A PROGRAM DEVELOPMENT OF REDUCING STUDENTS’ DROPOUT INTENTION AT PRIVATE UNIVERSITIES IN CHANGSHA OF HUNAN PROVINCE, CHINA

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This study aimed to develop a program for students at private universities in the Hunan province of China. The program was developed to reduce students’ dropout intentions. A mixed-methods approach was used for the study. Three hundred eighty-one students participated in the study. A statistical analysis was carried out to obtain the mean and standard deviation. Multiple regression analysis was utilized to find significant variables. The qualitative method was used to develop a program. The overall dropout intention at private universities in Hunan province was 3.71, which still had room to reduce students’ dropout intention. The program was developed based on students’ institutional integration and effective dropout activities. The program contained five significant items from the data analysis results: academic challenge ($\beta=.261$, $P=.000$); academic support ($\beta=.195$, $P=.000$); peer mentoring and tutoring ($\beta=.197$, $P=.000$); diversity experiences ($\beta=.132$, $P=.019$); and social support ($\beta=.109$, $P=.032$). This program was applied to 66 students at Hunan International Economics University. The t-test results showed: $t (69) = -18.32$, $p =.000 <.05$ significance level, which supported a significant difference between before and after attending the program.

Keywords: program; dropout intention; private university; dropout prevention activities
Introduction

In many developed countries or regions, the issue of students dropping out of school lasts for a long time. With the improvement of education popularization, college students’ dropout presents different characteristics in different periods (Chrysikos et al., 2017; Kirp, 2019). Especially after the popularization of higher education, university students dropping out of the world has become increasingly prominent. It has gradually entered the field of vision of many researchers. Judging from the current situation in China, dropouts have always been a tumor on the growth of domestic higher education these years (Yang, 2019).

In 2020, the Australian Department of Education announced the results of a study showing that almost one in five Australian university students dropped out before obtaining a degree (Li & Carroll, 2020). Such massive dropout data causes Australian higher education to lose three billion Australian dollars annually.

The global higher education system is centered in the United States, among the world’s top effective higher education systems and universities (Kirp, 2019). In the significant global university rankings, the performance of American universities is really on par with that of other countries. However, if the ranking is based on the undergraduate graduation rate, the United States, which enjoys the “world center of higher education,” does not have the upper hand in the undergraduate graduation rate; on the contrary, it is a disadvantaged state (Acevedo, 2021).

According to data released by the National Center for Education Statistics (NCES), about 40% of undergraduates in four-year institutions did not graduate after six years of enrollment since 2000, and 41% of students in two-year undergraduate institutions did not graduate after three years of registration. To solve the dropout barriers faced by college students, the Institute of Education Sciences (IES) released “Effective Advising for Post-secondary Students” to support students in achieving their best academically and professionally (Karp, 2021).

From a Chinese perspective, according to a report in the second edition of China Education News, twelve higher vocational colleges and private universities in Beijing re-enrolled due to a turnover rate of more than 10% of new students, and the vacancy plan reached 3937 students.

Liu (2014) reported that Beijing’s high-level vocational and private batches had already made two supplementary applications before this. Repeated reports, degraded admissions, and the loss of new students have embarrassed the relevant schools and reflected the seriousness of the dropout problem in colleges and universities, especially in higher vocational colleges. As far as the current situation is concerned, dropouts have always been a shackle that has restricted higher education’s growth in recent years. Undoubtedly, the excessive dropout rate has seriously hindered the healthy development of higher education. Previous studies have shown that we can seek solutions based on objective and subjective factors to prevent Chinese college students from dropping out of school (Peng et al., 2022).

Teuber et al. (2021) believe academic burnout is the main factor affecting college dropout. Savage (2019) believes that goals and institutional commitment also impact college students’ dropout rates.

Private higher education in China has developed quickly since reform and opening up. Nearly 700 private higher universities in China occupy one-third of the total number of colleges and universities (Zhang, 2022).
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As a crucial element of higher education, private universities have the following particularities compared with public universities: particular economic sources, unique enrollment targets, special qualifications, exceptional circumstances, special fees, and special teachers.

Yang (2019) holds that schools and people from all walks of life have become more widely aware of college students’ mental health issues. Because private universities have so many unique characteristics, students’ mental health at private universities has both the commonalities of contemporary college students and their particularities; the heavier psychological pressure on college students is mainly manifested as more significant academic pressure, heavier economic pressure, heavier identification pressure, and tremendous employment pressure.

Therefore, it is necessary to fully understand the various confusions faced by students in private institutions, understand their mental health problems and the weak links in mental health education, establish a mental health education model and learning mode suitable for the characteristics of students at private universities, and promote the development of private college students. With healthy growth and well-rounded development, they can be fully integrated into the school academically and socially to prevent dropout intentions.

There are thirteen private universities in Changsha, some of which are Hunan International Economics University, Hunan University of Information, and Swan College of Central South University of Forestry and Technology, each covering 10,000 students (Zhang et al., 2020). The researcher discovered that Hunan private institutions had taken steps to lessen students’ intentions to drop out after a preliminary investigation. Each participates in student organizations at the university, including clubs, teams, unions, and other membership activities. These universities have a variety of training programs in which their students can enroll. They engage in student organizations, active and cooperative education, faculty-student interactions, diversity experiences, and other activities to reduce dropout intention.

However, only a few dropout prevention activities reduce students’ dropout intentions at these private universities in Changsha City, Hunan Province (Xu, 2019). The researcher organized some dropout prevention activities, such as academic challenges, academic support, social support, diversity experiences, peer mentoring or tutoring, and a supportive campus environment, to reduce the dropout intention of college students.

All respondents considered the campaign to reduce students’ intention to drop out effectively and necessarily. The researcher hypothesized that a program with prevention activities significantly impacted students’ dropout intentions at private universities in Changsha, Hunan Province, China. At the same time, the researcher also hypothesized a significant difference in the dropout intention before and after the Hunan International Economics University students participated in the dropout prevention activities. The researcher chose these three private universities as examples to explore students’ intentions to drop out.

The research aims to develop a program to reduce students’ dropout intentions at private universities in Changsha, Hunan Province, China. This study used quantitative and qualitative research to examine the relationship between the independent and dependent variables. The survey uses instruments including the Institutional Integration Scale (French & Oakes, 2004) and dropout prevention activities to investigate student dropout intention at private universities in Changsha, Hunan Province, China, which are Hunan International Economics University, Hunan University of Information, and Swan College of CSUFT.
The three private universities’ first-year, second-year, and third-year students responded to the questionnaires. For structured interviews, eighteen students are from these three universities. For the activities program, the first-year students at Hunan International University attended.

To know more details about students’ dropout intentions in Hunan private universities, this study would identify the effective dropout prevention activities and the effects of demographics and personality traits on university students. Then the researcher would assess the current level of students’ dropout intentions, the current dropout prevention activities, and the demographic and personality traits of students in Hunan private universities.

This research would provide an effective activity program for private university students in Hunan, including dropout prevention activities and students’ dropout intentions.

**Literature review**

**Overall student dropout prevention activities**

Higher education institutions engage in a variety of dropout prevention activities. The fifteen efficient solutions with the most remarkable beneficial effects on the school graduation rate have been discovered by Schargel & Smink (2013). Although they seem autonomous, these tactics frequently overlap and function effectively together. Although some, such as social support or mentoring, can be implemented as stand-alone initiatives, school districts that create program development plans that include most or all of these successful tactics at all academic levels will see favorable outcomes.

There are fifteen techniques based on four areas of the National Dropout Prevention Center: managing and improving instruction, early interventions, foundation systems from a school-community perspective, and fundamental core strategies (Smink et al., 2005).

Kuh (2009a) encourages students to participate in co-curricular dropout prevention activities such as academic challenges, social support, peer mentoring or tutoring, and diversity experiences. These activities help students learn new skills.

Samuel & Burge (2020) believe these dropout prevention activities can effectively promote students’ academic and social integration, thus achieving goals and institutional commitment. Dropout prevention activities can help students reduce their dropout intentions.

**Student integration model of Tinto’s dropout theory**

As higher education institutions develop future talent and successors, researchers must use a tool to collect data that provides stakeholders with a conceptual understanding of dropout intentions. Tinto employed a comprehensive conceptual framework that includes categories like social integration, academic integration, and institutional and goal commitment to structure the empirical research on college students leaving (Draper, 2021).

Academic challenges, students’ blindness to learning and future jobs, and the inability to be admitted to educational institutions and linked organizations are all essential determinants, according to Tinto (1993), a higher education researcher at Syracuse University. One reason that students leave college is Rethinking the Causes and Treatments of Student Attrition, a book from the University of Chicago Press. Braxton, an American scholar, starts with the interrelationship and integration of academic and social factors and seeks methods to improve students’ dropout behavior (Meeuwisse et al., 2010).
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The earliest literature on the research of college students dropping out of school abroad can be traced back many years. Summerskill (1962) and Witte et al. (2013) analyzed multiple studies on student retention in the United States from 1913 to 1962 and found that the average dropout rate for undergraduates was similar. Foreign theoretical research has been eager to construct dropout models since the 1970s, such as the first-generation dynamic dropout model developed by Spady (1970), the longitudinal theoretical model of student dropout developed by Tinto, and the causal dropout model developed by Bean (1983).

Table 1 - Definition of the student integration model of Tinto’s dropout theory in higher education

<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>Definition of Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Integration</td>
<td>Academic integration entails interaction between students and instructors outside of the classroom and contact among peers who are learning and experiencing things together.</td>
</tr>
<tr>
<td>2</td>
<td>Social Integration</td>
<td>The interactions between students and the university’s social structure are referred to as impacting students’ ability to learn and persistence in college. It is the consistency of relationships among various elements of a formal education system.</td>
</tr>
<tr>
<td>3</td>
<td>Institutional and Goal Commitment</td>
<td>It results from successfully balancing a person’s desire to study and academic aptitude with institutional academic and social qualities. Two fundamental commitments—a goal commitment (the goal of obtaining a college degree) and an institutional commitment—are influenced by an individual's academic and social integration.</td>
</tr>
</tbody>
</table>

Since the 21st century, many international higher education scholars have also conducted extensive research on the theories and factors proposed by Tinto, mainly enriching, improving, and revising his theories. Tinto also made several revisions to the dropout model for college students and finally confirmed the revision of the dropout model in 1993. The initial conceptual model identified five dimensions as factors in interactions between students and universities: family background, personal characteristics, prior college education, goal, and institutional commitment (Tinto, 1975).

The departure of a student is seen as an ongoing process. A student comes to college with various circumstances that will influence interactions, ultimately leading to a decision to leave (Nicoletti, 2019; Tinto, 1975, 1993). According to this model, students’ expectations and reasons for continuing their education are influenced by their upbringing, personal characteristics, and pre-college education before being applied to the university environment (Tinto, 1975, 1993).

Tinto (1993) has modified his theory of student departure to consider students’ external commitments since then, for instance, those to their families, jobs, and communities during their college experience. These factors directly impact the initial goals, institutional commitments, and intentions, affecting students’ academic and social relationships (Tinto, 1993).

These external commitments may impact goals, institutional commitments, and intentions. Tinto (1993) updated the longitudinal process of student persistence by
emphasis on interactions within the academic and social communities at universities. The connection between formal and informal contacts and that between the academic and social environments represents a significant shift in this concept.

A student’s inclination to interact with teachers and staff may be influenced by interactions inside the formal educational system, such as academic accomplishment. It may lead to greater or less integration (Tinto, 1993). Likewise, students are more likely to exhibit integration in an informal context if they participate in extracurricular activities frequently (Tinto, 1993). Peer interaction is the most crucial factor in a student’s development and growth, which is very significant (Astin, 1991).

Engaging students leads to their formal and informal integration into academic and social groups, which influences their overall goals and persistence motivations (Müller & Klein, 2023; Chrysikos et al., 2017; Tinto, 1993; Mayhew et al., 2016), which fosters a sense of belonging.

**Dropout prevention activities for students in high education institutions**

The researcher used the identified keywords to search the documents “dropout”, “dropout prevention” and “dropout prevention activities.” Sixty-six books and articles were finally selected as samples for student dropout prevention activities. Tab. 2 shows the effective dropout prevention activities for university student dropout intentions, including academic challenges, academic support, social support, diversity experiences, peer mentoring or tutoring, and a supportive campus environment.

Table 2 - Results of the literature review for dropout prevention activities for students in universities

(Compiled by the co-authors)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic challenge</td>
<td>26</td>
<td>26.53%</td>
</tr>
<tr>
<td>Academic support</td>
<td>11</td>
<td>11.22%</td>
</tr>
<tr>
<td>Social support</td>
<td>17</td>
<td>17.35%</td>
</tr>
<tr>
<td>Diversity experiences</td>
<td>25</td>
<td>25.52%</td>
</tr>
<tr>
<td>Peer mentoring and tutoring</td>
<td>9</td>
<td>9.18%</td>
</tr>
<tr>
<td>Supportive campus environment</td>
<td>10</td>
<td>10.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Research objectives**

- To assess the level of students’ dropout intentions at private universities in Changsha, Hunan Province.
- To determine the degree to which dropout prevention activities impact students’ intentions at private universities in Changsha, Hunan Province.
- To propose a program for reducing students’ dropout intentions at private universities in Changsha, Hunan Province.
- To evaluate the effectiveness of developing a program to reduce the students’ dropout intentions at private universities in Changsha, Hunan Province.
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Research methodology

This study used questionnaires, structured interviews, and advanced statistics as the research instruments. The researcher adopted quantitative and qualitative methods to achieve the research objectives.

Research instrument

As for objectives one and two, the questionnaire was used to achieve them. The instrument included two parts: the first part was students’ dropout intentions (the researcher got the permission of Dr. Brain F. French, who owns this scale); the second part was dropout prevention activities that came from the literature review. The overall results of the pilot study revealed an excellent rating with an alpha coefficient of .90. The questionnaire and interview were used to determine the current dropout prevention activities.

Population and sample

This study selected first-year, second-year, and third-year students of any major who will not graduate within a year at three private universities in Hunan province. The total sample for this survey was 381 students from private universities. Three hundred seventy-six questionnaires were collected and are valid.

Data analysis

The data analysis methods in objective one included frequency, percentage, mean, and standard deviation using the dropout intentions of students from Hunan private universities. Multiple regression analysis could be used to determine the degree to which the dropout prevention activities impacted the dropout intentions of students at Hunan private universities in China.

The analysis method of objective four is a paired sample t-test used to determine both students’ dropout intention before and after students attend the program training of dropout prevention activities at Hunan International Economics University, which compares the differences.

Results and discussion

For objective 1

In Tab. 3, students reported high scores on institutional and goal commitment (m = 3.92) and low scores on academic integration (m = 3.58). An omnibus measure of the institutional integration scale (IIS) that accounts for all three constructs revealed a mean score of 3.71 (SD = .83).

These general descriptive statistics painted an exciting picture of students’ state of dropout intention at private universities in Changsha, Hunan Province, which seemed to suggest that there was significant room to work with students to keep them from dropping out. It was consistent with the assertion of Kuh (2009b) that institutions had a responsibility to reduce dropout intentions as a central component of student learning. These findings were consistent with previous literature.
As Chrysikos (2017) reviews, students’ formal and informal academic and social integration is driven by participation. It contributes to a sense of belonging, affecting overall goals and motivation to stay in school.

The higher the degree of integration at school, the greater the commitment to the school and its goals, especially getting a degree. Conversely, less integrated students are likelier to leave (Tinto, 1975; 1993).

This conclusion fits well with the research’s findings showing that, academically and socially, students who are integrated into school are less likely to drop out.

<table>
<thead>
<tr>
<th>Constructions</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integration</td>
<td>3.58</td>
<td>.84</td>
<td>High</td>
</tr>
<tr>
<td>Social Integration</td>
<td>3.67</td>
<td>.81</td>
<td>High</td>
</tr>
<tr>
<td>Institutional and Goal Commitment</td>
<td>3.92</td>
<td>.82</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td>3.71</td>
<td>.83</td>
<td>High</td>
</tr>
</tbody>
</table>

For objective 2

In the first part of multiple regression, the researcher aimed to test the degree to which dropout prevention activities contributed to the students’ dropout intentions in universities. Tab. 4 below indicates the results of the data analysis. The R-value was.859, indicating a correlation between students’ dropout intention and dropout prevention activities of 0.859. The R square was.738; they were able to predict 73.8% of this model variance, which meant that dropout prevention activities indicated students’ dropout intention was low.

According to the data analysis, dropout prevention activities have significantly impacted the students’ dropout intentions. As the P-value was less than.05, the degree to which dropout prevention activities were significant to the students’ dropout intention from high to low was shown in the coefficients table.

The significant dropout prevention activities were Academic Challenge (β=.261, P=.000); Academic Support (β=.195, P=.000); Peer Mentoring and Tutoring (β=.197, P=.000); Diversity Experiences (β=.132, P=.019); and Social Support (β=.109, P=.032). However, one activity is not significant; it is the supportive campus environment (β =.087, P =.062). Behr (2020) summarized the dropout factors of students based on the student dropout model of Tinto, Spady, and Bean.

The researchers found that personal, academic, and social aspects were more effective than any in reducing students’ intentions of dropping out. In other words, reducing dropout intentions is still related to integrating individuals in the school, which aligns more with Tinto’s model of institutional integration of students.

The interview questions were based on effective dropout prevention activities. For example, “To what extent does your institution emphasize spending significant time studying and on academic work? How do you make friends on campus”?

The research synthesized findings from interviewees. The school emphasizes taking sufficient time to study and complete academic work, which is necessary to achieve academic success and develop the knowledge and skills needed for future careers.
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The time required may vary depending on the level of education and the specific program or course of study.

There are many ways for students to make friends in college, for example, by joining clubs, participating in competitions and activities, and using new media.

Table 4 - Multiple regression results of the survey data related to the dropout
(compiled by the co-authors)

Prevention Activities Impact on Students’ Dropout Intention (n=376)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.859</td>
<td>.738</td>
<td>.734</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), academic challenge, academic support, diversity experiences, peer mentoring or tutoring, institutional and goal commitment.

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>93.838</td>
<td>6</td>
<td>15.640</td>
<td>173.674</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>33.229</td>
<td>369</td>
<td>.090</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>127.067</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student Dropout Intention
b. Predictors: (Constant), Dropout Prevention Activities

c. Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.681</td>
<td>.097</td>
<td>7.001</td>
<td>.000*</td>
<td></td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>.214</td>
<td>.034</td>
<td>.261</td>
<td>6.323</td>
<td>.000*</td>
</tr>
<tr>
<td>Academic Support</td>
<td>.170</td>
<td>.041</td>
<td>.195</td>
<td>4.149</td>
<td>.000*</td>
</tr>
<tr>
<td>Peer Mentoring and Tutoring</td>
<td>.154</td>
<td>.037</td>
<td>.197</td>
<td>4.128</td>
<td>.000*</td>
</tr>
<tr>
<td>Diversity Experiences</td>
<td>.108</td>
<td>.046</td>
<td>.132</td>
<td>2.353</td>
<td>.019*</td>
</tr>
<tr>
<td>Social Support</td>
<td>.082</td>
<td>.038</td>
<td>.109</td>
<td>2.157</td>
<td>.032*</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>.067</td>
<td>.036</td>
<td>.087</td>
<td>1.873</td>
<td>.062</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students’ Dropout Intention

For objective 3

This objective aimed to propose a program with prevention activities for reducing students’ dropout intentions at private universities in the Changsha region of Hunan Province. The activity program was developed according to the data obtained from the study of three private universities in Changsha, Hunan Province, China. It aimed to help students in this area reduce their dropout intentions. Objective three’s findings were derived from objectives one and two, including several procedures.

In step one, the academic challenge is allowing students to actively participate in their learning, analyze it, and synthesize it so they can actively manage their academic lives.
In step two, academic support encourages students in and out of the classroom. In the classroom, teachers focus on student attendance and class performance. After class, students can learn life skills such as safety education and telecommunication fraud.

Through these academic supports, students can better understand the course content and improve their learning efficiency. In step three, peer mentoring and tutoring let students have their own learning buddies with whom they can often communicate about learning and other issues to improve interpersonal relationships and academic performance. In the fourth step, diversity experiences can not only allow students to experience learning in various aspects of the classroom but also allow students to experience life after class.

Students can learn new knowledge in class through group discussions and other forms. After class, students can communicate with teachers to enhance the relationship between teachers and students. They can also participate in social practice or volunteer activities to increase their social experience and clarify their learning goals. In step five, social support allows students to join more clubs or student unions, make more friends, and thus have a sense of belonging in school.

Figure 1 - Program with dropout prevention activities for reducing students’ dropout intentions in Hunan Private Universities of China (compiled by the co-authors)

For objective 4
The training program for reducing students’ dropout intentions was tested at International Economics University. The pre-test and post-test results were calculated to find the mean scores showing the dropout prevention activities and students’ dropout intentions in the training program. The mean was computed using paired sample t-tests to compare the means between the pre-test and post-test under dropout prevention activities and students’
A PROGRAM DEVELOPMENT OF REDUCING STUDENTS’ dropout intentions. Through the three months of dropout prevention activities, students finished the survey of their’ dropout intentions in 2023.

Tab. 5 presents descriptive statistics for collecting pre-test and post-test results of students’ dropout intentions at Hunan International Economics University. From the mean, the participants scored higher (M = 4.35) than the pre-test (M = 3.71). The standard deviation of the pre-test is .58, and the standard deviation of the post-test is .40.

Table 5 - Paired Sample Statistics (Pre-Test and Post-Test) students’ dropout Intention
(compiled by the co-authors)

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>N</th>
<th>S. D</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>3.71</td>
<td>66</td>
<td>.58</td>
<td>.03</td>
</tr>
<tr>
<td>Post-Test</td>
<td>4.35</td>
<td>66</td>
<td>.40</td>
<td>.02</td>
</tr>
</tbody>
</table>

Tab. 6 conveys that the repeated-measures t-test found this difference to be significant since t (66) = -18.32, p =.000 <.05 level of significance, it is significance, which supported that there was a significant difference between the means of pre-test and post-test, which also indicated the students’ dropout intention was reduced after they attended the proposed training program.

Table 6 - The Results of Pre and Post-Tests by Paired t-Test
(students dropout intention)
(compiled by the co-authors)

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>S. D</th>
<th>t</th>
<th>df</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test-Post-Test</td>
<td>-.63</td>
<td>.67</td>
<td>-18.32</td>
<td>375</td>
<td>.000</td>
</tr>
</tbody>
</table>

Conclusion

This study’s primary purpose was to reduce students’ dropout intentions at private universities in Changsha, Hunan Province. A program with dropout prevention activities was developed through quantitative and qualitative data. Although the dropout intentions of the students in this study were not high, there was still room for reduction. Especially about academic challenges, it should help students better integrate their studying. Universities could carry out certain dropout prevention activities to further guarantee that students reduce their dropout intentions. Effective dropout prevention activities include academic challenges, academic support, social support, diversity experiences, and peer mentoring or tutoring.

Recommendation

Recommendations for the University

If universities have student dropout prevention activities, then they need more systematic and complete training programs. Mostly, they do not often have mentoring, discussions about social issues, or dropout prevention activities.
Furthermore, students with dropout intentions are not accessed by universities, so universities must combine dropout theories with dropout prevention activities, not just do the activities alone. There is no practical test, even if they have done some dropout prevention activities. This study recommends that universities use the instrument, including students’ integration into institutions and dropout prevention activities, as an evaluation tool.

**Recommendations for teachers**

A program with prevention activities can be defined as a collection of activities or experiences deliberately designed to reduce college students’ dropout intentions. This program is based on practical dropout prevention activities, reducing students’ dropout intentions. This program with dropout prevention activities could reduce students’ dropout intentions. When teachers use this program with dropout prevention activities, they should have knowledge of the content, including dropout, several classical dropout models, and dropout prevention strategies for college students. Teachers should arrange time for the activities, including academic challenges, academic support, social support, diversity experiences, and peer mentoring or tutoring.

**Recommendations for students**

When discussing issues of dropout prevention, students should actively participate, cooperate with group members, listen to others’ opinions, and brainstorm. Students can consider the theoretical knowledge they have gained from attending dropout prevention activities, actively complete tasks, and combine theory with practice. In dropout prevention activities, students should learn how to exert social and academic integration. Various activities are intertwined with time. First, learn theories, do activities, and later learn new theories while doing further activities to reduce one’s dropout intention.

**Recommendations for future research**

This study’s sample size was only for the private universities in Changsha, Hunan Province; future research could investigate other kinds of universities, for instance, public comprehensive universities and universities of science and technology. Hunan is one of the provinces in south China; the researcher could study other areas, such as the east. The dropout prevention activities impact dropout intention at 73.8%; there may still be other influencing factors for future research.

The activity time of this research might be short; one academic year or even four college years will be better. The activities’ implementation had some things that needed improvement, such as some students needing to be quieter and more engaged. Some suggestions: firstly, the future researcher could spend time getting along with students before the activities; secondly, the researcher should give awards in the mentoring part; and lastly, the researcher could make specific rules for every activity that students must follow.

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