

Factors Influencing Student Retention in Enterprises Industry-Education Integration between Guangzhou Meirenyan Biotechnology Co., Ltd. and Secondary Vocational School in Weining Autonomous County in China

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Abstract: The objectives of this research were 1) to study the factors influencing student retention in Enterprises Industry-Education Integration and 2) to explore the effectiveness of the integration program in Weining Autonomous County. The sample group of 152 students, selected by simple random sampling from 250 students participating in the beauty and hairdressing program at the school, was determined. The research instruments were questionnaires and interview form. The data analysis was calculated using frequency, percentage, means and standard deviations. The results were found that 1) The overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., was at a high level. Considering on 4 research aspects: the highest rank was "Content of the Curriculum", followed by "Enterprise Support for the Collaboration Project.", and "School Support for Collaboration Project" respectively. However, "Career Development Planning" was the lowest rank. 2) To enhance the school-enterprise cooperation, it's crucial to continuously update and expand the curriculum to reflect the latest industry standards and technologies across all courses, from Hair-styling Design to Marketing. This update should incorporate modern digital tools, sustainable practices, and the latest trends in beauty to boost students' skills and job prospects. Moreover, improving internship support with financial aids, preparatory workshops, and comprehensive mentorship programs will help students effectively apply their knowledge and adjust to professional environments. Establishing regular feedback mechanisms is also essential to ensure that both the curriculum and support structures stay relevant and meet industry demands.

Keywords: School-enterprise cooperation, Student retention, Vocational education.

1. Introduction

The "China Education Modernization 2035" issued by the CPC Central Committee and the State Council has made systematic plans to promote the modernization of education (Ministry of Education of the People's Republic of China, 2019). The document points out that we must "accelerate the development of modern vocational education and continuously optimize the structure and layout of vocational education" (Ministry of Education of the People's Republic of China, 2019). It also proposes to "promote the organic connection and in-depth integration of vocational education and industrial development, and concentrate efforts on building a number of vocational colleges and majors with Chinese characteristics and high levels" (Ministry of Education of the People's Republic of China, 2019). In addition, the state has issued a number of policy documents to encourage and guide the development of the integration of industry and education personnel training models. These include the "Decision on Accelerating the Development of Modern Vocational Education", the "Several Opinions on Deepening the Integration of Industry and Education", the "Measures for Promoting School-Enterprise Cooperation in Vocational Schools", and the "National Vocational Education Reform Implementation Plan". These documents emphasize the importance of integrating industry and education in vocational education, and put forward specific policies and implementation plans to promote cooperation between schools and enterprises, improve education quality, and cultivate more high-quality talents that meet social needs. In addition, the state has also introduced a number of financial support policies to provide funding support for the development of the integration of industry and education personnel training models. It can be seen that in the future, China will attach great importance to the development of vocational education, and cultivate skilled talents with practical abilities and employment competitiveness through in-depth school-enterprise cooperation to support economic and social development.

Under the guidance of the aforementioned important national policies, China has put forward higher requirements for professional and technical personnel in the manufacturing industry. At the same time, as the

implementers of policies, enterprises have also raised their standards for the professional and technical personnel they need. As an important channel for talent cultivation, the integration of industry and education has been increasingly valued. Therefore, school-enterprise cooperation should be strengthened as soon as possible to jointly improve students' adaptability and business capabilities. This requires the relationship between schools and enterprises to change from simple one-way communication to joint participation in talent cultivation. With China's economic development, more people choose to work in cities, especially in some technology-intensive industries that tend to cultivate talent through school-enterprise cooperation. School-enterprise cooperation benefits both enterprises and schools, and can maximize their respective interests. However, due to different interests, there will be some deviations in the final cooperation results. This requires both parties to jointly find the points where interests converge to ensure the smooth progress of cooperative projects.

Based on the above, the purpose of this paper is to study some of the problems in the current school-enterprise cooperation through questionnaire, combined with the research's practical work experience, to find out the disadvantages of school-enterprise cooperation for enterprises, and propose targeted improvement strategies. By studying the industry-education integration project between Guangzhou Meirenyan Biotechnology Co., Ltd. and Secondary Vocational School in Weining Autonomous County, which can be analyzed the problems they encountered in school-enterprise cooperation under strategy of industry-education integration. This will provide more practical cases for the theoretical research on industry-education integration, thus making our understanding of industry-education integration more comprehensive. Ultimately, organically combining the research results of enterprises with those of universities can provide theoretical support for further improving the industry-education integration system and promote the practical development of industry-education integration.

2. Research Objective

1. To study students' retention in Enterprises Industry-Education Integration between Guangzhou Meirenyan Biotechnology Co., Ltd. and Secondary Vocational School in Weining Autonomous County.
2. To provide development guideline for school-enterprise cooperation in Secondary Vocational School in Weining Autonomous County.

3. Research Methodology

This study adopts mix of quantitative and qualitative methods. The questionnaire is to assess the current satisfaction of students with the school-enterprise collaboration project. These variables are considered to have an impact on the students' decision to remain with the company post-collaboration. Following the questionnaire, the study employs a structured interviews to gain deeper insights into the factors influencing student retention in the school-enterprise collaboration project. The interviews are conducted with a selected group of participants, comprising three expert teachers and three key leaders from both the school and the enterprise.

3.1 Population and Sample Group

This study involves a population of 250 students enrolled in the beauty and hairdressing program at the Secondary Vocational School in Weining Autonomous County, which participates in a school-enterprise cooperation initiative. A sample of 152 students was selected through simple random sampling, utilizing Krejcie and Morgan's method (1970) for determining sample sizes. Additionally, qualitative insights will be gathered through interviews with three expert teachers and three key leaders from both the school and the enterprise, aiming to provide comprehensive guidelines for the cooperation.

3.2 Research instruments and Construction

The questionnaire was distributed to students in the beauty and hairdressing program at the Secondary Vocational School in Weining Autonomous County, participating in a project with Guangzhou Meirenyan Biotechnology Co., Ltd. The survey was conducted online via www.wenjuanwang.com and disseminated through WeChat, email, and paper copies, reaching a total of 250 students, with 152 valid responses received. Simple random sampling ensured the representativeness of the sample. Additionally, reliability tests were performed during the questionnaire design phase with sample of 30 pilot test to ensure data robustness, resulting a Cronbach's α was 0.90. All questions display consistency with the measurement target as evidenced by an average score of 0.67 to 1.00 on the acceptable consistency index (IOC).

The interview design for this study features structured yet open-ended questions, allowing respondents to elaborate on their experiences, views, and recommendations. The interviews are scheduled to follow the questionnaire survey, with interviewees informed about the survey results beforehand to provide context to their responses. A diverse group of five interviewees, including administrators and specialized teachers, was selected

based on strict criteria: a minimum of five years of instructional experience, a professional title of Intermediate level or higher, and at least a Master's degree in their field. Efforts were also made to maintain gender balance among the participants. For convenience and efficiency, the interviews were conducted online using Tencent Meeting, with the sessions recorded and transcribed directly within the software.

3.3 Data Collection

The data was collected through a questionnaire survey designed based on the research questions, literature review, conceptual framework, and relevant concepts pertaining to school-enterprise collaboration. The survey was distributed to students enrolled in the beauty and hairdressing program at the Secondary Vocational School in Weining Autonomous County who participated in the collaboration project with Guangzhou Meirenyan Biotechnology Co., Ltd. The questionnaire was edit online (www.wenjuanwang.com) and distributed through various channels including WeChat, email, and paper copies. A total of 250 questionnaires were distributed, with 152 valid responses were sorted. Simple random sampling was used to ensure a representative sample. During questionnaire design, reliability and validity tests were conducted to ensure robustness.

The data from these interviews were meticulously transcribed and analyzed by keywords, serving as a crucial component of the study's overall data collection process.

3.4 Data Analysis

The data analysis for this study was conducted in three distinct parts to ensure a comprehensive evaluation of both quantitative and qualitative data. In Part I, the demographic details of the respondents such as gender, year of study, and post-graduation plans were statistically analyzed and presented as percentages using statistical software to outline the general characteristics of the sample group.

Part II involved a more detailed analysis of responses to 24 Likert scale statements covering four key dimensions: curriculum content, school support, enterprise support, and career development. The analysis was performed using statistical software, and results were expressed in terms of means, standard deviations, and interpretations. The 5-point Likert scale was utilized, with the ranges defined as: 4.50 – 5.00 indicating "the highest level," 3.50 – 4.49 as "high level," 2.50 – 3.49 as "moderate level" 1.50 – 2.49 as "low level," and 1.00 – 1.49 as "the least level," following the original interpretation by Likert (1932).

Part III complemented the quantitative analysis with a Keyword Analysis of the qualitative data obtained from the structured interviews. This involved an examination of the interview transcripts to identify and quantify the most frequently used words and phrases, providing insights into prevalent themes and sentiments among the participants.

3.5 Research Variable

Research variables are derived from previous literature review: 1) Content of the Curriculum; 2) School Support for Collaboration Project; 3) Enterprise Support for Collaboration Project ; 4) Career Development Planning. The Career Development Planning dimension. Research Variable is student retention, which is defined as the students' willingness to remain engaged with the enterprise post-completion of their education.

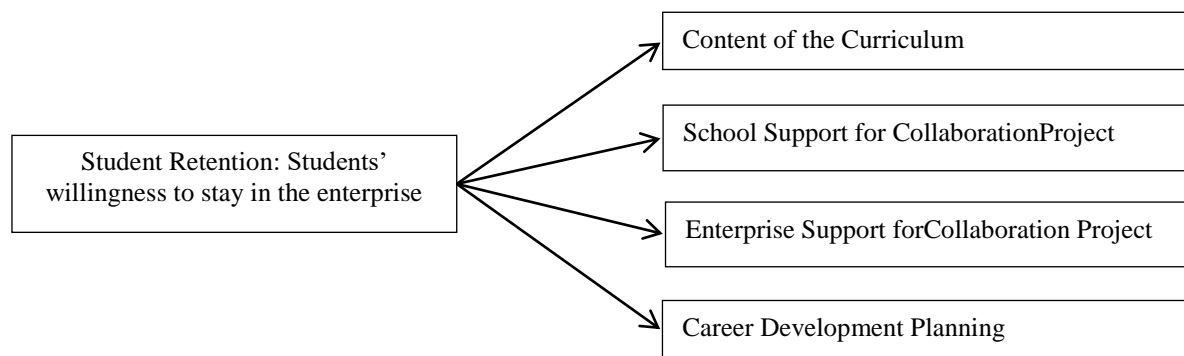


Figure 1.1 Research Framework

4. Research Findings

Part 1: The data analysis on factors influencing students' retention in Guangzhou Meirenyan Biotechnology Co., Ltd. through a case study of its collaboration project with Secondary Vocational School in Weining Autonomous County.

The data on factors influencing students' retention in Guangzhou Meirenyan Biotechnology Co., Ltd. through a case study of its collaboration project with Secondary Vocational School in Weining Autonomous County were analyzed in statistical method by using frequency, percentage, mean and standard deviation. Then the data was interpreted into level as the criteria in chapter 3 and ordered into ranking.

To illustrate demographic information of respondents by frequency and percentage was shown in Table 4.1

Table 4.1 General Information of the Respondent

General Information	Frequency	Percentage
1. Gender		
Male	84	55.26
Female	68	44.74
Total	152	100.00
2. Year		
Year 3	70	46.05
Year 2	55	36.18
Year 1	27	17.76
Total	152	100.00
3. Plan after Graduation		
Find another job	53	34.87
Work for the collaborating company (Guangzhou Meirenyan Biotechnology Co., Ltd.)	52	34.21
Pursue further education	35	23.03
Other	8	7.89
Total	152	100.00
4. Students are High with the company.		
Yes	122	80.26
No	30	19.74
Total	152	100.00
5. Students are High with the school.		
Yes	114	75.00
No	38	25.00
Total	152	100.00

In Table 4.1, showed that most respondents were 84 males, accounting for 55.26 percentage. The studying year was mainly Year 3 for 70 students, accounting for 46.05 percentage. The "plan after graduation" with the largest number of students was find another job for 53 students, accounting for 34.87 percentage, as well as "Work for the collaborating company (Guangzhou Meirenyan Biotechnology Co., Ltd.)" for 52 students, accounting for 34.21 percentage. The number of "Students are High with the company." was 122, accounting for 80.26 percentage. Also, the number of "Students are High with the school." was 114, accounting for 75.00 percentage.

To illustrate level of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., Ltd. through a case study of its collaboration project with Secondary Vocational School in Weining Autonomous County in 4 aspects of 1) Content of the Curriculum; 2) School Support for Collaboration Project, 3) EnterprisesupportforcollaborationteejorP and 4) Career Development Planning, data analysis were shown on the Table 4.2 to 4.6. In case of when two items have the same mean value, the one with the lower standard deviation was ranked higher.

Table 4.2 The mean(\bar{x}) and standard deviation(S.D.) of factors influencing students’ retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., in four aspects

(n=152)

Factors influencing students’ retentionof collaboration project in Guangzhou Meirenyan Biotechnology Co.,	\bar{x}	S.D.	Level	Ranking
1. Content of the Curriculum	4.24	0.75	High	1
2. School Support for Collaboration Project	3.96	0.70	High	3
3. Enterprise Support for Collaboration Project	4.02	0.72	High	2
4. Career Development Planning	3.96	0.85	High	4
Total	4.05	0.76	High	

From Table 4.2 considering, the overall average of factors influencing students’ retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., was at a high level (\bar{x} =4.05, S.D.=0.76) Considering the results of these 4 research aspects were as follows: the highest rank was "Content of the Curriculum" (\bar{x} =4.24, S.D.=0.75) ,indicates a high level. Followed by "Enterprise Support for the Collaboration Project" (\bar{x} =4.02, S.D.=0.72) , whereas “Career Development Planning” was the lowest rank (\bar{x} =3.96, S.D.=0.85).

Table 4.3 The mean(\bar{x}) and standard deviation(S.D.) of factors influencing students’ retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on “Content of the Curriculum”

(n=152)

Content of the Curriculum	\bar{x}	S.D.	Level	Ranking
1. Content of the curriculum includes both theoretical aspects and practical skills relevant to beauty and hairdressing.	4.23	0.69	High	4
2. The curriculum incorporated the latest industry trends and technologies, for example, new techniques in hairstyling, hair care products, and evolving beauty machines.	4.35	0.77	High	1
3. The teaching methods used in the curriculum are effective in applying real-world scenarios, which includes practical exercises that simulate real beauty salon conditions for honing beauty skills, and real-life case studies or projects to develop marketing skills.	4.14	0.82	High	5
4. The curriculum provided useful hands-on skills for the internship, focusing on practical skills like hair-styling, makeup application, and beauty treatments.	4.24	0.73	High	2
5. The teaching materials used in the curriculum are up-to-date and relevant. Including resources on current beauty techniques, industry standards, and innovative practices.	4.24	0.80	High	3
Total	4.24	0.75	High	

From Table 4.3 considering, the overall average of factors influencing students’ retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on “Content of the Curriculum” was at a high level (\bar{x} =4.24, S.D. =0.75). Considering the results of this research aspect were as follows: the highest rank was “The curriculum incorporated the latest industry trends and technologies, for example, new techniques in hair-styling, hair care products, and evolving beauty machines”. (\bar{x} =4.35, S.D.=0.77), followed by "The curriculum provided useful hands-on skills for the internship, focusing on practical skills like hair-styling, makeup application, and beauty treatments"(\bar{x} =4.24, S.D.=0.73), whereas, “"The teaching methods used in the curriculum are effective in applying real-world scenarios, which includes practical exercises that simulate real beauty salon conditions for honing beauty skills, and real-life case studies or projects to develop marketing skills". (\bar{x} =4.14, S.D.=0.82), was the lowest rank.

Table 4.4 The mean(\bar{x}) and standard deviation(S.D.) of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "School Support for Collaboration Project" (n=152)

School Support for Collaboration Project	\bar{x}	S.D.	Level	Ranking
1. The school provided helpful guidance about the collaboration project and my role.	4.10	0.69	High	1
2. The school maintained good communication with the company during the project.	4.05	0.64	High	2
3. The school gathered feedback from me during the internship to improve the program.	3.95	0.64	High	4
4. The school made an effort to resolve any issues that came up during my internship.	3.97	0.69	High	3
5. The school responds promptly to any issues or concerns raised during the collaboration project.	3.89	0.86	High	5
6. The school provides financial support or assistance to address challenges faced during the internship period.	3.82	0.67	High	6
Total	3.96	0.70	High	

From Table 4.4 considering, the overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "School Support for Collaboration Project" was at a high level (\bar{x} =3.96, S.D. =0.70). Considering the results of this research aspect were as follows: the highest rank was "The school provided helpful guidance about the collaboration project and my role" (\bar{x} =4.10, S.D.=0.69), followed by "The school maintained good communication with the company during the project," (\bar{x} =4.05, S.D.=0.64), whereas, "The school provides financial support or assistance to address challenges faced during the internship period" (\bar{x} =3.82, S.D.=0.67), was the lowest rank.

Table 4.5 The mean(\bar{x}) and standard deviation(S.D.) of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "esirpretnESupport for Collaboration." (n=152)

esirpretnESupport for Collaboration	\bar{x}	S.D.	Level	Ranking
1. The company provides meaningful learning and development opportunities through the project.	3.97	0.69	High	6
2. The company's staff are supportive and provide necessary guidance during the project.	3.99	0.77	High	4
3. The company provided an effective orientation for students' internship responsibilities.	4.10	0.67	High	1
4. The company gave me opportunities to network and connect with employees.	4.02	0.68	High	3
5. The company offered projects and tasks that align with my long-term interests.	3.98	0.75	High	5
6. The company celebrated successes and milestones throughout the internship.	4.06	0.75	High	2
Total	4.02	0.72	High	

From Table 4.5 considering, the overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "esirpretnESupport for Collaboration" was at a high level (\bar{x} =4.02, S.D. =0.72). Considering the results of this research aspect were as follows: the highest rank was "The company provided an effective orientation for students internship responsibilities" (\bar{x} =4.10, S.D.=0.67), followed by "The company celebrated successes and milestones throughout the internship." (\bar{x} =4.06, S.D.=0.75), whereas, "The company provides meaningful learning and development opportunities through the project." (\bar{x} =3.97, S.D.=0.69), was the lowest rank.

Table 4.6 The mean(\bar{x}) and standard deviation(S.D.) of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "Career Development Planning" (n=152)

Career Development Planning	\bar{x}	S.D.	Ranking
1. The potential career growth and advancement opportunities make students want to stay with this company.	4.09	0.68	1
2. The company culture and work environment encourage students to continue employment here after graduation.	4.02	0.74	2
3. Students are high with the salary and compensation package offered for full-time employment.	3.83	0.75	4
4. Students plan to pursue further education (bachelor's degree or higher) instead of full-time employment after graduation.	4.21	0.97	3
5. The company location is not ideal for student's personal situation after graduation.	3.67	1.15	5
Total	3.96	0.85	

From Table 4.6 considering, the overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., on "Career Development Planning" was at a high level (\bar{x} =3.96, S.D. =0.85). Considering the results of this research aspect were as follows: the highest rank was "The potential career growth and advancement opportunities make students want to stay with this company." (\bar{x} =4.09, S.D.=0.68), followed by "The company culture and work environment encourage students to continue employment here after graduation." (\bar{x} =4.02, S.D.=0.74), whereas "The company location is not ideal for student's personal situation after graduation". (\bar{x} =3.67, S.D.=1.15), was the lowest rank.

Part 2: The interview analysis on the development guidelines for school-enterprise collaboration project between Guangzhou Meirenyan Biotechnology Co., Ltd. and Secondary Vocational School in Weining Autonomous County.

The following section presented interview analysis conducted with a diverse group of expert teachers from Secondary Vocational School in Weining Autonomous County and experienced staff from Guangzhou Meirenyan Biotechnology Co., Ltd. These interviews aimed to explore the various aspects of the school-enterprise collaboration, specifically focusing on 1) Content of the Curriculum; 2) School Support for Collaboration Project, 3) Enterprise support for collaboration project and 4) Career Development Planning. Showing the question on the interview, the data were interpreted and supporting the detail by giving some examples of the interviewees.

1. The development guideline for "Content of the Curriculum."

Experts suggested that school and enterprise should improve the curriculum to better meet the needs of students and industry demands, which included integrating digital technologies for beauty treatments, updating the curriculum with new industry trends and sustainable practices, adopting an interdisciplinary approach that includes business management, incorporating international standards, and enhancing practical experiences through extended internships and live projects.

2. The development guideline for "School Support for Collaboration Project"

Experts suggested that the school should support students financially and academically during their internship periods through collaborations with Guangzhou Meirenyan Biotechnology Co., Ltd., offering stipends, pre-internship training.

3. The development guideline for "Enterprise support for collaboration Project"

Experts suggested that the company's staff significantly should contribute to the interns' learning experience by acting as mentors, offering hands-on experience, conducting workshops on advanced techniques, guiding in complex beauty procedures, and providing feedback on performance. They also should help students understand business aspects crucial for modern salons.

4. The development guideline for "Career Development Planning"

Experts suggested that the collaboration project significantly should contribute to potential career growth and advancement opportunities for students by providing them with advanced skills, industry contacts, exposure to the latest practices, opportunities for showcasing their skills, recommendations for future employment, and instilling professionalism and industry understanding, preparing them for entrepreneurial ventures.

5. Conclusion

1. The overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., was at a high level. Considering the results of these 4 research aspects were as follows: the highest rank was "Content of the Curriculum", followed by "Enterprise Support for the Collaboration Project.", and "School Support for Collaboration Project" respectively. However, "Career Development Planning" was the lowest rank .
2. The development guidelines for school-enterprise cooperation in Secondary Vocational School in Weining Autonomous County were concluded as follows.
 - 2.1 The development guideline for "Content of the Curriculum." Schools and enterprises should improve the curriculum to better meet the needs of students and industry demands, which included integrating digital technologies for beauty treatments, updating the curriculum with new industry trends and sustainable practices, adopting an interdisciplinary approach that includes business management, incorporating international standards, and enhancing practical experiences through extended internships and live projects.
 - 2.2 The development guideline for "School Support for Collaboration Project". Schools should support students financially and academically during their internship periods through collaborations with Guangzhou Meirenyan Biotechnology Co., Ltd., offering stipends, pre-internship training, continuous faculty support, scholarships for talented students, and a mentorship program with industry experts.
 - 2.3 The development guideline for "Enterprise support for collaboration Project". The company's staff significantly should contribute to the interns' learning experience by acting as mentors, offering hands-on experience, conducting workshops on advanced techniques, guiding in complex beauty procedures, and providing feedback on performance. They also should help students understand business aspects crucial for modern salons.
 - 2.4 The development guideline for "Career Development Planning". The collaboration project significantly should be contributed to potential career growth and advancement opportunities for students by providing them with advanced skills, industry contacts, exposure to the latest practices, opportunities for showcasing their skills, recommendations for future employment, and instilling professionalism and industry understanding, preparing them for entrepreneurial ventures.

6. Discussion

1. The overall average of factors influencing students' retention of collaboration project in Guangzhou Meirenyan Biotechnology Co., was at a high level. Considering the results of these 4 research aspects were as follows: the highest rank was "Content of the Curriculum", followed by "Enterprise Support for the Collaboration Project.", and "School Support for Collaboration Project" respectively. However, "Career Development Planning" was the lowest rank . This study provides valuable insights into the factors influencing student retention within the context of school-enterprise collaboration in China. The findings align with Bean's Model of Work Turnover to Student Attrition, which emphasizes the role of satisfaction, organizational commitment, opportunity, and social integration in student retention (Bean, 1984; Bartunek, Huang, & Walsh, 2008). The high satisfaction ratings across curriculum content, enterprise support, and school support indicate that the collaboration between Guangzhou Meirenyan Biotechnology Co., Ltd. and the Secondary Vocational School in Weining Autonomous County has been effective in engaging students and providing them with a positive learning experience.

The identification of career growth opportunities and a supportive company culture as key factors influencing student intern retention aligns with Astin's Theory of Involvement, which suggests that student engagement and retention can be enhanced through the integration of academic learning with practical enterprise experience (Astin, 1984; Ford, 2014). By providing students with a clear path for career advancement and a nurturing work environment, Guangzhou Meirenyan Biotechnology Co., Ltd. has successfully motivated students to continue their employment with the company post-graduation.

2. The development guidelines for school-enterprise cooperation in Secondary Vocational School in Weining Autonomous County were concluded as follows. The strategic development guidelines proposed in this study, including regular updates to the curriculum, enhanced internship support, and continuous feedback mechanisms, are supported by existing research on school-enterprise cooperation and industry-education integration in China. As noted by Cen Aifen (2019), each school should formulate development strategies that suit its own situation, combining domestic and foreign advanced cases. The emphasis on incorporating the latest industry standards and technologies across all courses is

crucial for ensuring that students are well-prepared for the demands of the modern workplace (; Yuan, 2023; Li et al., 2023).

Furthermore, the importance of school and enterprise support in student retention is consistent with the findings of Zhang Xuejia (2020), who found that students' comprehensive abilities greatly improved through enterprise practice, and Luo Tingting (2020), who believes that deepening the integration of industry and education can organically connect education, talent, industry, and innovation (Zhang,2020; Luo,2020). The proposed enhancements to internship support, including financial aids, preparatory workshops, and mentorship programs, are likely to further strengthen the positive outcomes of the collaboration.

7. Recommendations

7.1 Recommend for Implications

- 1) For Curriculum Content : Enhancing the curriculum by incorporating more up-to-date industry practices and technologies, such as the latest beauty treatment techniques and digital tools, could align the curriculum more closely with industry needs and student interests.
- 2) For School Support: Improving enhancement, particularly in aspects such as providing more comprehensive guidance, better communication during projects, and more robust financial support could lead to higher satisfaction and engagement among students, potentially increasing their readiness and success in professional environments.
- 3) For Enterprise Support: The positive responses toward company-provided orientation, networking opportunities, and recognition of student success during internships suggest that continuing to foster strong enterprise involvement in educational programs can significantly enhance the practical training experience for students.
- 4) For Career Development Planning: Educational institutions should work closely with industry partners to ensure that internship programs are not only robust in providing practical skills but are also aligned with clear career advancement opportunities. Enhancing visibility into career trajectories, improving compensation structures during internships, and integrating further educational opportunities could significantly boost retention and satisfaction levels among students, making them more likely to pursue long-term careers with their internship companies. This approach will also address the gaps between student expectations and the realities of working in the industry, thereby improving overall program effectiveness and student outcomes.

7.2 Future Research

- 1) Through such cooperation models, common issues can be significantly reduced. With the ongoing attention and in-depth research on industry-education integration by the government, enterprises, and society, we anticipate the development of a more perfected model of education through industry-education integration.
- 2) Factors influencing students' retention in other enterprises collaboration project with Secondary Vocational School should be studied.
- 3) Factors influencing students' retention in other area of intern student in different areas of the schools, or the enterprises should be explored more.
- 4) The correlation between the factors influencing students' retention with the other variables should be dealt with.

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