methods and techniques for studying student attrition rates. Researchers can use methods such as systems thinking, qualitative and quantitative analysis, and case studies to conduct in-depth studies of the phenomenon of student attrition from different perspectives and explore its internal mechanisms and influencing factors. By studying the student attrition rate, we can discover the problems and deficiencies in the education system and provide important enlightenment for education reform.

Educational development theory provides new ideas and methods for educational reform, helping education departments and schools to formulate more scientific and effective reform measures to improve education quality and student retention rates.

Bloom (1956) proposed a novel classification method to classify educational goals and provide a theoretical basis for the formulation of educational development strategies. This taxonomy is a system for classifying educational objectives and is designed to guide teaching and assess learning outcomes. Its core idea is to divide educational goals into three main areas: cognition, emotion and skills, which provides a theoretical basis for teaching and learning. These three areas are divided into different levels, including knowledge (cognitive area), emotional attitude (affective area) and skills (skill area). Bloom's taxonomy provides a theoretical basis for the formulation of educational development strategies because it not only helps educators clarify educational goals, but also provides guidance for

designing teaching activities, evaluating learning outcomes, and promoting students' all-round development.

UNESCO (1965) proposed a series of principles and goals through the "International Program for Education", including popularizing education, improving education quality, promoting educational equity, etc. This document "International Program for Education" includes popularizing education, improving education quality, promoting educational equity, etc.

take steps to ensure that everyone has access to basic educational opportunities, regardless of socioeconomic background, gender, ethnicity or geographical location. The syllabus advocates improving the quality of education, including improving teaching methods, curriculum design, school management and other aspects. It emphasizes the importance of the quality of education for personal development and social progress.

By proposing these principles and goals, the International Outline for Education provides important guidance and support for countries to formulate and implement education development strategies. It emphasizes the importance of education for personal development, social progress and global development, and proposes specific policy frameworks and implementation plans to promote the popularization of education, improve education quality, promote educational equity and promote educational reform.

Freire (1921) proposed a new educational concept, advocating the liberation of oppressed and exploited people through education. He criticized the traditional bank-style education model, believing that this model only imparts knowledge to students as a commodity and ignores the students' own experience and cultural background. Instead, he advocated a dialogic education model, emphasizing that education should be an equal dialogue between students and teachers rather than a one-way transfer of knowledge. Freire believed that the purpose of education is not only to impart knowledge, but more importantly, to cultivate students' thinking ability and critical consciousness, so that they can be aware of the social and political environment in which they live and participate in the process of social change.

He emphasized that education should promote students' subjectivity and liberation so that they can become autonomous and dignified individuals instead of passively accepting the arrangements of fate. These views of his provided important ideological support for the formulation of educational development strategies, promoted the rethinking of educational goals and methods, emphasized the close relationship between education and social liberation, and made contributions to promoting educational reform and educational development strategies. important contribution.

Ilyich (1971) proposed a concept called "Deschooling". He believes that the school system should gradually be abolished and replaced by a more flexible and personalized learning model. He advocated re-locating education within communities and individuals, making learning a spontaneous and autonomous activity rather than an imposed institutional process.

He advocates enriching students' learning experiences through community, family, and other informal learning opportunities, allowing students the freedom to choose what and how they learn that interests them. Although this concept caused some controversy at first, its influence gradually expanded and became an important reference for contemporary educational reform trends. It is still inspiring today and provides new perspectives and ideas for educational development strategies.

Feller (1980) has provided many insights and perspectives on education issues. She focuses on the actual effects of policies, including the impact of policies such as educational standardized testing, school choice, and private school funding. Through in-depth research on policy implementation, Feller also evaluates and analyzes education reform measures.

She is concerned about the implementation of reform measures, including reforms in teacher evaluation systems, innovations in teaching methods, and school management models. Through field research and practical observations, she put forward suggestions and improvement directions for reform measures. Feller pointed out that the school management model should be democratic, inclusive and participatory.

She advocates that school administrators should work closely with teachers, parents and students to jointly formulate school development goals and policies, and provide necessary support and resources to teachers and students. She emphasized that school administrators should value the voices of teachers and students, respect their opinions and suggestions, and establish a positive school culture and atmosphere. The insights and perspectives on these educational issues provide important theoretical and practical experience for educational development strategies.

Burns (2000) proposed the importance of systems thinking in solving complex problems and promoting social change, providing new perspectives and methodologies for educational development. Burns believes that in the field of education, systems thinking can help teachers and students understand the complexity of course content, discover the connections and interactions between knowledge, and improve learning effects and problem-solving abilities. He emphasized the intersection and integration between different disciplines.

This interdisciplinary learning model helps students build a more comprehensive and in-depth knowledge system, cultivate their comprehensive analysis and comprehensive problem-solving abilities, and prepare them to deal with complex real-life challenges. These perspectives are of great significance for cultivating students' comprehensive abilities, promoting educational reform, and promoting social progress.

The education development strategy has also been challenged by various critical viewpoints during its development process. These critical viewpoints and questions reflect concerns and reflections on the existing problems in the current education development strategy, prompting people to think deeply about and improve the education system and policies.

McManus (1996) criticized educational development strategies for relying too much on standardized tests, limiting learning objectives to test content, and neglecting the cultivation of students' personality development and comprehensive literacy. He believes that too much emphasis is placed on students' scores in standardized examinations, while neglecting the cultivation of students'

comprehensive qualities and creativity. This exam-oriented education model can easily lead to the mechanization of teaching content and a decrease in students' learning motivation.

Feller (2010) criticized the fragmentation and discontinuity of education development strategy and education reform, and advocated the establishment of a long-term and stable education development strategy. Especially in her book "The Torn Mind: The Crisis and Reflection of American Education" (The Death and Life of the Great American School System), she deeply explored many issues in current education reform and called for attention to education reform. continuity and continuity.

In summary, educational development strategies have been the subject of extensive research and scholarly contributions over different eras. The theory has shifted from an emphasis on educational quality control and efficiency to a more comprehensive approach that includes factors such as continuous improvement, full participation, and student satisfaction, in order to respond to social needs and the dynamic nature of educational institution development, and to effectively address the changing educational environment. Complexity and demand. With the development of science and technology and the acceleration of globalization, educational institutions are facing more and more challenges and opportunities. Educational development strategy theory will continue to evolve to adapt to new needs and changes, and will continue to develop in an ever-changing environment. play an important role in helping educational institutions achieve continued growth and success.

Related research

1. Student Performance Management theory

Spady (1971) developed the concept of "result-oriented learning" by studying Student Performance Management theory. Drawing conclusions through research promotes the reconstruction of school curriculum and innovation of teaching methods, making education closer to the actual needs of students and the

requirements of social development. At the same time, it also provides important ideological support for the theory and practice of student performance management, and promotes the application and promotion of student performance management in educational practice.

Zhang Ying (Zhang, 2007) studied the application of performance management in college student management by studying Student Performance Management theory. Through the research, she came to the conclusion how to build a student performance indicator system, goal management system, assessment and evaluation system, and feedback improvement system. To achieve student performance management.

Lu Kaidong (Lu, 2008) studied Student Performance Management theory and studied the application of performance management concepts in college student work and how to improve the efficiency, quality and effectiveness of college student work through performance management methods. Through the research, it was concluded that setting clear goals and developing an effective evaluation system are key steps in implementing performance management, which will help improve the performance of students' work, and performance management should be a continuous improvement process that needs to be carried out continuously. Monitor and evaluate to identify problems promptly and take measures to improve them.

Johns Hopkins University (2010) studied the Student Performance Management theory and studied the important role of school leaders in promoting the growth and development of schools and the leadership abilities and skills they need to possess. Through the research, they drew conclusions on how to deepen Understand the theory and practice of learning leadership, master the key capabilities that promote school growth and development, provide practical guidance and suggestions for school leaders, and effectively promote the school to a higher level through student performance management.

Meng Yin (Meng, 2011) studied the application of performance management in student management work by studying Student Performance Management theory. Through the research, he came to the conclusion how to reasonably use

performance management in student management work, as well as new methods suitable for college student management work. New ideas for methods.

Maznow (2013) studied the importance of educational reform and teaching strategies to Student Performance Management theory by studying Student Performance Management theory. Through research, a series of teaching strategies based on empirical research are derived, providing practical teaching guidelines and ideas for educators.

Zhou Junjie (Zhou, 2017) studied different models and methods of student performance management by studying Student Performance Management theory, such as student goal setting, personalized learning plans, course design, etc. Conclusions are drawn from the research to provide educational administrators, teachers, and researchers with theories, methods, and practices for student performance evaluation and management.

Scriven (2018) studied Student Performance Management theory and studied the concepts, methods and applications of evaluation, as well as the importance and influence of evaluation in Student Performance Management theory. The study draws conclusions on how to go beyond traditional formal assessment methods and adopt more flexible and diverse assessment strategies and tools in student management to better meet assessment goals in different needs and situations.

Zhang Wenjie (Zhang, W. J., 2018) studied the importance and urgency of the student attrition problem in college education management by studying Student Performance Management theory. Through the research, it is concluded that colleges and universities need to establish and improve student performance management systems, strengthen student counseling and support, and improve student participation. These conclusions and suggestions provide useful reference and guidance for college education management.

Wang Zhihua (Wang, Z. H., 2019) studied the impact of the student performance management model on the student attrition rate in colleges and universities by studying Student Performance Management theory. Through research, the theoretical framework of the relationship between student performance management model and student attrition rate was obtained, and some conclusions

and inspirations that were instructive to the management practice of universities were put forward. These conclusions provided some suggestions and ideas for university managers, and helped improve student retention and education quality.

Zhang Xiu (Zhang, 2019) discussed various methods and tools for student performance evaluation by studying Student Performance Management theory, including quantitative evaluation, qualitative evaluation, self-evaluation, peer evaluation, etc. Drawing conclusions through research provides theoretical guidance and practical reference in related fields for educational managers, teachers and researchers.

Wang Lei (Wang, L., 2019) studied the impact of student performance management on academic achievement by studying Student Performance Management theory. Research has concluded that student performance management has a positive long-term impact on academic achievement. Through student performance management, students may better plan their academic and future development.

Zhao Ming (Zhao, 2020a) studied the theoretical framework and practical methods of student performance management by studying Student Performance Management theory. He drew conclusions through the research and provided educators with a student performance management guide that combines theory and practice to help them be more effective. Better understand and apply student performance management theory to improve teaching effectiveness and education quality.

2. Total Quality Management

Crosby (1979) studied Total Quality Management and studied how to apply this theory in the field of education. It is concluded through research that Total Quality Management provides a new management concept and method for educational institutions and promotes quality management practice and research in the field of education.

Norman (1983) studied Total Quality Management and developed the concept of Management Review, emphasizing the key role of management in the practice of Total Quality Management. The study concluded that Total Quality Management provides management with a way to evaluate and improve TQM practices.

Baker (1985) studied Total Quality Management and figured out how to apply Total Quality Management theory in the field of education. Through research, he came up with a set of quality management models suitable for schools and educational institutions. His research helps schools improve education quality, enhance teaching effectiveness, and promote continuous improvement of school management.

Kennedy (1989) studied Total Quality Management and studied how to apply total quality management principles to higher education, and provided a theoretical foundation and practical guidance for practice in this field. Drawing from the research, Total Quality Management provides higher education institutions with a comprehensive and practical set of TQM guidelines to help them better manage their schools, improve the quality of their education, and meet the growing needs of their students.

Steckberg (1995) studied Total Quality Management and studied the theory of how to apply TQM in the field of education. He drew conclusions through the research and proposed an educational management model based on the theory of multiple intelligences. His research allows educational institutions to better understand students' personalities and characteristics, thereby providing personalized educational services and promoting students' all-round development.

Coates (2000) studied Total Quality Management and drew on the concept of TQM to develop a quality management framework suitable for the education field. It is concluded through research that TQM can help schools establish a student-centered management concept, promote student participation and continuous improvement of schools.

Smith (2010) studied the application of TQM in the education field by studying Total Quality Management, and proposed a set of performance evaluation and improvement models suitable for educational institutions. Her research shows that TQM can help educational institutions establish performance evaluation systems, identify problems and take timely measures to improve them to improve the quality and effectiveness of education.

Li Ming (Li, 2010) studied Total Quality Management and studied how to apply this theory in higher education in China. Through research, a set of quality management models suitable for Chinese universities was derived. TQM helps Chinese universities improve education quality and management efficiency, and promotes the reform and development of higher education in China.

James (2013) explored the application of TQM in school leadership and management in his research in the field of educational management by studying Total Quality Management. His research shows that TQM can help school leaders establish a goal-oriented management concept and promote the improvement of overall school performance.

Wang Juan (Wang, 2015) studied how total quality management is applied in Chinese school management by studying total quality management. Through research, it is concluded that TQM can help schools establish a scientific management system and promote the improvement of education quality and the sustainable development of schools.

Zhang Hua (Zhang, H., 2018) analyzed the role and impact of TQM on the quality management of Chinese vocational education by studying Total Quality Management. Through the research, it was concluded that student loss is closely related to school management, teaching quality, students' own factors, etc., and some improvement measures and suggestions were put forward.

Zhao Ming (Zhao, 2020b) studied how TQM is applied and practiced in the quality assessment of higher education in China in the field of education quality assessment by studying total quality management. It is concluded through research that TQM can help colleges and universities establish a scientific quality evaluation

system and promote the improvement of education quality and internal management.

3. Educational Development Strategies

Coleman (1966) studied Educational Development Strategies, focusing on educational equity and equal opportunities. Through research, he came to the conclusion that effective educational development strategies need to pay attention to the impact of student background and social environment on academic achievement, and take measures to eliminate inequalities to improve the overall quality of education.

Johns Hopkins (1990) studied Educational Development Strategies, and through in-depth research on educational policies and practices, came to the conclusion that educational development strategies need to take into account the needs and characteristics of different student groups to ensure reasonable educational resources. Effective implementation of distribution and teaching methods. These conclusions provide important guidance and suggestions for formulating and implementing educational development strategies, helping to improve the overall efficiency and equity of the education system.

Finkelstein and Levin (2015) studied Educational Development Strategies and studied the factors that determine the success of educational development strategies. Through research, he concluded that the success of educational development strategies depends on the combined effects of factors such as leadership, continuous improvement, and system change. He emphasized the importance of establishing a learning organization and constructive education policies to promote school development.

Schner (2006) studied Educational Development Strategies and examined teaching improvement strategies based on empirical research and practical experience. Research has led to the conclusion that by simplifying and focusing on fundamental teaching principles, school performance and the quality of teaching can be improved, thereby promoting student learning outcomes and development.

Liao Xiangyang (Liao, 2006) studied Educational Development Strategies and conducted an in-depth study of China's Educational Development Strategies. Through the research, he came to the conclusion that the four practical themes of China's education development strategy and that education development should focus on the construction of satisfying functions.

Hao Keming and Tan Songhua (Hao and Tan, 2006) studied Educational Development Strategies and studied the development strategy of Chinese education in meeting the challenges of the 21st century. The study concluded that education reform is an important measure to promote China's social development and economic prosperity. It needs to focus on improving the quality of education, promoting educational equity, and promoting educational innovation. Future educational development needs to pay more attention to the overall benefits of education and society. Effectiveness, not just students' academic performance, should focus on cultivating students' innovative ability and comprehensive quality.

Pan Xiaolin (Pan, 2014) studied Educational Development Strategies, and through case studies and analysis of educational strategies around the world, he conducted an in-depth study of the experiences and practices of different countries and regions in the formulation and implementation of educational strategies. Through the research, some theoretical perspectives and practical suggestions on the formulation and implementation of educational strategies, as well as thoughts on the development of future educational strategies, have been obtained, which provide important reference and guidance for colleges and universities and help promote the sustainable development and progress of education in colleges and universities.

Bride (2015) studied Educational Development Strategies and researched educational reform and school improvement. The study concluded that educational development strategies need to focus on empirical research and data-driven decision-making, as well as teacher professional development and the strengthening of school leadership, in order to achieve long-term, sustainable progress. This demonstrates the need to rely on scientific research and valid data when formulating and implementing education policies and strategies, while focusing on teachers' professional growth and support from school leadership.

Zhao Zhijian and Zhang Xiang (Zhao and Zhang, 2016) studied Educational Development Strategies, studied the relationship between educational strategies and educational modernization, and analyzed the role and impact of educational strategies on promoting educational modernization. Through research and analysis, a series of practical educational strategic suggestions and practical measures were derived, which played a vital role in promoting China's educational modernization to a higher level.

Chai Qian and Wang Rui (Chai and Wang, 2017) studied Educational Development Strategies and conducted in-depth research on the impact and promotion of educational modernization on educational strategies. Through research, we summarized the successful experiences and lessons of various countries in educational modernization and educational strategies, put forward some thoughts and suggestions on the development of educational strategies, and deeply discussed the relationship between educational modernization and educational strategies from both theoretical and practical levels. relationship, effectively promoting the modernization of education and the in-depth development of education strategies.

Zhou Yaoguang and Wang Ning (Zhou and Wang, 2019) studied Educational Development Strategies and conducted research around strategic issues in China's educational modernization. Through the research, a series of forward-looking and operational strategic suggestions were put forward, which provided useful theoretical support and practical guidance for deepening educational reform, promoting educational modernization, and pushing China's educational modernization process to a higher level.

Gao Lina (Gao, 2020) studied Educational Development Strategies and studied the theory and practice of educational development strategies. Through the research, some suggestions and thoughts on the future direction and strategies of educational development have been drawn, which provide important reference and guidance for educational policymakers, educational managers and educational researchers, and have a positive role in promoting the sustainable development of education.

Conceptual framework

This study uses questionnaire research methods and performance research

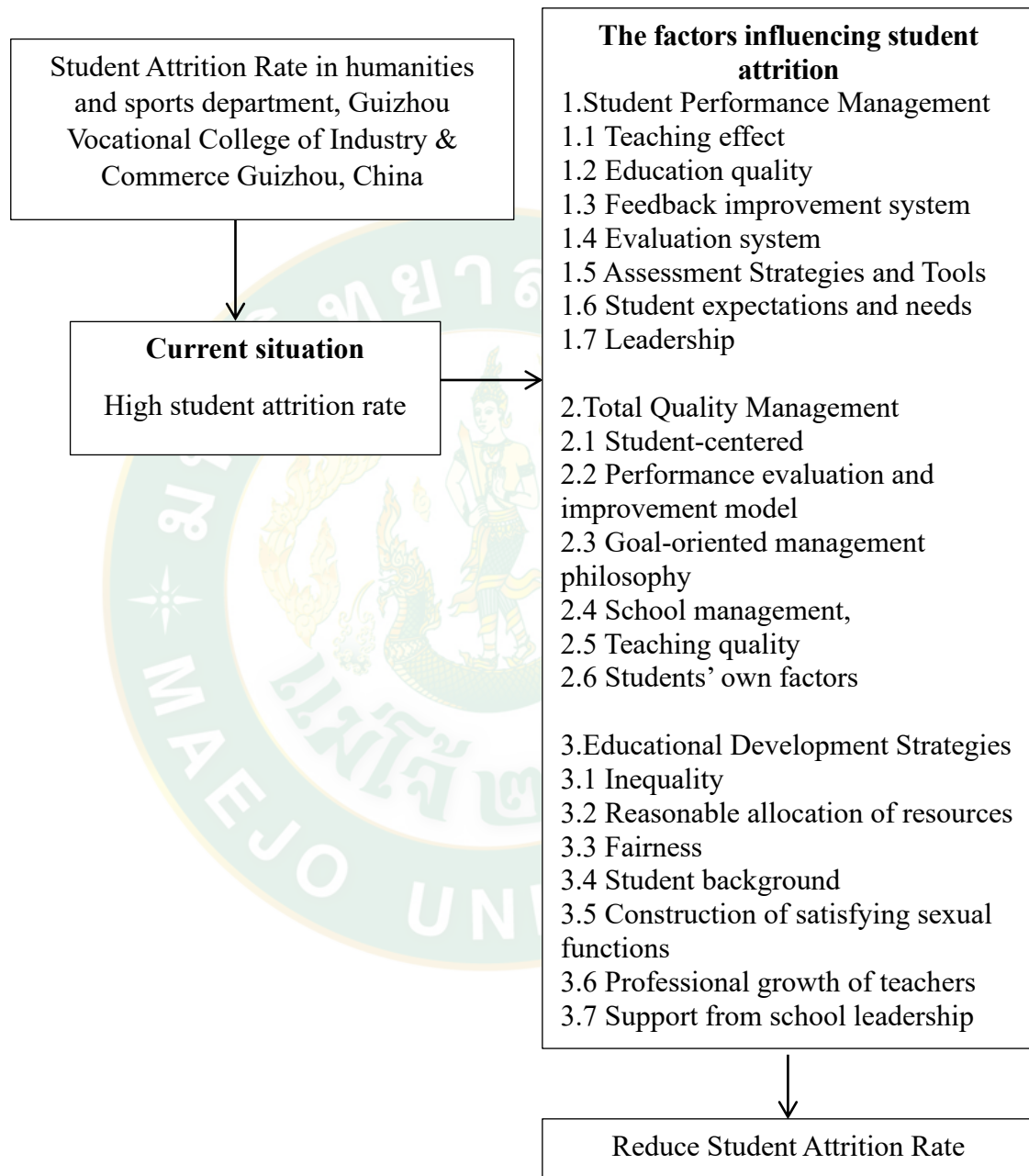


Figure 2 Conceptual framework

CHAPTER 3

RESEARCCH METHODS

By sorting out the research questions and purposes of Chapter 2, it first introduces the principles of the research methods used in this study, and then details how the research was conducted, aiming to tell readers why this research method was chosen to be suitable for the issues being investigated, which involves a rigorous investigative process. First, readers are also informed of the study location, data, and other relevant information.

This study adopted a quantitative research method. Quantitative research methods emphasize the objective measurement and statistical, mathematical or numerical analysis of data collected through opinion surveys, questionnaires or the use of computing techniques to process existing statistical data, ensuring the objectivity and accuracy of the research results. Secondly, through Select a larger sample size to make the research results more generalizable. Using standardized measurement tools and statistical analysis techniques, quantitative research can accurately identify and explain the various factors that influence student attrition rates.

Locale of the study

The location of this study is the College of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce. The College of Humanities and Physical Education is one of the most distinctive secondary colleges. It consists of interior art design, advertising art design, architectural interior design, social sports, and social sports (sports guidance and management) direction and other professional components. The college has a strong teaching staff, with a group of young and middle-aged backbone teachers who are young, rich in teaching experience and strong in professional practice. The college pays special attention to the cultivation of students' application skills and has established good school-enterprise cooperation with more than 100 high-quality enterprises and industry associations. relationship

and build a good employment platform for students. Over the years, the college's graduation destination implementation rate has reached over 99%. (Baidu Encyclopedia, 2023)

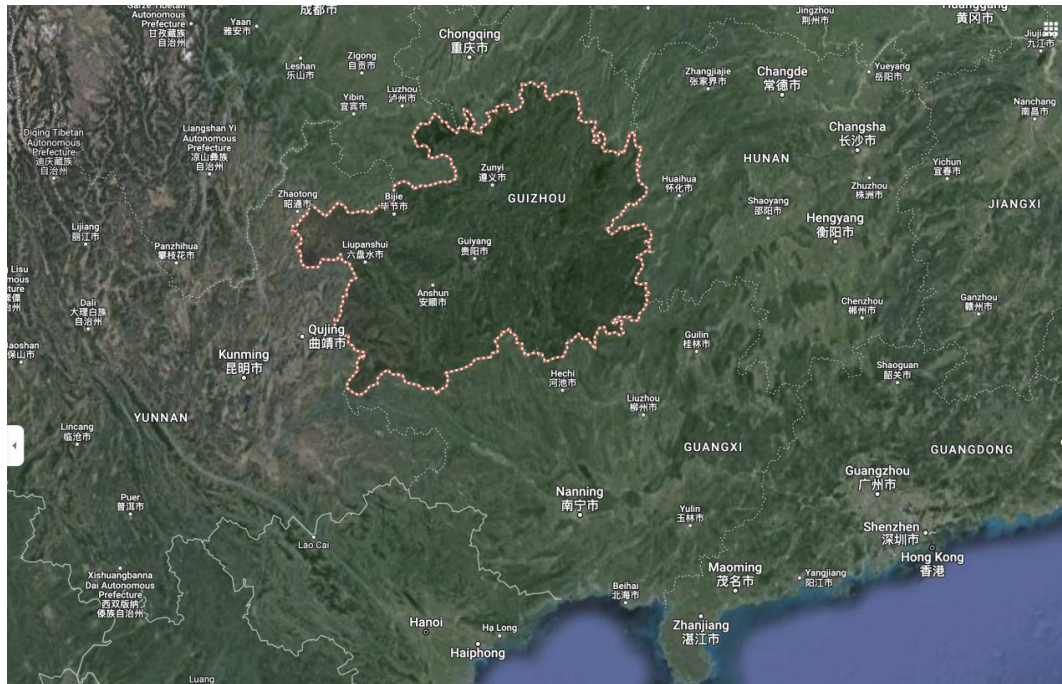


Figure 3 Guizhou map
(Google Maps, 2024)

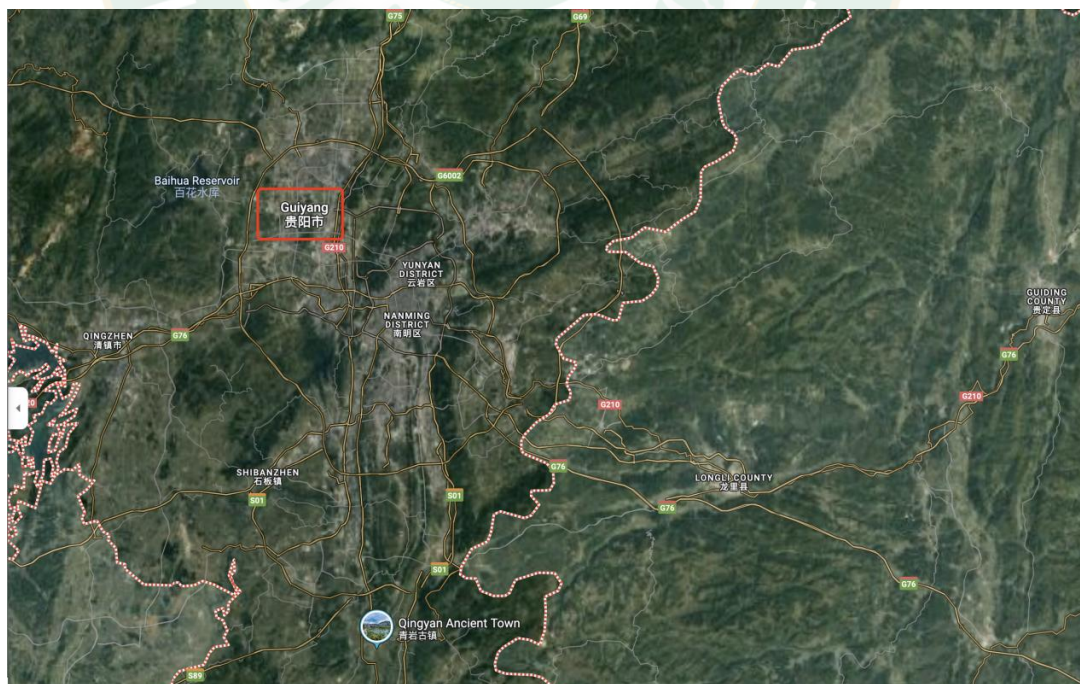


Figure 4 Guiyang City Map
(Google Maps, 2024)

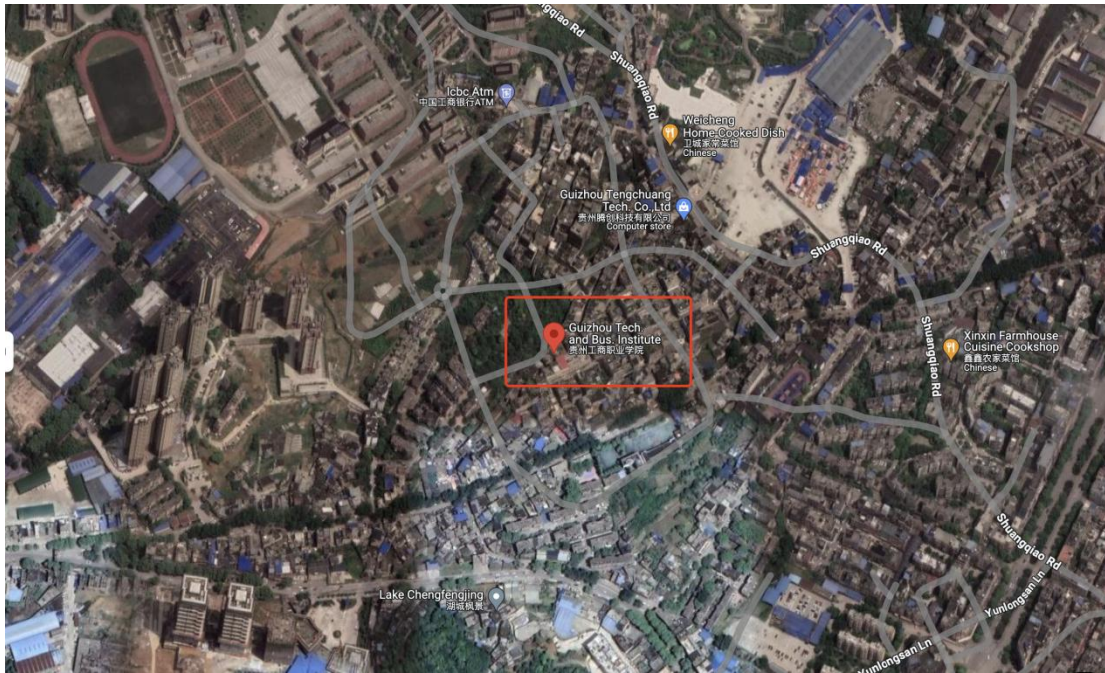


Figure 5 Guizhou Vocational College of Industry and Commerce Map
(Google Maps, 2024)

Population and sample

The main data source of this study was collected through questionnaires. Secondary data sources are obtained from the website of Guizhou Vocational College of Industry and Commerce, the Academic Affairs Office and the Admissions Office.

for the main data, this study collects from the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce. There are 1,711 students in the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce, including 500 freshmen, 564 sophomores, and 647 juniors (Academic Affairs Office, 2024). In order to ensure that the research data covers different groups of students in different grades and to avoid limitations in the results of the research, the questionnaires will be distributed randomly to the three grades from September to November 2024, and random sampling is the random assignment of the questionnaires to people in the study population. According to Shantaro's sample size formula, the reliability level is 95% with a standard deviation of 5%. According to the formula (Yamane, 1967).

Translated with DeepL.com (free version)

$$n = \frac{N}{1 + N (e)^2} \text{ 95\% confidence}$$

Among them, n = sample size

N = total population

e is precision (sampling error) = 5% or 0.05

So, in this study, the sample size

$$n = \frac{1711}{1 + 1711 (0.05)^2}$$

$$n = 335.575557$$

Then the sample size is calculated to be 335, but it is expected that 340 questionnaires will be distributed.

However, for the reliability of the research, any survey or measurement will inevitably have some errors, which are due to the influence of factors such as the measurement itself, the measurement implementation process, and the subjects themselves (Jin, 2001). The stability test in reliability analysis is to ensure that the survey results will not have large differences due to the above factors by observing the measurement results.

Before the questionnaire is officially distributed, a small number of questionnaires will be distributed, and the questionnaire will be adjusted and modified based on the returned questionnaires. According to the sample size calculation formula of Taro Yamane, the reliability level is 90%, the standard deviation is 10%, and the calculation formula (Yamane, 1967) is

$$n = \frac{N}{1 + N (e)^2} \text{ 90\% confidence}$$

Among them, n = sample size

N = total population

e is precision (sampling error) = 10% or 0.1

So, in this study, the sample size

$$n = \frac{335}{1 + 335 (0.1)^2}$$

$$n=77.0114923$$

The result shows that the number of questionnaires distributed in a small range is 77.

Research Instrument

This research method will use quantitative research.

Quantitative research is defined as a research strategy that emphasizes the use of numerical data and statistical methods for analysis. This approach ensures data consistency and comparability through a structured research design and standardized data collection tools.

The instrument used for data collection in this research is a questionnaire, which is divided into 4 section an follows:

part 1: Basic information

part 2: Current situation of student attrition in the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce

Part 3: Reasons for student attrition in the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce

Part 4: How to reduce the student attrition rate of the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce

In the design of question scores, a five-point Likert scale (Likert, 1932) was used for evaluation, with 1 representing very dissatisfied, 2 representing dissatisfied, 3 representing moderate satisfaction, 4 representing satisfaction, and 5 representing very satisfied. Students make choices based on their subjective feelings and true wishes, and researchers use this as questionnaire data for statistical analysis. The questionnaire for this study will be completed using Questionnaire Star.

Validation of the research instrument

In the questionnaire survey, it is necessary to ensure that the data collected can accurately reflect the phenomena and concepts under study. Therefore, before issuing the questionnaire survey, the following aspects will be used to improve the validity of the data.

1. Clarify the survey objectives and design questionnaire questions covering all aspects that affect the student attrition rate.

2. In order to obtain the content validity of the questionnaire, the researcher developed a draft questionnaire and invited three experts to review the questionnaire. They were asked to review the first draft of the Likert scale (Likert, 1932) questionnaire to ensure that it was consistent with this study. The conceptual framework is consistent. Each question is rated by multiple experts, and each expert's score usually ranges from -1 to +1, where +1 means the question fully meets the goal, 0 means the question partially meets the goal, and -1 means the question does not meet the goal.

For each question, the ratings of all experts were summed and divided by the number of experts. The formula is as follows:

$$IOC = \frac{\sum \text{score}}{\text{Number of experts}}$$

Among them, $\sum$ score represents the sum of the scores of all experts on the topic.

The closer the IOC value is to +1, the higher the consistency between the question and the target. The closer the IOC value is to 0, the closer the question is to the target. The closer the IOC value is to -1, the lower the consistency.

3. Conduct a small-scale pre-test before the survey, collect feedback from students, adjust the questionnaire questions, and ensure that the questionnaire questions are reasonable.

After collecting the data, the more commonly used Cronbach's coefficient α was used to test the accuracy, consistency, and reliability of the questionnaire results. The survey results were subjected to KMO value and Bartlett sphericity test p value

to test the validity of the questionnaire. The criterion is: KMO value >0.5 , indicating that the data obtained from this questionnaire is suitable for factor analysis; Bartlett's sphericity test p value <0.001 , indicating that the questionnaire data has reached a significant level. Testing to ensure that the results of the questionnaire are consistent with the actual situation can achieve the purpose of the questionnaire.

Validation of the research instrument

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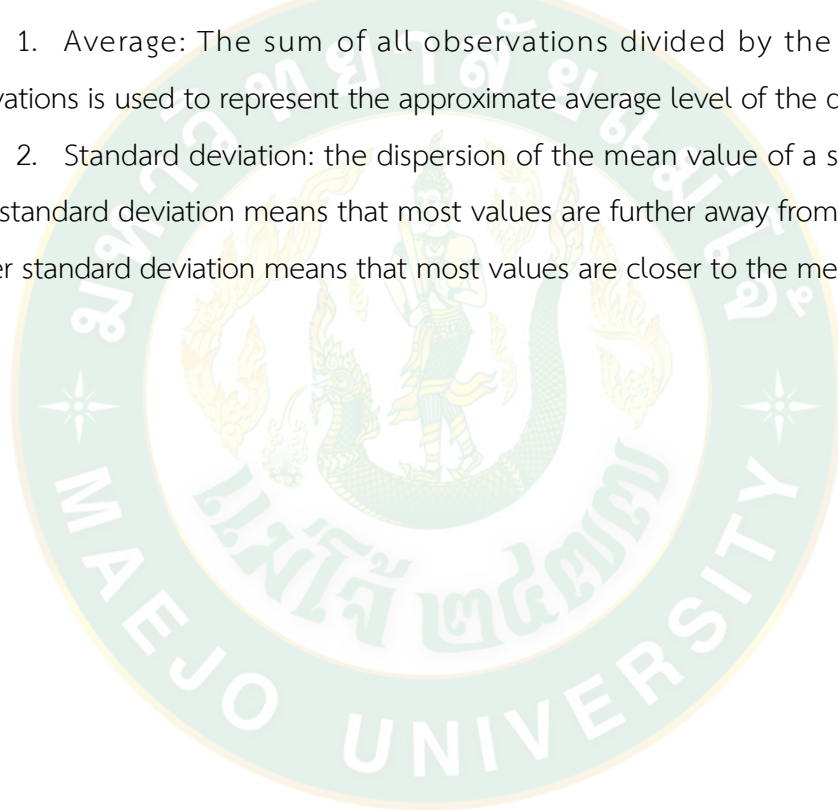
$$IOC = \frac{\sum \text{score}}{\text{Number of experts}}$$

Among them, $\sum$ score represents the sum of the scores of all experts on the topic.

Data analysis

The data analysis of this study adopts quantitative research methods, using descriptive analysis to collect data to analyze the factors that affect the student attrition rate of the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce. I will summarize and code the collected survey data and enter it into the SPSS software program. Analyze and obtain the mean, median, mode, standard deviation, etc.

1. Average: The sum of all observations divided by the number of observations is used to represent the approximate average level of the data.
2. Standard deviation: the dispersion of the mean value of a set of data. A larger standard deviation means that most values are further away from the mean; a smaller standard deviation means that most values are closer to the mean.



CHAPTER 4

RESEARCH RESULTS

Introduction

The purpose of this study is:

1. What is the current situation of student attrition rate in the School of Humanities and Sports of Guizhou Vocational College of Technology and Business?
2. What are the reasons for the student attrition rate in the School of Humanities and Sports of Guizhou Vocational College of Technology and Business?
3. How to reduce the student attrition rate of the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce?

The data analysis of this study adopts quantitative research methods, uses descriptive analysis methods to collect data, and analyzes the factors affecting the student loss rate of the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce. The data mainly comes from students of the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce. The main data comes from the results of the questionnaire survey. According to Shanlang's formula, a sample size of 340 is calculated, and various factors affecting the student loss rate are studied through random sampling questionnaires, using standardized measurement tools and statistical analysis techniques.

The first part has 4 questions about the basic information of the interviewees, and the second part has 20 questions, which are used to study the current situation of student loss in the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce. The third part has 21 questions, which study the reasons for the loss of students in the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce. The third part has 26 questions, which study how to reduce the student loss rate of the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce.

Basic information

Table 1 Gender

Question no.1	Gender	Frequency	Percentage (%)	Cumulative percentage of (%)
gender	Male	176	51.76	51.76
	Female	164	48.24	100.00
amount to		340		

According to the data presented, for the question " gender:", 51.76% were males with 176, and females with 48.24%, with 164.

Table 2 Age

Question no.2	Age	Frequency	Percentage (%)	Cumulative percentage of (%)
Age	16-17 years old	65	19.12	19.12
	18-19 years old	101	29.71	48.83
	20-21 years old	92	27.06	75.89
	22-23 years old	82	24.12	100.01
amount to		340		

Based on the data presented, the age distribution of the participants showed some variability. Specifically, the proportion of participants aged 16-17 years old, was 19.12%, 29.71% for 18-19 years old, 27.06% for 20-21 years old, and 24.12% for 22-23 years old,

Table 3 Major

Question no.3	Major	Frequency	Percentage (%)	Cumulative percentage of (%)
	Advertising art design	123	36.18	36.18
Major	Interior art design	105	30.88	67.06
	Architectural interior design	112	32.94	100.00
amount to		340		

According to the data provided, we can see that in the professional distribution of respondents, advertising art design accounted for 36.18%, with 123 respondents; interior art design accounted for 30.88%, 105; and architectural interior design accounted for 32.94%, including 112 respondents.

Table 4 Grade

Question no.4	Grade	Frequency	Percentage (%)	Cumulative percentage of (%)
	first grade	125	36.76	36.76
Grade	second grade	126	37.06	73.82
	third grade	89	26.18	100.00
amount to		340		

Based on the data provided, the grouping of three different grades can be observed. Among them, the first grade group accounted for 36.76%, with 125 people; the second grade group had a slightly higher proportion of 37.06% with 126 people; and the third grade group had a relatively low proportion of 26.18% with 89 people.

Table 5 Do you think the way teachers teach is important for students to learn knowledge well?

Question no.5	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the	Strongly Disagree	45	13.24	13.24
way teachers teach	Disagree	50	14.71	27.95
is important for	Neutral	68	20.00	47.95
students to learn	Agree	101	29.71	77.66
knowledge well?	Strongly Agree	76	22.35	100.01
amount to		340		

According to the data provided, about, " Do you think a teachers teaching method is important for students to learn knowledge well? The students views of the question are diversified. Among them, 13.24% strongly disagreed, 14.71% disagreed, 20.00% were neutral, 29.71% agreed, and 22.35% strongly agreed.

Table 6 Do you think it is important to have lively and interesting classes?

Question no.6	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it is	Strongly Disagree	20	5.88	5.88
important to have	Disagree	75	22.06	27.94
lively and interesting	Neutral	105	30.88	58.82
classes?	Agree	116	34.12	92.94
	Strongly Agree	24	7.06	100.00
amount to		340		

According to the data provided, " Do you think it is important to have a lively and interesting class? The opinions of the students are diverse. Among them, 5.88% of the students strongly disagreed, 22.06% disagreed, 30.88% were neutral, 34.12% agreed, and 7.06% strongly agreed.

Table 7 Do you think school feedback systems (a tool used to gather student input) are important?

Question no.7	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think school feedback systems (a tool used to gather student input) are important?	Strongly Disagree	27	7.94	7.94
	Disagree	83	24.41	32.35
	Neutral	87	25.59	57.94
	Agree	114	33.53	91.47
	Strongly Agree	29	8.53	100.00
amount to		340		

Based on the data provided, students were opinions about the importance of the school feedback system (a tool used to collect students opinions). Specifically, 7.94% of the students strongly disagreed with its importance, 24.41% disagreed, 25.59% were neutral, 33.53% agreed with its importance, and 8.53% strongly agreed.

Table 8 Do you think its important to improve school systems (tools for finding and solving problems)?

Question no.8	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think its	Strongly Disagree	23	6.76	6.76
important to improve	Disagree	64	18.82	25.58
school systems (tools	Neutral	103	30.29	55.87
for finding and solving	Agree	124	36.47	92.34
problems)?	Strongly Agree	26	7.65	99.99
amount to		340		

Based on the data presented, about " Do you think it is important to improve the school system (finding and solving tools)?"The question, the interviewees opinions present a certain distribution. Of these, 6.76% strongly disagreed, 18.82% disagreed, 30.29% were neutral, and 36.47% agreed, while 7.65% strongly agreed.

Table 9 Do you think evaluation school systems (tools for identifying shortcomings, optimizing strategies, and improving overall performance) are important?

Question no.9	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think evaluation	Strongly Disagree	21	6.18	6.18
school systems (tools	Disagree	74	21.76	27.94
for identifying	Neutral	91	26.76	54.70
shortcomings,	Agree	125	36.76	91.46
optimizing strategies,	Strongly Agree	29	8.53	99.99
and improving overall				
performance) are				
important?				
amount to		340		

According to the data provided, the respondents' opinions were somewhat distributed about the importance of the school evaluation system. Of these, 6.18% strongly disagreed with its importance, 21.76% disagreed, 26.76% were neutral, 36.76% agreed with its importance, while 8.53% strongly agreed.

Table 10 Do you think student expectations are important?

Question no.10	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think student expectations are important?	Strongly Disagree	29	8.53	8.53
	Disagree	75	22.06	30.59
	Neutral	92	27.06	57.65
	Agree	115	33.82	91.47
	Strongly Agree	29	8.53	100.00
amount to		340		

According to the data presented, the question "Do you think students expectations matter?", The results showed that 8.53% of the students strongly disagreed, 22.06% disagreed, 27.06% remained neutral, 33.82% agreed, and 8.53% strongly agreed.

Table 11 Do you think it is important to create a functional and beautiful campus environment?

Question no.11	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it is important to create a functional and beautiful campus environment?	Strongly Disagree	26	7.65	7.65
	Disagree	83	24.41	32.06
	Neutral	87	25.59	57.65
	Agree	115	33.82	91.47
	Strongly Agree	29	8.53	100.00
amount to		340		

According to the data provided, & quot; Do you think it is important to create a fully functional and beautiful campus environment? Of the respondents, 26 (7.65%) strongly disagreed, 83 (24.41%) disagreed, 87 (25.59%) were neutral, 115 (33.82%) agreed, and 29 (8.53%) strongly agreed.

Table 12 Do you think it is important to establish a school performance evaluation system (a tool to help identify and solve problems and improve the quality of teaching)?

Question no.12	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it is important to establish a school performance evaluation system (a tool to help identify and solve problems and improve the quality of teaching)?	Strongly Disagree	29	8.53	8.53
	Disagree	87	25.59	34.12
	Neutral	72	21.18	55.30
	Agree	119	35.00	90.30
	Strongly Agree	33	9.71	100.01
amount to		340		

According to the collected data, there are some differences in the establishment of a school performance evaluation system. Specifically, 8.53% of the respondents strongly disagreed, while 25.59% disagreed, while 21.18% were neutral. Conversely, 35.00% of the respondents agreed to establish the system, while 9.71% strongly agreed.

Table 13 Do you think improvement models (tools for continuous improvement that focus on student needs and satisfaction) are important?

Question no.13	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think	Strongly Disagree	34	10.00	10.00
improvement models	Disagree	75	22.06	32.06
(tools for continuous	Neutral	78	22.94	55.00
improvement that	Agree	120	35.29	90.29
focus on student needs	Strongly Agree	33	9.71	100.00
and satisfaction) are				
important?				
amount to		340		

Based on the data provided, do you think it is important to improve the model (a continuous improvement tool that focuses on student needs and satisfaction)? The opinions of the respondents were varied. Among them, 10% of the respondents strongly disagreed, 22.06% disagreed, 22.94% were neutral, 35.29% agreed, and 9.71% strongly agreed.

Table 14 Do you think the philosophy of goal-oriented management (a management approach that emphasizes planning and executing work with clear goals in mind) is important?

Question no.14	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the	Strongly Disagree	24	7.06	7.06
philosophy of goal-oriented	Disagree	81	23.82	30.88
management (a	Neutral	93	27.35	58.23
management approach that	Agree	112	32.94	91.17
emphasizes planning and	Strongly Agree	30	8.82	99.99
executing work with clear				
goals in mind) is important?				
amount to		340		

Based on the collected data, the opinions of the participants were diversified and distributed regarding the importance of the goal-oriented management philosophy. Specifically, 7.06% of participants strongly disagreed, 23.82% disagreed, 27.35% were neutral, 32.94% agreed, and 8.82% strongly agreed.

Table 15 Do you think healthy, good management is important?

Question no.15	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think healthy, good management is important?	Strongly Disagree	32	9.41	9.41
	Disagree	74	21.76	31.17
	Neutral	89	26.18	57.35
	Agree	118	34.71	92.06
	Strongly Agree	27	7.94	100.00
amount to		340		

According to the data presented, about "Do you think healthy, good management is important?" Questions, and the participants responses presented a certain distribution. Specifically, 9.41% strongly disagreed, 21.76% disagreed, 26.18% were neutral, 34.71% agreed, and 7.94% strongly agreed.

Table 16 Do you think the quality of teaching in a school is important?

Question no.16	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the quality of teaching in a school is important?	Strongly Disagree	25	7.35	7.35
	Disagree	80	23.53	30.88
	Neutral	84	24.71	55.59
	Agree	116	34.12	89.71
	Strongly Agree	35	10.29	100.00
amount to		340		

According to the data provided, about " Do you think the quality of teaching in a school is important?" Question, and the survey results showed that most of the participants tended to agree. Among these, 34.12% agreed and 10.29% strongly agreed, indicating that the majority were positive about the importance of teaching quality. However, a proportion of the participants were neutral (24.71%), disagreed (23.53%), or strongly disagreed (7.35%).

Table 17 Do you think students' personal factors (such as academic performance, learning ability, and family environment) are important in influencing students' decision to stay?

Question no.17	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think students' personal factors (such as academic performance, learning ability, and family environment) are important in influencing students' decision to stay?	Strongly Disagree	26	7.65	7.65
	Disagree	80	23.53	31.18
	Neutral	85	25.00	56.18
	Agree	127	37.35	93.53
	Strongly Agree	22	6.47	100.00
amount to		340		

Based on the data presented, the findings showed a certain distribution of opinions on the question of whether individual student factors (such as academic performance, learning ability, and family environment) have an important impact on the students decision whether to stay or not. Of these, 7.65% strongly disagreed with the influence of these factors, 23.53% disagreed, 25.00% were neutral, and 37.35% agreed with the influence of these factors, while 6.47% strongly agreed.

Table 18 Do you think reasonable resource allocation (such as teaching resources, academic tutoring, learning space, etc.) is important?

Question no.18	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think reasonable resource allocation (such as teaching resources, academic tutoring, learning space, etc.) is important?	Strongly Disagree	39	11.47	11.47
	Disagree	67	19.71	31.18
	Neutral	86	25.29	56.47
	Agree	129	37.94	94.41
	Strongly Agree	19	5.59	100.00
amount to		340		

According to the data presented, the participants opinions presented a certain distribution about the importance of rational allocation of resources. Among these, 37.94% expressed agreement on the importance of rational allocation of resources, 25.29% were neutral, 19.71% disagreed, while 11.47% strongly disagreed, and another 5.59% strongly agreed.

Table 19 Do you think a good learning atmosphere is important?

Question no.19	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think a good learning atmosphere is important?	Strongly Disagree	31	9.12	9.12
	Disagree	73	21.47	30.59
	Neutral	91	26.76	57.35
	Agree	116	34.12	91.47
	Strongly Agree	29	8.53	100.00
amount to		340		

According to the data provided, the question "Do you think a good learning atmosphere is important? Most of the participants agreed with it. Among them, 34.12 percent chose "agree" and 26.76 percent remained "neutral", while 8.53 percent said "very agree". In contrast, only 21.47% and 9.12% chose to "disagree" and "strongly disagree", respectively.

Table 20 Do you think a students family background (for example, being poor and unable to afford tuition) is important in influencing whether a student will leave school midway?

Question no.20	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think a students family background (for example, being poor and unable to afford tuition) is important in influencing whether a student will leave school midway?	Strongly Disagree	20	5.88	5.88
	Disagree	78	22.94	28.82
	Neutral	93	27.35	56.17
	Agree	117	34.41	90.58
	Strongly Agree	32	9.41	99.99
amount to		340		

According to the survey data, the views of the students family background (for example, poverty cannot afford the tuition) will affect the students drop out of school are as follows: 5.88% strongly disagreed, 22.94% disagreed, 27.35% were neutral, 34.41% agreed, and 9.41% strongly agreed.

Table 21 Do you think it is important to build indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students?

Question no.21	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it is important to build indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students?	Strongly Disagree	26	7.65	7.65
	Disagree	78	22.94	30.59
	Neutral	94	27.65	58.24
	Agree	111	32.65	90.89
	Strongly Agree	31	9.12	100.01
amount to		340		

According to the survey data, the students opinions were diversified on whether indoor basketball courts, badminton courts and swimming pools should be built to meet the students needs. Among them, 7.65% strongly disagreed, 22.94% disagreed, 27.65% were neutral, 32.65% agreed, and 9.12% strongly agreed.

Table 22 Do you think it's important to keep everything student-centered?

Question no.22	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it's important to keep everything student-centered?	Strongly Disagree	30	8.82	8.82
	Disagree	80	23.53	32.35
	Neutral	82	24.12	56.47
	Agree	120	35.29	91.76
	Strongly Agree	28	8.24	100.00
amount to		340		

Based on the data presented, students opinions were distributed on the question of whether you think student-centered was important. Among them, 8.82% strongly disagreed, 23.53% disagreed, 24.12% were neutral, 35.29% agreed, and 8.24% strongly agreed.

Table 23 Do you think it's important for students to have more opportunities to earn scholarships?

Question no.23	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think it's important for students to have more opportunities to earn scholarships?	Strongly Disagree	23	6.76	6.76
	Disagree	86	25.29	32.05
	Neutral	86	25.29	57.34
	Agree	114	33.53	90.87
	Strongly Agree	31	9.12	99.99
amount to		340		

According to the survey data, on the importance of whether students have more opportunities to obtain scholarships, 6.76% of respondents strongly disagreed, 25.29% disagreed, 25.29% were neutral, while 33.53% agreed, and 9.12% strongly agreed.

Table 24 Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) is important?

Question no.24	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) is important?	Strongly Disagree	33	9.71	9.71
	Disagree	70	20.59	30.30
	Neutral	97	28.53	58.83
	Agree	118	34.71	93.54
	Strongly Agree	22	6.47	100.01
amount to		340		

According to the survey data, regarding the importance of teacher career growth, 9.71% of respondents strongly disagreed, 20.59% disagreed, 28.53% were neutral, 34.71% agreed, and 6.47% of respondents strongly agreed.

Table 25 Do you think the support of school leaders Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) is important?

Question no.25	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the support of school leaders Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) is important?	Strongly Disagree	27	7.94	7.94
	Disagree	67	19.71	27.65
	Neutral	100	29.41	57.06
	Agree	121	35.59	92.65
	Strongly Agree	25	7.35	100.00
amount to		340		

Based on the data provided, there was a certain distribution of respondent comments on the importance of school leader support (such as building classrooms, laboratories, improved accommodation, etc.). Specifically, 7.94% of respondents strongly disagreed, 19.71% disagreed, 29.41% were neutral, 35.59% agreed, and 7.35% strongly agreed.

Summary

Therefore, the answer to question 1 is: many student dropout according to table 1 and 2 Table 1 shows that the number of student enrollments decreased year by year from 2020 to 2022, with the enrollment rate in 2022 being only about 70%. Table 2 shows that in 2020, the student attrition rate was the highest at 0.89%. It slightly decreased to 0.78% in 2021 but rose again to 0.83% in 2022, The decreasing number of student enrollments and the rising attrition rate indicate an increasingly severe situation of student attrition.

序号	Number of admissions			Number of check-ins			Check-in rate		
	2020年	2021年	2022年	2020年	2021年	2022年	2020年	2021年	2022年
1	1114	642	823	902	474	589	80.97%	73.83%	71.56%
2	1717	995	1099	1414	678	808	82.35%	68.14%	73.50%
3	1707	2315	1788	1454	1597	1310	85.18%	68.98%	73.25%
4	678	530	507	551	373	366	81.27%	70.38%	72.17%
5	681	582	715	557	398	541	81.79%	68.38%	75.64%
6	535	386	428	413	266	299	77.20%	68.91%	69.90%
7	1234	839	923	1023	557	689	82.90%	66.39%	74.63%
total	7666	6289	6283	6314	4343	4601	82.36%	69.06%	73.23%

(department of officer, 2023)

Comparison of student attrition rates in the past three years		
year	Number of people lost	Churn rate
2020	/	0.89%
2021	/	0.78%
2022	/	0.83%

(department of officer, 2023)

Moreover, Table 5 shows that 52.06% of students believe that teaching methods are the most important factor. Then, in Table 9, 46.29% of students think that establishing an evaluation system (a tool for identifying deficiencies, optimizing strategies, and improving overall performance) is also very important. At the same time, 45% of students believe that creating an improvement model (a tool for continuous improvement focused on student needs and satisfaction) is equally important. This indicates that students have the strongest recognition of teaching methods, the establishment of an evaluation system, and the creation of an improvement model. These areas need further improvement to better meet students' learning and living needs.

Additionally, Table 13 shows that 44.71% of students consider the establishment of a performance evaluation system (a tool to identify and solve problems and improve teaching quality) to be important. Furthermore, Table 16 shows that 44.41% of students value the school's teaching quality. Then, Table 8 reveals that 44.12% of students agree that improving school systems (tools for identifying and resolving issues) is also significant. Meanwhile, Table 17 shows that 43.82% of students think personal factors (e.g., academic performance, learning ability, family environment) are important. Table 20 indicates that 43.82% of students believe family background (e.g., inability to afford tuition due to poverty) is crucial.

In addition, Table 21 shows that 43.77% of students consider facilities that meet student needs, such as indoor basketball courts, badminton courts, and swimming pools, to be important. Table 18 reveals that 43.53% of students agree on the importance of the reasonable allocation of resources. Table 22 shows that 43.53% of students value a student-centered philosophy. Then, Table 25 indicates that 42.94% of students consider support from school leaders (e.g., building classrooms, laboratories, improving accommodations) to be significant.

Meanwhile, Table 15 shows that 42.65% of students regard healthy and effective management as important. Table 19 indicates that 42.65% of students think a positive learning atmosphere is essential. Table 23 shows that 42.65% of students value providing more opportunities for scholarships. Additionally, Table 10 shows that 42.35% of students support the importance of focusing on and meeting student

expectations and needs. Table 11 reveals that 42.35% of students consider creating a functional and aesthetically pleasing campus environment important.

At the same time, Table 7 shows that 42.06% of students think that establishing an improvement system (a tool for identifying and solving issues) is significant. Then, Table 14 shows that 41.76% of students believe in the importance of creating a goal-oriented management philosophy (a management method emphasizing planning and execution around clear objectives). Next, Table 6 indicates that 41.18% of students value engaging and interesting classrooms. Lastly, Table 24 shows that 41.18% of students recognize the importance of teachers' professional growth (e.g., improving teaching quality, enhancing teacher-student relationships).

What is the reason for student dropouts in the School of Humanities and Sports of Guizhou Vocational College of Technology and Business?

Table 26 Do you think teachers' teaching methods have the most important impact on student attrition?

Question no.26	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think teachers' teaching methods have the most important impact on student attrition?	Strongly Disagree	54	15.88	15.88
	Disagree	43	12.65	28.53
	Neutral	46	13.53	42.06
	Agree	98	28.82	70.88
	Strongly Agree	99	29.12	100.00
amount to		340		

According to the data provided, responses to the question "Do you think that teaching methods have the greatest impact on student attrition?" show certain distribution differences. Specifically, 15.88% of the participants strongly disagree with this view, 12.65% disagree, 13.53% are neutral, 28.82% agree, and 29.12% strongly agree.

Table 27 Do you think interesting classes have the most important impact on student attrition?

Question no.27	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think	Strongly Disagree	30	8.82	8.82
interesting classes	Disagree	61	17.94	26.76
have the most	Neutral	101	29.71	56.47
important impact on	Agree	114	33.53	90.00
student attrition?	Strongly Agree	34	10.00	100.00
amount to		340		

Based on the data provided, opinions on the question "Do you think that interesting classes have the greatest impact on student attrition?" are diverse among students. Specifically, 8.82% of the students strongly disagree with this view, 17.94% disagree, 29.71% are neutral, 33.53% agree, and 10.00% strongly agree.

Table 28 Do you think school feedback systems (tools used to gather student input) have the most important impact on student attrition?

Question no.28	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think school	Strongly Disagree	29	8.53	8.53
feedback systems (tools	Disagree	66	19.41	27.94
used to gather student	Neutral	85	25.00	52.94
input) have the most	Agree	134	39.41	92.35
important impact on	Strongly Agree	26	7.65	100.00
student attrition?				
amount to		340		

According to the data provided, students' views on the question "Do you think that the school feedback system (a tool for collecting student opinions) is the most important factor affecting student attrition?" are diverse. Specifically, 8.53% of the students strongly disagree, 19.41% disagree, 25.00% are neutral, 39.41% agree, and 7.65% strongly agree.

Table 29 Do you think improving school systems (problem-finding, problem-solving tools) is the most important impact on student attrition?

Question no.29	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think improving school systems (problem-finding, problem-solving tools) is the most important impact on student attrition?	Strongly Disagree	24	7.06	7.06
	Disagree	70	20.59	27.65
	Neutral	100	29.41	57.06
	Agree	114	33.53	90.59
	Strongly Agree	32	9.41	100.00
amount to		340		

Based on the data provided, opinions on the importance of improving school systems (such as problem identification and problem-solving tools) in reducing student attrition show a diverse distribution. Specifically, 7.06% of the students strongly disagree, 20.59% disagree, 29.41% are neutral, 33.53% agree, and 9.41% strongly agree.

Table 30 Do you think school evaluation systems—tools that help schools identify shortcomings, optimize strategies, and improve overall performance—have the most important impact on student attrition?

Question no.30	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think school evaluation systems—tools that help schools identify shortcomings, optimize strategies, and improve overall performance—have the most important impact on student attrition?	Strongly Disagree	37	10.88	10.88
	Disagree	56	16.47	27.35
	Neutral	99	29.12	56.47
	Agree	122	35.88	92.35
	Strongly Agree	26	7.65	100.00
amount to		340		

According to the data provided, opinions on the importance of the school evaluation system in affecting student attrition are diverse. Specifically, 35.88% of the respondents agree that the school evaluation system has an important impact on student attrition, 29.12% are neutral, 16.47% disagree, and 10.88% strongly disagree. Meanwhile, 7.65% of the respondents strongly agree with this view.

Table 31 Do you think paying attention to and meeting student expectations and needs is the most important impact on student attrition?

Question no.31	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think paying attention to and meeting student expectations and needs is the most important impact on student attrition?	Strongly Disagree	28	8.24	8.24
	Disagree	73	21.47	29.71
	Neutral	91	26.76	56.47
	Agree	118	34.71	91.18
	Strongly Agree	30	8.82	100.00
amount to		340		

Based on the frequency data analysis, opinions on whether paying attention to students' expectations and needs and meeting them is the most important factor in affecting student attrition are diverse. Specifically, 8.24% of the participants strongly disagree, 21.47% disagree, 26.76% are neutral, 34.71% agree, and 8.82% strongly agree with this view.

Table 32 Is an aesthetically pleasing campus environment the most important influence on student attrition?

Question no.32	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Is an aesthetically pleasing campus environment the most important influence on student attrition?	Strongly Disagree	32	9.41	9.41
	Disagree	70	20.59	30.00
	Neutral	85	25.00	55.00
	Agree	116	34.12	89.12
	Strongly Agree	37	10.88	100.00
amount to		340		

According to the data provided, opinions on the impact of campus aesthetics on student attrition rates are diverse among students. Specifically, 9.41% of the students strongly disagree with this view, 20.59% disagree, 25% are neutral, 34.12% agree, and 10.88% strongly agree.

Table 33 Do you think the establishment of a school performance evaluation system (a tool to help schools identify and solve problems and improve teaching quality) has the most important impact on student attrition?

Question no.33	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the establishment of a school performance evaluation system (a tool to help schools identify and solve problems and improve teaching quality) has the most important impact on student attrition?	Strongly Disagree	25	7.35	7.35
	Disagree	60	17.65	25.00
	Neutral	98	28.82	53.82
	Agree	125	36.76	90.58
	Strongly Agree	32	9.41	99.99
amount to		340		

Based on the data, opinions on whether the establishment of a school performance evaluation system has the most important impact on student dropout rates are diverse. Specifically, 36.76% of the respondents agree, 28.82% are neutral, 17.65% disagree, and 7.35% and 9.41% of the respondents respectively strongly disagree and strongly agree.

Table 34 Do you think school improvement models (continuous improvement tools that focus on student needs and satisfaction) have the most important impact on student attrition?

Question no.34	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think school improvement models (continuous improvement tools that focus on student needs and satisfaction) have the most important impact on student attrition?	Strongly Disagree	24	7.06	7.06
	Disagree	70	20.59	27.65
	Neutral	99	29.12	56.77
	Agree	117	34.41	91.18
	Strongly Agree	30	8.82	100.00
amount to		340		

According to the data provided, opinions on the importance of the school improvement model (a continuous improvement tool focusing on student needs and satisfaction) in reducing student attrition are diverse. Specifically, 34.41% of the respondents agree, 29.12% are neutral, 20.59% disagree, 7.06% strongly disagree, and 8.82% of the respondents strongly agree.

Table 35 Do you think the school's goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) is the most important influence on student attrition?

Question no.35	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the school's goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) is the most important influence on student attrition?	Strongly Disagree	33	9.71	9.71
	Disagree	55	16.18	25.89
	Neutral	95	27.94	53.83
	Agree	122	35.88	89.71
	Strongly Agree	35	10.29	100.00
amount to		340		

Based on the data results, regarding the impact of the school's goal-oriented management philosophy on student attrition rates, 35.88% of the respondents agree, considering it an important factor affecting student attrition; 27.94% of the respondents are neutral; 16.18% disagree with this view; and 9.71% and 10.29% of the respondents respectively strongly disagree and strongly agree.

Table 36 Do you think healthy, good management is the most important influence on student attrition?

Question no.36	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think	Strongly Disagree	32	9.41	9.41
healthy, good	Disagree	67	19.71	29.12
management is the	Neutral	92	27.06	56.18
most important	Agree	114	33.53	89.71
influence on student attrition?	Strongly Agree	35	10.29	100.00
amount to		340		

According to the data provided, opinions on the question "Do you think that healthy and good management is the most important factor affecting student attrition?" are diverse. Specifically, 9.41% of the participants strongly disagree, 19.71% disagree, 27.06% are neutral, 33.53% agree, and 10.29% strongly agree.

Table 37 Do you think the quality of school teaching has the most important impact on student attrition?

Question no.37	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the	Strongly Disagree	35	10.29	10.29
quality of school	Disagree	51	15.00	25.29
teaching has the most	Neutral	98	28.82	54.11
important impact on	Agree	125	36.76	90.87
student attrition?	Strongly Agree	31	9.12	99.99
amount to		340		

Based on the data provided, responses to the question "Do you think that school teaching quality has the greatest impact on student attrition?" show that 36.76% of the respondents agree, which is the highest proportion; followed by 28.82% of respondents who are neutral; 15% of respondents disagree, 10.29% strongly disagree, and 9.12% strongly agree.

Table 38 Do you think students' personal factors (such as academic performance, learning ability, family environment) are the most important influence on student attrition?

Question no.38	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think students' personal factors (such as academic performance, learning ability, family environment) are the most important influence on student attrition?	Strongly Disagree	34	10.00	10.00
	Disagree	71	20.88	30.88
	Neutral	75	22.06	52.94
	Agree	124	36.47	89.41
	Strongly Agree	36	10.59	100.00
amount to		340		

According to the data, opinions on whether personal factors of students (such as academic performance, learning ability, family environment) are the most important factors affecting student dropout rates are distributed as follows: 10% of the respondents strongly disagree, 20.88% disagree, 22.06% are neutral, 36.47% agree, and 10.59% strongly agree.

Table 39 Do you think reasonable resource allocation (such as teaching resources, tutoring, learning space, etc.) has the most important impact on student attrition?

Question no.39	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think reasonable resource allocation (such as teaching resources, tutoring, learning space, etc.) has the most important impact on student attrition?	Strongly Disagree	32	9.41	9.41
	Disagree	62	18.24	27.65
	Neutral	93	27.35	55.00
	Agree	116	34.12	89.12
	Strongly Agree	37	10.88	100.00
amount to		340		

Based on the data provided, opinions on the importance of resource allocation (such as teaching resources, tutoring, study spaces, etc.) in affecting student attrition show a certain distribution. Specifically, 34.12% of the respondents agree with this view, considering reasonable resource allocation to have an important impact on student attrition. Another 27.35% of the respondents are neutral, while 18.24% and 9.41% of the respondents respectively disagree and strongly disagree. In addition, 10.88% of the respondents strongly agree with this view.

Table 40 Do you think the construction of indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students have the most important impact on student attrition?

Question no.40	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the construction of indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students have the most important impact on student attrition?	Strongly Disagree	41	12.06	12.06
	Disagree	57	16.76	28.82
	Neutral	83	24.41	53.23
	Agree	129	37.94	91.17
	Strongly Agree	30	8.82	99.99
amount to		340		

According to the data provided, students' opinions on the question "Do you think that building indoor basketball courts, badminton courts, swimming pools, and other facilities that meet students' needs has the greatest impact on student attrition?" show a certain distribution. Specifically, 37.94% of the students agree, 24.41% are neutral, 16.76% disagree, 12.06% strongly disagree, and 8.82% strongly agree.

Table 41 Do you think students' family background (for example, being poor and unable to afford tuition) is the most important factor in student attrition?

Question No.41	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think students' family background (for example, being poor and unable to afford tuition) is the most important factor in student attrition?	Strongly Disagree	27	7.94	7.94
	Disagree	71	20.88	28.82
	Neutral	90	26.47	55.29
	Agree	120	35.29	90.58
	Strongly Agree	32	9.41	99.99
amount to		340		

According to the data provided, opinions on whether the most important factor for student dropout is the student's family economic background (such as poverty, inability to afford tuition fees, etc.) are diverse. Specifically, 35.29% of the respondents agree with this view, 26.47% are neutral, 20.88% disagree, and 7.94% strongly disagree. In addition, 9.41% of the respondents strongly agree.

Table 42 Do you think a good learning atmosphere is the most important influence on student attrition?

Question No.42	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think a good learning atmosphere is the most important influence on student attrition?	Strongly Disagree	30	8.82	8.82
	Disagree	72	21.18	30.00
	Neutral	84	24.71	54.71
	Agree	120	35.29	90.00
	Strongly Agree	34	10.00	100.00
amount to		340		

Based on the data provided, opinions on whether a good learning atmosphere is the most important factor affecting student attrition are diverse. Specifically, 35.29% of the respondents agree, 24.71% are neutral, 21.18% disagree, 8.82% strongly disagree, and only 10.00% strongly agree.

Table 43 Do you think student-centeredness has the most important impact on student attrition?

Question No.43	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think student-centeredness has the most important impact on student attrition?	Strongly Disagree	28	8.24	8.24
	Disagree	64	18.82	27.06
	Neutral	86	25.29	52.35
	Agree	121	35.59	87.94
	Strongly Agree	41	12.06	100.00
amount to		340		

According to the data provided, opinions on the impact of student-centeredness on student attrition are diverse. Specifically, 8.24% of the respondents strongly disagree that student-centeredness has the most important impact on student attrition, 18.82% disagree, 25.29% are neutral, 35.59% agree, and 12.06% strongly agree.

Table 44 Do you think having greater opportunities for students to receive scholarships is the most important impact on student attrition?

Question No.44	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think having greater opportunities for students to receive scholarships is the most important impact on student attrition?	Strongly Disagree	30	8.82	8.82
	Disagree	67	19.71	28.53
	Neutral	95	27.94	56.47
	Agree	114	33.53	90.00
	Strongly Agree	34	10.00	100.00
amount to		340		

Based on the data provided, opinions on whether increasing students' opportunities to receive scholarships has the most important impact on reducing student attrition show a certain distribution. Specifically, 8.82% of the respondents strongly disagree, 19.71% disagree, 27.94% are neutral, 33.53% agree, and 10.00% strongly agree with this view.

Table 45 Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) has the most important impact on student attrition?

Question No.45	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) has the most important impact on student attrition?	Strongly Disagree	36	10.59	10.59
	Disagree	58	17.06	27.65
	Neutral	96	28.24	55.89
	Agree	117	34.41	90.30
	Strongly Agree	33	9.71	100.01
amount to		340		

According to the data provided, opinions on the impact of teachers' professional development on student attrition show a certain distribution. Specifically, 34.41% of the respondents agree that this is the most important factor affecting student attrition, 28.24% are neutral, 17.06% disagree, and 10.59% strongly disagree. Another 9.71% strongly agree with this view.

Table 46 Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) has the most important impact on student attrition?

Question No.46	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) has the most important impact on student attrition?	Strongly Disagree	23	6.76	6.76
	Disagree	79	23.24	30.00
	Neutral	89	26.18	56.18
	Agree	113	33.24	89.42
	Strongly Agree	36	10.59	100.01
amount to		340		

Based on the data provided, opinions on the importance of school leadership support (such as building classrooms, laboratories, improving accommodation, etc.) in reducing student attrition show a certain distribution. Specifically, 6.76% of the students strongly disagree with this view, 23.24% disagree, 26.18% are neutral, 33.24% agree, and 10.59% strongly agree.

Therefore, to answer the second research question, the main factors affecting student attrition in the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce is 57.94% in table 26 of respondents believe that teaching methods have the most important impact on student attrition. Then, table 43 indicates that 47.65% of respondents think a student-centered philosophy has the most important impact on student attrition. Additionally, Table 28 indicates that 47.06% of respondents consider feedback systems (tools for collecting student opinions) to have the most important impact on student attrition. Table 38 reveals that 47.06% of respondents regard students' personal factors (e.g., academic

performance, learning ability, family environment) as having the most important impact on student attrition.

At the same time, Table 40 shows that 46.76% of respondents believe that building facilities such as indoor basketball courts, badminton courts, and swimming pools to meet student needs has the most important impact on student attrition. Then, Table 33 indicates that 46.17% of respondents recognize the performance evaluation system (a tool to help schools identify and solve problems, optimize strategies, and improve overall performance) as having the most important impact on student attrition. Table 35 shows that 46.17% of respondents think a goal-oriented management philosophy (a management approach emphasizing planning and execution centered around clear goals) has the most important impact on student attrition.

Furthermore, Table 38 reveals that 45.88% of respondents believe that educational quality has the most important impact on student attrition. Meanwhile, Table 42 indicates that 45.29% of respondents think a positive learning atmosphere has the most important impact on student attrition. Additionally, Table 32 shows that 45% of respondents believe that a well-equipped and beautiful campus environment has the most important impact on student attrition. Table 39 also shows that 45% of respondents think that reasonable resource allocation (e.g., teaching resources, academic counseling, study spaces) has the most important impact on student attrition.

Then, Table 46 indicates that 44.83% of respondents think support from school leadership (e.g., building classrooms, laboratories, and improving accommodation) has the most important impact on student attrition. Moreover, Table 41 shows that 44.7% of respondents believe that students' family backgrounds (e.g., inability to afford tuition due to poverty) have the most important impact on student attrition. Additionally, Table 45 indicates that 44.12% of respondents think teachers' professional development (e.g., improving teaching quality and enhancing teacher-student relationships) has the most important impact on student attrition.

At the same time, Table 36 shows that 43.82% of respondents believe that healthy and effective management has the most important impact on student attrition. Then, Table 27 indicates that 43.53% of respondents think engaging and interesting classes have the most important impact on student attrition. Furthermore, Table 30 shows that 43.53% of respondents consider establishing evaluation systems (tools to identify shortcomings, optimize strategies, and improve overall performance) to have the most important impact on student attrition. Table 31 also reveals that 43.53% of respondents think focusing on and meeting students' expectations and needs has the most important impact on student attrition.

Additionally, Table 44 indicates that 43.53% of respondents believe that providing students with more opportunities to receive scholarships has the most important impact on student attrition. Moreover, Table 34 shows that 43.23% of respondents think improvement models (tools focused on students' needs and satisfaction, enabling continuous improvement) have the most important impact on student attrition. Finally, Table 29 shows that 42.94% of respondents believe that improvement systems (tools for identifying and solving problems) have the most important impact on student attrition.

How to reduce the student attrition rate of the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce?

Table 47 Do you think that teaching methods that are conducive to students learning knowledge can reduce the student attrition rate?

Question No.47	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think that teaching methods that are conducive to students learning knowledge can reduce the student attrition rate?	Strongly Disagree	42	12.35	12.35
	Disagree	53	15.59	27.94
	Neutral	50	14.71	42.65
	Agree	95	27.94	70.59
	Strongly Agree	100	29.41	100.00
amount to		340		

According to the data provided, opinions on whether teaching methods that are conducive to students' learning can reduce the dropout rate show a certain distribution. Specifically, 12.35% of the students strongly disagree, 15.59% disagree, 14.71% are neutral, 27.94% agree, and the proportion of those who strongly agree is the highest, at 29.41%.

Table 48 Do you think interesting teaching methods can reduce student attrition rates?

Question No.48	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think	Strongly Disagree	32	9.41	9.41
interesting teaching	Disagree	63	18.53	27.94
methods can reduce	Neutral	87	25.59	53.53
student attrition	Agree	125	36.76	90.29
rates?	Strongly Agree	33	9.71	100.00
amount to		340		

Based on the data provided, responses to the question "Do you think that interesting teaching methods can reduce student attrition?" show a certain distribution. Specifically, 9.41% of the participants strongly disagree, 18.53% disagree, 25.59% are neutral, 36.76% agree, and 9.71% strongly agree.

Table 49 Do you think establishing a school feedback system (a tool to collect student opinions) can reduce student attrition rates?

Question No.49	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think	Strongly Disagree	29	8.53	8.53
establishing a school	Disagree	68	20.00	28.53
feedback system (a tool	Neutral	92	27.06	55.59
to collect student	Agree	125	36.76	92.35
opinions) can reduce	Strongly Agree	26	7.65	100.00
student attrition rates?				
amount to		340		

According to the data collected, students' views on whether establishing a school feedback system can reduce student attrition show a diverse distribution. Specifically, 8.53% of the students strongly disagree with this view, 20.00% disagree, and 27.06% are neutral. It is worth noting that 36.76% of the students agree that establishing a feedback system can reduce attrition, and another 7.65% strongly agree with this view.

Table 50 Do you think establishing a school improvement system (collecting feedback and making continuous improvements based on it) can reduce student attrition?

Question No.50	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think establishing a school improvement system (collecting feedback and making continuous improvements based on it) can reduce student attrition?	Strongly Disagree	25	7.35	7.35
	Disagree	63	18.53	25.88
	Neutral	92	27.06	52.94
	Agree	126	37.06	90.00
	Strongly Agree	34	10.00	100.00
amount to		340		

Based on the data collected, opinions on whether establishing a school improvement system (collecting feedback and making continuous improvements based on it) can reduce student attrition show a diverse distribution. Specifically, 7.35% of the respondents strongly disagree, 18.53% disagree, 27.06% are neutral, 37.06% agree, and 10.00% strongly agree.

Table 51 Do you think systems for building school improvements (tools to identify problems and solve them) can reduce student attrition?

Question No.51	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think systems for building school improvements (tools to identify problems and solve them) can reduce student attrition?	Strongly Disagree	33	9.71	9.71
	Disagree	50	14.71	24.42
	Neutral	105	30.88	55.30
	Agree	114	33.53	88.83
	Strongly Agree	38	11.18	100.01
amount to		340		

According to the data provided, opinions on whether a school improvement system (including tools for identifying and solving problems) can reduce student attrition rates show a diverse distribution. Specifically, 33.53% of the respondents agree, 30.88% are neutral, 14.71% disagree, and 9.71% strongly disagree. Meanwhile, 11.18% of the respondents strongly agree.

Table 52 Do you think focusing on student expectations can reduce student attrition rates?

Question No.52	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think focusing on student expectations can reduce student attrition rates?	Strongly Disagree	26	7.65	7.65
	Disagree	71	20.88	28.53
	Neutral	91	26.76	55.29
	Agree	120	35.29	90.58
	Strongly Agree	32	9.41	99.99
amount to		340		

Based on the data provided, opinions on whether focusing on student expectations can reduce dropout rates show a certain distribution. Specifically, 7.65% of the students strongly disagree, 20.88% disagree, 26.76% are neutral, 35.29% agree, and 9.41% strongly agree.

Table 53 Do you think building a beautiful campus environment can reduce student attrition rates?

Question No.53	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think building a beautiful campus environment can reduce student attrition rates?	Strongly Disagree	35	10.29	10.29
	Disagree	60	17.65	27.94
	Neutral	92	27.06	55.00
	Agree	112	32.94	87.94
	Strongly Agree	41	12.06	100.00
amount to		340		

According to the data provided, opinions on whether building a beautiful campus environment can reduce dropout rates show a certain distribution. Specifically, 32.94% of the students agree with this view, which is the highest proportion; followed by 27.06% who are neutral; 17.65% disagree with the view, and 12.06% strongly agree. Only 10.29% of the students strongly oppose this view.

Table 54 Do you think establishing a school performance evaluation system (a tool that helps schools identify and solve problems and improve teaching quality) can reduce the student attrition rate?

Question No.54	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think establishing a school performance evaluation system (a tool that helps schools identify and solve problems and improve teaching quality) can reduce the student attrition rate?	Strongly Disagree	28	8.24	8.24
	Disagree	75	22.06	30.30
	Neutral	84	24.71	55.01
	Agree	118	34.71	89.72
	Strongly Agree	35	10.29	100.01
amount to		340		

Based on the data provided, the survey results on whether establishing a school performance evaluation system can reduce student dropout rates show that 84 people (24.71%) are neutral, while 118 people (34.71%) agree, 35 people (10.29%) strongly agree, but there are also 75 people (22.06%) who disagree, and 28 people (8.24%) who strongly disagree.

Table 55 Do you think building a school improvement model—a continuous improvement tool that focuses on student needs and satisfaction—can reduce student attrition?

Question No.55	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think building a school improvement model—a continuous improvement tool that focuses on student needs and satisfaction—can reduce student attrition?	Strongly Disagree	36	10.59	10.59
	Disagree	56	16.47	27.06
	Neutral	84	24.71	51.77
	Agree	132	38.82	90.59
	Strongly Agree	32	9.41	100.00
amount to		340		

According to the data provided, the survey on whether building a school improvement model centered on student needs and satisfaction can reduce student attrition rates shows that 38.82% of the respondents agree, 24.71% are neutral, 16.47% oppose, and 10.59% strongly oppose, while 9.41% strongly agree.

Table 56 Do you think establishing a school goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) can reduce student attrition rates?

Question No.56	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think establishing a school goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) can reduce student attrition rates?	Strongly Disagree	33	9.71	9.71
	Disagree	65	19.12	28.83
	Neutral	80	23.53	52.36
	Agree	118	34.71	87.07
	Strongly Agree	44	12.94	100.01
amount to		340		

Based on the data provided, regarding whether establishing a goal-oriented school management philosophy can reduce student dropout rates, nearly one-third of the respondents (34.71%) agree, and 12.94% strongly agree; 23.53% of the respondents are neutral; and 19.12% and 9.71% respectively disagree and strongly disagree.

Table 57 Do you think healthy management methods can reduce student attrition rates?

Question No.57	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think healthy management methods can reduce student attrition rates?	Strongly Disagree	27	7.94	7.94
	Disagree	69	20.29	28.23
	Neutral	97	28.53	56.76
	Agree	118	34.71	91.47
	Strongly Agree	29	8.53	100.00
amount to		340		

Based on the provided data, it appears that a significant proportion of respondents agree (34.71%) or strongly agree (8.53%) that healthy management methods can reduce student attrition rates, while others remain neutral (28.53%). A smaller percentage disagree (20.29%) or strongly disagree (7.94%) with this notion.

Table 58 Do you think good management can reduce student attrition rates?

Question No.58	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think good management can reduce student attrition rates?	Strongly Disagree	26	7.65	7.65
	Disagree	70	20.59	28.24
	Neutral	93	27.35	55.59
	Agree	112	32.94	88.53
	Strongly Agree	39	11.47	100.00
amount to		340		

According to the data provided, opinions on whether good management can reduce student dropout rates show a certain distribution. Specifically, 7.65% of the respondents strongly disagree, 20.59% disagree, 27.35% are neutral, 32.94% agree, and 11.47% strongly agree.

Table 59 Do you think improving the quality of teaching in schools can reduce student attrition rates?

Question No.59	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think improving the quality of teaching in schools can reduce student attrition rates?	Strongly Disagree	31	9.12	9.12
	Disagree	63	18.53	27.65
	Neutral	93	27.35	55.00
	Agree	116	34.12	89.12
	Strongly Agree	37	10.88	100.00
amount to		340		

Based on the data provided, opinions on whether improving school teaching quality can reduce student dropout rates are diverse. Specifically, 34.12% of the respondents agree that enhancing teaching quality can help reduce student attrition; 27.35% are neutral; 18.53% disagree with this view; and 9.12% strongly oppose it. Additionally, 10.88% of the respondents strongly support the idea of improving teaching quality to reduce dropout rates.

Table 60 Do you think paying attention to students' personal factors (such as academic performance, learning ability, and family environment) can reduce student attrition rates?

Question No.60	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think paying attention to students' personal factors (such as academic performance, learning ability, and family environment) can reduce student attrition rates?	Strongly Disagree	27	7.94	7.94
	Disagree	75	22.06	30.00
	Neutral	97	28.53	58.53
	Agree	109	32.06	90.59
	Strongly Agree	32	9.41	100.00
amount to		340		

According to the data provided, opinions on whether focusing on student personal factors (such as academic performance, learning ability, and family environment) can reduce student dropout rates are diverse. Specifically, 7.94% of the students strongly disagree, 22.06% disagree, 28.53% are neutral, 32.06% agree, and 9.41% strongly agree.

Table 61 Do you think that building indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students can reduce the student attrition rate?

Question No.61	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think that building indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students can reduce the student attrition rate?	Strongly Disagree	22	6.47	6.47
	Disagree	70	20.59	27.06
	Neutral	94	27.65	54.71
	Agree	118	34.71	89.42
	Strongly Agree	36	10.59	100.01
amount to		340		

Based on the data provided, opinions on whether building indoor basketball courts, badminton courts, swimming pools, and other facilities to meet student needs can reduce student attrition rates show a certain distribution. Specifically, 6.47% of the students strongly disagree with this view, 20.59% disagree, 27.65% are neutral, 34.71% agree, and 10.59% strongly agree.

Table 62 Do you think reasonable resource allocation (such as teaching resources, academic tutoring, study space, etc.) can reduce student attrition rate?

Question No.62	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think reasonable resource allocation (such as teaching resources, academic tutoring, study space, etc.) can reduce student attrition rate?	Strongly Disagree	26	7.65	7.65
	Disagree	73	21.47	29.12
	Neutral	76	22.35	51.47
	Agree	130	38.24	89.71
	Strongly Agree	35	10.29	100.00
amount to		340		

According to the data provided, opinions on whether reasonable resource allocation (such as teaching resources, academic tutoring, study spaces, etc.) can reduce student dropout rates are diverse. Specifically, 38.24% of the students agree with this view, believing that reasonable resource allocation can indeed help reduce student attrition. Another 22.35% of the students are neutral, 21.47% disagree, and 7.65% strongly disagree. In addition, 10.29% of the students strongly agree that this measure can effectively reduce student attrition rates.

Table 63 Do you think paying attention to a student's family background (for example, being too poor to afford tuition) can reduce student attrition rates?

Question No.63	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think paying attention to a student's family background (for example, being too poor to afford tuition) can reduce student attrition rates?	Strongly Disagree	27	7.94	7.94
	Disagree	74	21.76	29.70
	Neutral	82	24.12	53.82
	Agree	127	37.35	91.17
	Strongly Agree	30	8.82	99.99
amount to		340		

Based on the data provided, opinions on whether focusing on students' family backgrounds (such as inability to afford tuition due to poverty) can reduce student dropout rates show a certain distribution. Specifically, 7.94% of the respondents strongly disagree with this view, 21.76% disagree, 24.12% are neutral, 37.35% agree, and 8.82% strongly agree.

Table 64 Do you think creating a good learning atmosphere can reduce student attrition rates?

Question No.64	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think creating a good learning atmosphere can reduce student attrition rates?	Strongly Disagree	26	7.65	7.65
	Disagree	69	20.29	27.94
	Neutral	89	26.18	54.12
	Agree	125	36.76	90.88
	Strongly Agree	31	9.12	100.00
amount to		340		

According to the data provided, opinions on whether creating a good learning atmosphere can reduce student attrition rates show a certain distribution. Specifically, 36.76% of the respondents agree, 26.18% are neutral, 20.29% disagree, 7.65% strongly disagree, and only 9.12% strongly agree.

Table 65 Do you think a student-centered approach can reduce student attrition rates?

Question No.65	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think a student-centered approach can reduce student attrition rates?	Strongly Disagree	26	7.65	7.65
	Disagree	62	18.24	25.89
	Neutral	104	30.59	56.48
	Agree	119	35.00	91.48
	Strongly Agree	29	8.53	100.01
amount to		340		

Based on the data provided, opinions on whether student-centered teaching methods can reduce student attrition rates show the following distribution: 35% of the respondents agree, 30.59% are neutral, 18.24% disagree, 7.65% strongly disagree, and 8.53% strongly agree.

Table 66 Do you think giving students more opportunities to receive scholarships can reduce student attrition rates?

Question No.66	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think giving students more opportunities to receive scholarships can reduce student attrition rates?	Strongly Disagree	23	6.76	6.76
	Disagree	78	22.94	29.70
	Neutral	86	25.29	54.99
	Agree	129	37.94	92.93
	Strongly Agree	24	7.06	99.99
amount to		340		

According to the data provided, opinions on whether increasing students' opportunities to receive scholarships can reduce student dropout rates show a certain distribution. Specifically, 6.76% of the students strongly disagree, 22.94% disagree, 25.29% are neutral, and the highest proportion, 37.94%, agree, with another 7.06% strongly agreeing.

Table 67 Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) can reduce student attrition rates?

Question No.67	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) can reduce student attrition rates?	Strongly Disagree	32	9.41	9.41
	Disagree	75	22.06	31.47
	Neutral	80	23.53	55.00
	Agree	119	35.00	90.00
	Strongly Agree	34	10.00	100.00
amount to		340		

Based on the data provided, opinions on whether teachers' professional development (such as improving teaching quality and strengthening teacher-student relationships) can reduce student dropout rates are diverse. Specifically, 9.41% of the respondents strongly disagree with this view, 22.06% disagree, 23.53% are neutral, 35% agree, and 10% strongly agree.

Table 68 Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) can reduce the student attrition rate?

Question No.68	Degree	Frequency	Percentage (%)	Cumulative percentage of (%)
Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) can reduce the student attrition rate?	Strongly Disagree	28	8.24	8.24
	Disagree	67	19.71	27.95
	Neutral	74	21.76	49.71
	Agree	135	39.71	89.42
	Strongly Agree	36	10.59	100.01
amount to		340		

According to the data collected, opinions on the question "Do you think that support from school leaders (such as building classrooms, laboratories, improving accommodation conditions, etc.) can reduce student dropout rates?" show a certain distribution. Specifically, 8.24% of the respondents strongly disagree, 19.71% disagree, 21.76% are neutral, 39.71% agree, and 10.59% strongly agree.

Therefore, in answer to the third research question, the survey results on how the School of Humanities and Sports of Guizhou Vocational College of Industry and Commerce can reduce student attrition show that Table 47 shows that 57.35% of respondents believe that teaching methods conducive to effective student learning can significantly the most factor to reduce student attrition.

then, in Table 68 indicates that 50.3% of respondents believe that support from school leadership (e.g., building classrooms and laboratories, improving accommodation) can reduce student attrition. Meanwhile, Table 62 reveals that 48.53% of respondents think that reasonable resource allocation (e.g., teaching

resources, academic counseling, study spaces) can help reduce student attrition. Furthermore, Table 55 shows that 48.32% of respondents believe that establishing improvement models (tools focused on student needs and satisfaction with continuous improvement) is also a key measure to reduce student attrition.

In addition, Table 56 indicates that 47.65% of respondents believe that establishing a goal-oriented management philosophy (a management method that emphasizes planning and execution centered on clear goals) can reduce student attrition. At the same time, Table 50 reveals that 47.06% of respondents think that establishing improvement systems (tools for identifying and solving problems) can reduce student attrition. Table 48 shows that 46.47% of respondents believe that making lessons engaging and interesting can help reduce student attrition. Subsequently, Table 63 indicates that 46.17% of respondents think that addressing students' family backgrounds (e.g., inability to afford tuition due to poverty) can reduce student attrition. Moreover, Table 64 shows that 45.88% of respondents believe that creating a positive learning atmosphere can reduce student attrition. Table 61 also reveals that 45.3% of respondents agree that constructing facilities such as indoor basketball courts, badminton courts, and swimming pools to meet students' needs can reduce student attrition.

At the same time, Table 53 shows that 45% of respondents believe that creating an environment conducive to student growth and development can reduce student attrition. Table 54 indicates that 45% of respondents believe that establishing a performance evaluation system (a tool to help schools identify and solve problems, optimize strategies, and improve teaching quality) can reduce student attrition. Additionally, Table 59 shows that 45% of respondents believe that improving the teaching quality of the school can reduce student attrition. Similarly, Table 66 shows that 45% of respondents think that improving teaching quality can reduce student attrition. Table 67 also indicates that 45% of respondents believe that teachers' professional development (e.g., improving teaching quality, enhancing teacher-student relationships) can reduce student

attrition. Furthermore, Table 51 shows that 44.71% of respondents believe that establishing improvement systems (tools for identifying and solving problems) can reduce student attrition.

Moreover, Table 52 indicates that 44.7% of respondents believe that focusing on and meeting students' expectations and needs can reduce student attrition. Table 49 shows that 44.41% of respondents believe that establishing feedback systems (tools for collecting student opinions) can reduce student attrition. Additionally, Table 58 reveals that 44.41% of respondents think that healthy management practices can reduce student attrition. At the same time, Table 65 shows that 43.53% of respondents believe that adhering to a student-centered philosophy can reduce student attrition. Table 57 also reveals that 43.24% of respondents believe that good management practices can reduce student attrition. Finally,

Table 60 shows that 41.47% of respondents think that focusing on students' personal factors (e.g., academic performance, learning ability, family environment) can reduce student attrition.

Moreover, in the open-ended questions, there are no answer due to the questionnaire was completed and they could not think of other answers.

Conclusion

Therefore, the summary of the study on student attrition at the School of Humanities and Physical Education of Guizhou Industrial and Commercial Vocational College is as follows:

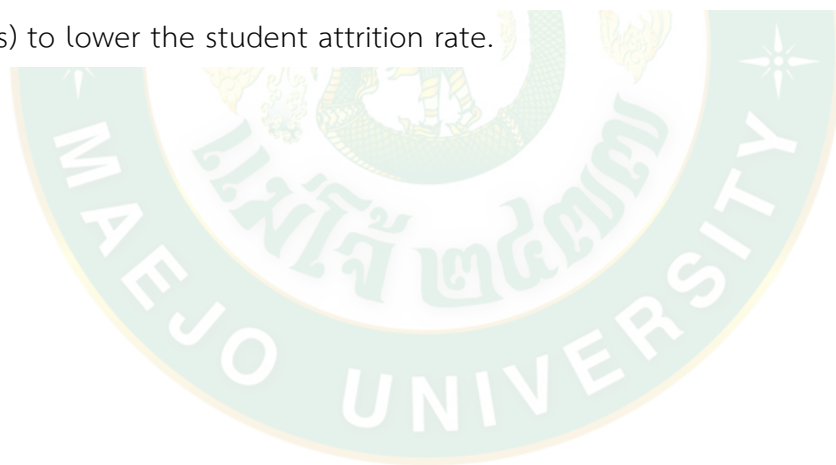
The current student attrition rate at the School of Humanities and Physical Education of Guizhou Industrial and Commercial Vocational College is too high. Students believe that teaching methods, establishing an evaluation system (tools for identifying deficiencies, optimizing strategies, and improving overall performance), and creating an improvement model (tools for continuous improvement focused on student needs and satisfaction) are very important. These aspects need further improvement.

The main factors influencing student attrition include: teaching methods, a student-centered philosophy, feedback systems (tools for collecting student opinions), and students' personal factors.

The school needs to further improve teaching methods, establish an evaluation system (tools for identifying deficiencies, optimizing strategies, and improving overall performance), and create an improvement model (tools for continuous improvement focused on student needs and satisfaction).

In addition, the school also needs to adhere to a student-centered philosophy, establish feedback systems (tools for collecting student opinions), and pay attention to students' personal factors.

At the same time, the school should adopt teaching methods conducive to student learning, strengthen leadership support (e.g., building classrooms, laboratories, improving accommodation conditions), and optimize the rational distribution of resources (e.g., teaching resources, academic counseling, study spaces) to lower the student attrition rate.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

With the continuous development of vocational higher education, student attrition has become a widespread and complex issue. Although some institutions have implemented various interventions in recent years to improve education quality and student support services, the overall attrition rate has not seen a fundamental improvement. Addressing student attrition in vocational colleges has become an urgent challenge.

This study selects the School of Humanities and Sports at Guizhou Industrial and Commercial Vocational College as the research site, as it has a total enrollment of 1,711 students, making it the largest school within the institution and providing a certain level of representativeness. A sample of 340 students from this school was chosen as research participants. Using student performance management theory, total quality management, and educational development strategy as the theoretical foundation, a questionnaire was designed. Through a literature review combined with quantitative methods, this study analyzes the current state of student attrition at the School of Humanities and Sports, identifies the key factors contributing to student dropout, and proposes strategies to reduce attrition rates.

Conclusion

The student attrition rate at the School of Humanities and Sports of Guizhou Industrial and Commercial Vocational College is high. Students believe that there are deficiencies in teaching methods, the evaluation system (a tool for identifying weaknesses, optimizing strategies, and enhancing overall performance), and the improvement model (a continuous improvement tool focused on student needs and satisfaction), which require further enhancement. The key factors contributing to the high attrition rate include monotonous and unengaging teaching methods, the absence of a student-centered education model, a lack of a feedback system to

collect student opinions effectively, and insufficient attention to personal factors such as academic performance, learning ability, and family environment.

1. Current Student Attrition Situation

Data and questionnaire analysis indicate a concerning student attrition trend. Table 1 and Table 2 show that the dropout rate peaked at 0.89% in 2020, slightly decreased to 0.78% in 2021, and then rose again to 0.83% in 2022. Additionally, Table 5 reveals that more than half of the respondents (52.06%) believe that teaching methods significantly impact their learning outcomes. Meanwhile, Tables 9 and 13 indicate that 46.29% and 45% of students, respectively, consider the establishment of an evaluation system and an improvement model to be equally important. These findings suggest that students strongly recognize the need to improve teaching methods, evaluation systems, and improvement models to better meet their learning and living needs.

2. Key Factors Contributing to High Attrition Rates

1) Teaching Methods: Table 26 shows that 57.94% of respondents consider teaching methods the most critical factor affecting student attrition, highlighting the need for more engaging and interactive teaching approaches.

2) Lack of a Student-Centered Approach: Table 43 indicates that 47.65% of respondents believe that student-centered teaching significantly impacts attrition. The absence of this model means that student needs are not prioritized, leading to disengagement.

3) Absence of a Feedback System: Table 28 reveals that 47.06% of respondents see the lack of a feedback system as a major issue, suggesting that students feel unheard, which negatively affects their academic experience.

4) Personal Factors: Table 38 demonstrates that 47.06% of respondents believe academic performance, learning ability, and family background significantly influence attrition. The lack of timely academic and emotional support can cause students to lose motivation.

3. Strategies to Reduce Student Attrition

1) Improving Teaching Methods: Table 47 shows that 57.35% of respondents believe that engaging teaching approaches can effectively lower attrition. Schools should adopt diverse and interactive teaching strategies based on student needs.

2) Increasing Administrative Support: Table 68 indicates that 50.3% of respondents think that enhanced administrative support (e.g., improving classrooms, laboratories, and dormitories) can enhance student experience and retention.

3) Optimizing Resource Allocation: Table 62 reveals that 48.53% of respondents feel that better resource allocation (e.g., academic support and learning spaces) can reduce attrition. Schools should ensure equitable access to resources.

4) Establishing an Improvement Model: Table 55 indicates that 48.32% of respondents support the implementation of an improvement model that continuously addresses student needs and satisfaction.

In conclusion, the high student attrition rate at the School of Humanities and Sports of Guizhou Industrial and Commercial Vocational College requires immediate attention. The institution must enhance teaching methods, establish evaluation systems, and implement an improvement model. Additionally, adopting a student-centered approach, creating a feedback system, and addressing individual student needs are crucial. By improving teaching strategies, increasing administrative support, and optimizing resource allocation, the school can effectively reduce student attrition.

Discussion

This study aims to assess the current state of student attrition at the School of Humanities and Sports, Guizhou Industrial and Commercial Vocational College, with a focus on identifying key influencing factors and exploring improvement strategies. The findings indicate that teaching methods are one of the critical factors affecting student attrition. Additionally, a student-centered approach, feedback systems (tools for collecting student opinions), and personal student factors (such as academic performance, learning ability, and family environment) are also significant

contributors. These insights provide a solid foundation for developing targeted improvement recommendations.

Zhang Hua (2018: 33-15) explored total quality management and concluded that teachers' teaching styles directly impact students' learning attitudes and classroom engagement. He suggested that teachers should adopt more interactive and creative teaching methods to stimulate students' interest and motivation, thereby improving teaching quality and reducing attrition caused by monotonous instruction. This study confirms Zhang's findings. As shown in Table 5, more than half of the respondents (52.06%) believe that teaching methods significantly impact their learning outcomes, further validating the idea that teaching approaches influence students' learning experiences and willingness to remain enrolled. Schools should encourage teachers to diversify their instructional methods, increase classroom interactivity, and tailor teaching strategies to student needs to reduce attrition rates (Zhang, H., 2018).

Scriven (2018) studied student performance management theory and examined the concept, methods, and applications of assessment, highlighting its importance in student performance management. His research concluded that student management should employ more flexible and diverse assessment strategies and tools to better meet evaluation objectives under different conditions. This aligns with the findings of this study. As shown in Table 9, 45.29% of students at the School of Humanities and Sports believe that establishing an assessment system (a tool for identifying shortcomings, optimizing strategies, and improving overall performance) is crucial in reducing student attrition. This suggests that setting clear goals and implementing an effective evaluation system is a key aspect of performance management in higher education, enabling institutions to identify deficiencies, refine strategies, and enhance overall performance to lower attrition rates.

Kuh (2006) found that providing personalized support significantly improves students' academic success. He proposed that an improvement model can help institutions identify students' diverse needs, thereby reducing dropout rates caused by academic, psychological, or career-related challenges. This study confirms Kuh's findings. Table 13 indicates that 45% of students at Guizhou Industrial and

Commercial Vocational College believe that establishing an improvement model (a continuous improvement tool focused on student needs and satisfaction) plays a crucial role in reducing attrition. Schools should continuously adjust their teaching and management strategies to meet student needs, enhance learning experiences, improve student satisfaction, and ultimately lower attrition rates.

Zhang WenJie (2018) explored the relationship between student-centered teaching models and student attrition within student performance management theory. His study concluded that higher education institutions should implement student-centered teaching approaches that emphasize interaction, personalized support, feedback mechanisms, and resource optimization to reduce dropout rates. The findings of this study support Zhang's conclusions. Table 43 shows that 47.65% of respondents believe that adopting a student-centered approach has the most significant impact on attrition. This confirms that universities should uphold student-centered principles, emphasize active student engagement, foster personalized learning experiences, and enhance deep participation to improve learning outcomes and educational satisfaction, thereby mitigating attrition (Zhang, W.J., 2018).

Coleman (1966), in *Equality of Educational Opportunity*, emphasized the impact of school environments and feedback systems on student attrition. He argued that effective teacher-student interaction, feedback mechanisms, and attention to personal student factors can enhance learning experiences and reduce dropout rates.

This study supports his perspective, as shown in Table 38, where 47.06% of respondents believe that personal factors (such as academic performance, learning ability, and family environment) are crucial in student attrition. Schools must address these factors through personalized tutoring, psychological support, family engagement, and learning capability enhancement programs to decrease attrition.

Tinto (1993: 116-119), in *Leaving College: Rethinking the Causes and Cures of Student Attrition*, highlighted the role of institutional leadership in student success and retention. He asserted that beyond classroom instruction, institutions must ensure well-developed infrastructure, sufficient academic support, and a comfortable

campus environment to enhance students' learning experiences and satisfaction, thereby reducing dropout rates.

This study validates Tinto's viewpoint. Table 68 shows that 50.3% of respondents believe that leadership support—such as investing in classrooms, laboratories, and student accommodations—can lower student attrition. The school leadership's efforts to promote fair distribution of educational resources and increase investment in teaching infrastructure can strengthen students' academic motivation and sense of belonging, ultimately decreasing dropout risks.

Johns Hopkins University (1990) studied educational development strategies and concluded that education must consider the needs and characteristics of diverse student groups while ensuring the equitable distribution of resources and effective implementation of teaching methods to enhance overall system efficiency and fairness.

This study further supports this conclusion. Table 62 indicates that 48.53% of respondents believe that reasonable resource allocation (e.g., teaching resources, academic tutoring, and study spaces) can reduce attrition. The research suggests that optimizing the allocation of educational resources can improve students' learning experiences and prevent attrition caused by resource scarcity or imbalance.

In summary, this study's findings align with existing literature, confirming that reducing student attrition requires the adoption of engaging instructional methods, increased leadership support, optimized resource allocation, and the establishment of improvement models.

Recommendations

Recommendations for the Organization:

For the suggestion to organization, it should improved more interactive approaches (such as flipped classrooms and cooperative learning), enhancing teacher training, and regularly evaluating teaching effectiveness. Additionally, assessment and feedback mechanisms should be refined by establishing an effective feedback system to promptly adjust teaching methods and developing a continuous

improvement model to optimize teaching quality. Furthermore, the institution should adopt a student-centered approach, addressing individual needs and strengthening feedback channels to ensure timely responses to student concerns.

Recommendations for Future Research:

For future, it should comparative studies across different types of institutions could be conducted to explore student attrition in various educational settings and examine whether commonalities and differences exist.

Moreover, future research should conduct long-term evaluations of the proposed student attrition management strategies especially assessment system.



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APPENDIXS



About the student attrition rate of Guizhou Vocational College of Industry and Commerce College of Humanities and Physical Education Student Bills

Dear classmates of the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce:

Hello! In order to understand everyone's opinions and evaluations on student loss, this questionnaire was specially formulated. Confidentiality Statement: Your answers will be kept strictly confidential and will be used for academic research only.

Please answer the following questions based on your personal actual situation and true thoughts, and rate each question using a Likert scale (1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree) (Likert, 1932)

Part 1. Basic information (please tick ✓ after the column that matches your situation)

1. Your gender: ☐ Male ☐ Female
2. Your age: ☐ 16-17 years old ☐ 18-19 years old ☐ 20-21 years old ☐ 22-23 years old
3. Your major: ☐ Advertising art design ☐ Interior art design ☐ Architectural interior design
4. Your grade: ☐ first grade ☐ second grade ☐ third grade

Part 2: Current situation of student attrition in the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce

Serial number	Question	Score				
		1	2	3	4	5
5	Do you think the way teachers teach is important for students to learn knowledge well?					
6	Do you think it is important to have lively and interesting classes?					
7	Do you think school feedback systems (a tool used to gather student input) are important?					
8	Do you think it's important to improve school systems (tools for finding and solving problems)?					
9	Do you think evaluation school systems (tools for identifying shortcomings, optimizing strategies, and improving overall performance) are important?					
10	Do you think student expectations are important?					
11	Do you think it is important to create a functional and beautiful campus environment?					
12	Do you think it is important to establish a school performance evaluation system (a tool to help identify and solve problems and improve the quality of teaching)?					
13	Do you think improvement models (tools for continuous improvement that focus on student needs and satisfaction) are important?					
14	Do you think the philosophy of goal-oriented management (a management approach that emphasizes planning and executing work with clear goals in mind) is important?					
15	Do you think healthy, good management is important?					
16	Do you think the quality of teaching in a school is important?					

Serial number	Question	Score				
		1	2	3	4	5
17	Do you think students' personal factors (such as academic performance, learning ability, and family environment) are important in influencing students' decision to stay?					
18	Do you think reasonable resource allocation (such as teaching resources, academic tutoring, learning space, etc.) is important?					
19	Do you think a good learning atmosphere is important?					
20	Do you think a student's family background (for example, being poor and unable to afford tuition) is important in influencing whether a student will leave school midway?					
21	Do you think it is important to build indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students?					
22	Do you think it's important to keep everything student-centered?					
23	Do you think it's important for students to have more opportunities to earn scholarships?					
24	Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) is important?					
25	Do you think the support of school leaders Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) is important?					

*Part 3: Reasons for student attrition in the School of Humanities and Physical Education of
Guizhou Vocational College of Industry and Commerce*

Serial number	Question	Score				
		1	2	3	4	5
26	Do you think teachers' teaching methods have the most important impact on student attrition?					
27	Do you think interesting classes have the most important impact on student attrition?					
28	Do you think school feedback systems (tools used to gather student input) have the most important impact on student attrition?					
29	Do you think improving school systems (problem-finding, problem-solving tools) is the most important impact on student attrition?					
30	Do you think school evaluation systems—tools that help schools identify shortcomings, optimize strategies, and improve overall performance—have the most important impact on student attrition?					
31	Do you think paying attention to and meeting student expectations and needs is the most important impact on student attrition?					
32	Is an aesthetically pleasing campus environment the most important influence on student attrition?					
33	Do you think the establishment of a school performance evaluation system (a tool to help schools identify and solve problems and improve teaching quality) has the most important impact on student attrition?					
34	Do you think school improvement models (continuous improvement tools that focus on student needs and satisfaction) have the most important impact on student attrition?					

Serial number	Question	Score				
		1	2	3	4	5
35	Do you think the school's goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) is the most important influence on student attrition?					
36	Do you think healthy, good management is the most important influence on student attrition?					
37	Do you think the quality of school teaching has the most important impact on student attrition?					
38	Do you think students' personal factors (such as academic performance, learning ability, family environment) are the most important influence on student attrition?					
39	Do you think reasonable resource allocation (such as teaching resources, tutoring, learning space, etc.) has the most important impact on student attrition?					
40	Do you think the construction of indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students have the most important impact on student attrition?					
41	Do you think students' family background (for example, being poor and unable to afford tuition) is the most important factor in student attrition?					
42	Do you think a good learning atmosphere is the most important influence on student attrition?					
43	Do you think student-centeredness has the most important impact on student attrition?					
44	Do you think having greater opportunities for students to receive scholarships is the most important impact on student attrition?					
45	Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) has the most important impact on student attrition?					
46	Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) has the most important impact on student attrition?					

Part 3: How to reduce the student attrition rate of the School of Humanities and Physical Education of Guizhou Vocational College of Industry and Commerce

Serial number	Question	Score				
		1	2	3	4	5
47	Do you think that teaching methods that are conducive to students learning knowledge can reduce the student attrition rate?					
48	Do you think interesting teaching methods can reduce student attrition rates?					
49	Do you think establishing a school feedback system (a tool to collect student opinions) can reduce student attrition rates?					
50	Do you think establishing a school improvement system (collecting feedback and making continuous improvements based on it) can reduce student attrition?					
51	Do you think systems for building school improvements (tools to identify problems and solve them) can reduce student attrition?					
52	Do you think focusing on student expectations can reduce student attrition rates?					
53	Do you think building a beautiful campus environment can reduce student attrition rates?					
54	Do you think establishing a school performance evaluation system (a tool that helps schools identify and solve problems and improve teaching quality) can reduce the student attrition rate?					
55	Do you think building a school improvement model—a continuous improvement tool that focuses on student needs and satisfaction—can reduce student attrition?					
56	Do you think establishing a school goal-oriented management philosophy (a management approach that emphasizes planning and executing work with clear goals) can reduce student attrition rates?					

Serial number	Question	Score				
		1	2	3	4	5
57	Do you think healthy management methods can reduce student attrition rates?					
58	Do you think good management can reduce student attrition rates?					
59	Do you think improving the quality of teaching in schools can reduce student attrition rates?					
60	Do you think paying attention to students' personal factors (such as academic performance, learning ability, and family environment) can reduce student attrition rates?					
61	Do you think that building indoor basketball courts, badminton courts, swimming pools and other facilities that meet the needs of students can reduce the student attrition rate?					
62	Do you think reasonable resource allocation (such as teaching resources, academic tutoring, study space, etc.) can reduce student attrition rate?					
63	Do you think paying attention to a student's family background (for example, being too poor to afford tuition) can reduce student attrition rates?					
64	Do you think creating a good learning atmosphere can reduce student attrition rates?					
65	Do you think a student-centered approach can reduce student attrition rates?					
66	Do you think giving students more opportunities to receive scholarships can reduce student attrition rates?					
67	Do you think teachers' professional growth (such as improving teaching quality, strengthening teacher-student relationships, etc.) can reduce student attrition rates?					
68	Do you think the support of school leaders (such as building classrooms, laboratories, improving accommodation, etc.) can reduce the student attrition rate?					

69.What situations have you encountered that made you feel like leaving school?

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70.In terms of teaching f the school, what aspects make you dissatisfied and may affect your determination to stay in the school?

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71.In terms of management of the school, what aspects make you dissatisfied and may affect your determination to stay in the school?

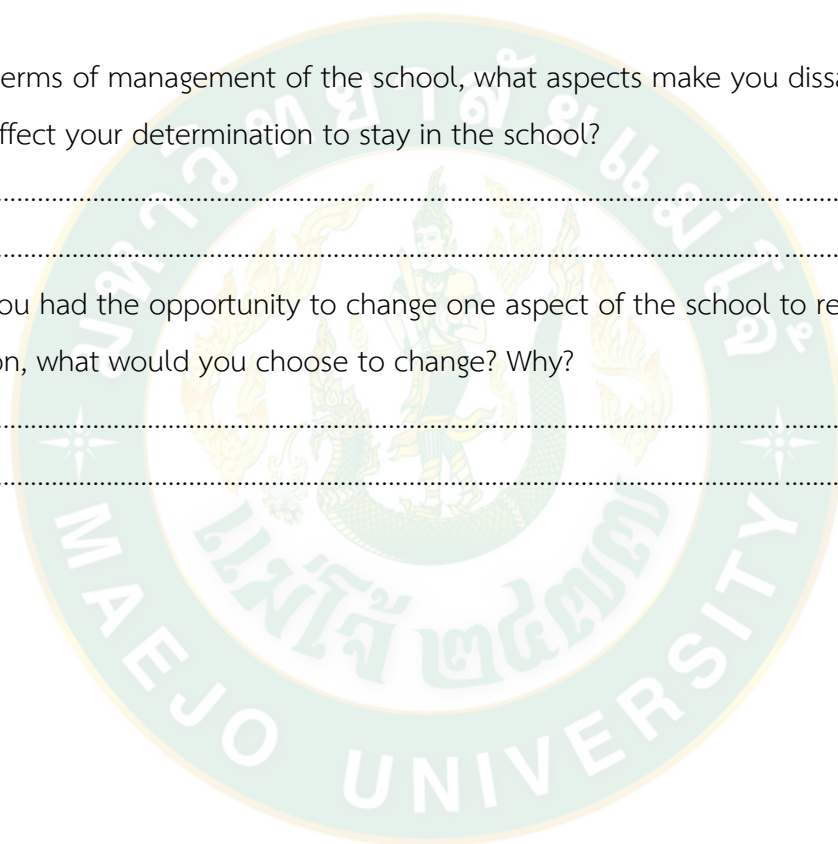
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72.If you had the opportunity to change one aspect of the school to reduce student attrition, what would you choose to change? Why?

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