

Optimizing Student Management Strategies and Student Engagement in Vocational Technical Colleges

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Abstract: This research aimed to assess the efficacy of student management practices and their influence on academic engagement among vocational-technical students in China. The study evaluated crucial aspects such as the admissions procedure, student assistance programs, attendance tracking, and technology to pinpoint obstacles and potential areas for improvement. Data was gathered using quantitative approach to assess their perspectives on management practices and academic involvement. The results indicated that using technology had a beneficial effect on student involvement. However, there were notable areas for improvement, such as student support services, attendance tracking, and the admissions process. The student support services were deemed unsatisfactory, with restricted availability and inadequate influence on academic achievements. The attendance tracking system was operational, but it did not impact student participation. On the other hand, the admissions procedure was equitable, but it lacked individualized assistance for students. Furthermore, the research revealed that students had modest intrinsic motivation, self-regulated learning, and goal-setting. Nevertheless, the level of academic aid provided needed to be improved, and the potential for collaborative learning was not fully realized due to participation difficulties. The study revealed that the mental health care provided was insufficient, and the inflexible academic schedule hindered students' capacity to engage in interdisciplinary studies or modify their course loads based on individual circumstances. In addition, students expressed a lack of participation in decision-making procedures, which led to feelings of disconnection.

Keywords: Admissions Procedure; Student Assistance Programs; Attendance Tracking Technology.

1. Introduction

The current state of student management at vocational schools in China is characterized by a complex and diverse environment influenced by a range of elements. Vocational schools in China frequently have difficulties pertaining to student conduct, scholastic achievement, and the general atmosphere on campus. The aforementioned issues may arise due to variables such as the swift expansion of student population, constrained resources, and disparities in students' levels of readiness. Recent research conducted by Li (2019) and Wang & Gao (2021) has provided empirical support for the continuous endeavors undertaken by vocational schools to enhance their student management strategies. Nevertheless, several institutions continue to face persistent challenges, including absenteeism, a lack of desire, and insufficient support services. Furthermore, the integration of technology in student management procedures has garnered considerable interest as a prospective remedy for optimizing administrative duties and augmenting faculty-student connection (Zhang et al., 2020). Notwithstanding these endeavors, the efficacy of student management systems in vocational schools continues to be a subject of continuous investigation and deliberation.

Meanwhile, academic engagement among students at vocational schools in China is a pivotal determinant that exerts a substantial influence on their educational experience and subsequent outcomes. Academic engagement involves multiple dimensions, including active involvement in classroom activities, intrinsic motivation to acquire knowledge, and the application of efficient study techniques. Nevertheless, vocational schools in China encounter numerous obstacles in relation to academic involvement, despite its significance.

The misalignment between students' interests and the curriculum provided by vocational schools is identified as a

significant obstacle (Wang et al., 2018). A significant number of students may exhibit a deficiency in intrinsic motivation towards the subjects taught within vocational programs, resulting in disengagement and a subsequent decline in academic achievement. Furthermore, it is worth noting that vocational education in China frequently prioritizes the acquisition of practical skills, potentially overlooking the cultivation of critical thinking, problem-solving, and other academic proficiencies (Xiong & Lai, 2020). Such a limited scope can restrict students' involvement with scholarly material and impede their whole educational journey.

In addition, vocational schools in China may encounter challenges related to antiquated pedagogical approaches and insufficient resources, hence impeding student involvement (Liu & Cheng, 2019). The presence of restricted availability of contemporary educational technology and inadequate support services can potentially intensify these obstacles, hence impeding students' ability to actively participate in their academic pursuits. Furthermore, the presence of sizable class sizes and overcrowded classrooms can pose further obstacles to the facilitation of meaningful student-teacher interactions and collaborative learning experiences (Zhang & Hu, 2021).

In addition, the involvement of students is of utmost importance in improving educational achievements and equipping students with the necessary skills for future professional accomplishments (Fredricks et al., 2020). Students that are actively involved in their studies are more inclined to exhibit elevated levels of enthusiasm, active involvement in classroom activities, and academic success. Hence, it is imperative to examine several elements that impact student involvement, including pedagogical approaches, curriculum development, and extracurricular activities, in order to enhance the educational experience inside vocational institutions.

Moreover, the distinctive characteristics of vocational

education, which prioritize the development of practical skills and preparedness for careers, highlight the significance of examining student management and participation within this framework (Hodson & Thomas, 2019). The primary objective of vocational schools is to provide students with the requisite information, skills, and competences essential for achieving success in the professional realm. To achieve this goal and ensure that graduates are well-prepared for the challenges of their chosen professions, it is essential to implement effective management techniques and foster high levels of student participation.

With the ongoing evolution of vocational education in response to shifting business demands and technological progress, there is an increasing imperative to modify student management approaches and foster active student participation (Cedefop, 2020). Conducting research in this field can offer valuable knowledge about the new difficulties and possibilities that vocational schools are encountering. This information can then be used to create policies and practices that are supported by evidence and aimed at promoting student achievement.

In addition to enhancing student performance, comprehensive student support services provide students with vital tools and interventions to effectively address both their academic and personal needs. According to Astin and Antonio (2017), strong support services have a beneficial effect on both student retention and well-being. Efficient attendance tracking techniques play a vital role in identifying attendance patterns and implementing timely interventions to address potential difficulties. According to Yin and Shao (2018), the implementation of automated attendance systems, in conjunction with timely interventions, resulted in a significant decrease in absenteeism rates and an improvement in student engagement. Furthermore, the incorporation of technology has emerged as a viable approach to simplify administrative procedures and promote effective communication. According to Duderstadt et al. (2019), technology-based solutions have the potential to enhance productivity and student engagement. However, it is important to note that successful integration of these solutions requires careful planning and assistance.

As the research investigates the evaluation of student management systems, it becomes crucial to comprehend potential variations in their efficacy depending on student profiles. By categorizing participants based on distinct demographic and academic attributes, valuable insights can be obtained regarding the varying effects of management practices on student achievements. Furthermore, examining the degree of student engagement across several aspects, such as internal drive, objective establishment, and cooperative learning, offers a thorough comprehension of students' academic participation. The primary objective of this comprehensive analysis is to provide valuable insights for the creation of customized interventions and policies that can effectively improve student management and foster increased academic engagement within vocational institutions.

Moreover, the research makes a valuable contribution to the progression of understanding in the realm of academic involvement, specifically in the domain of vocational education. Although the importance of academic engagement in determining student performance is well acknowledged, there is still a requirement for empirical research that focuses specifically on vocational schools in China. The research examines the level of student engagement in different aspects,

including intrinsic motivation, goal setting, and collaborative learning, in order to get insights into the elements that impact students' academic participation and achievement.

This study aimed to assess the relationship between student management strategies and the extent of students' academic engagement. Specifically, this study sought answers to the following questions:

1. What is the assessment of the respondents of the student management strategies in terms of:

1.1 Admissions Process

1.2 Student Support Services

1.3 Attendance Monitoring

1.4 Technology Integration

2. To what extent do the respondents engage academically in terms of:

2.1 Intrinsic Motivation

2.2 Goal Setting and Achievement

2.3 Effective Study Habits

2.4 Academic Support

2.5 Collaborative Learning

2.6 Self-Regulated Learning

3. Do the maximized student management strategies significantly affect the extent of student academic engagement?

4. What challenges do students encounter in terms of the schools' management strategies?

5. Based on the results of the study, what enhanced academic engagement initiatives can be designed to promote active student engagement, motivation, and success in academic pursuits?

The maximized student management strategies do not significantly affect the extent of student academic engagement.

The theoretical framework known as Social Cognitive Theory (SCT), which was introduced by Albert Bandura during the 1970s, is widely recognized for its analysis of the complex relationship between individual variables, environmental effects, and behavior (Bandura, 1986). The fundamental principles of Social Cognitive Theory (SCT) revolve around the significance of observational learning, self-efficacy beliefs, and reciprocal determinism in influencing human behavior and development. Observational learning posits that individuals acquire knowledge and skills through the process of observing and imitating the behaviors exhibited by others. Self-efficacy, conversely, pertains to the convictions held by individuals on their capacity to achieve success in particular tasks or circumstances. As per the Social Cognitive Theory (SCT), self-efficacy assumes a pivotal role in influencing individuals' level of involvement in activities, their ability to persist in the face of obstacles, and ultimately their attainment of objectives. In addition, Social Cognitive Theory (SCT) posits the concept of reciprocal determinism, which suggests that behavior, personal variables, and the

environment have a reciprocal and continuous influence on each other.

The significance and usefulness of Social Cognitive Theory (SCT) are evident in its wide-ranging relevance across diverse disciplines, encompassing education, psychology, and health behavior. SCT provides vital insights for comprehending and enhancing student management techniques and student engagement inside vocational technical colleges. Teachers and administrators can create environments that promote good role models, peer support networks, and chances for students to see and imitate successful behaviors by taking into account the principles of observational learning. In addition, vocational technical colleges can empower students to take responsibility for their learning, persevere in the face of difficulties, and actively participate in their academic endeavors by promoting students' self-efficacy beliefs through mastery experiences, social persuasion, vicarious experiences, and emotional arousal (Bandura, 1977).

Within the study on enhancing student management methods and student engagement in vocational technical institutions, Social Cognitive Theory (SCT) was utilized as a theoretical framework to analyze the intricate interplay among many aspects that impact student behavior and academic achievements. Through the application of Social Cognitive Theory (SCT) principles, researchers examined the impact of observational learning processes on students' involvement in academic tasks, the influence of self-efficacy beliefs on their motivation and perseverance, and the role of environmental factors in vocational technical colleges in shaping student behavior. Colleges can boost student engagement, improve academic performance, and ultimately support students' success in vocational technical education by comprehending these dynamics and implementing evidence-based interventions and methods (Bandura, 1989).

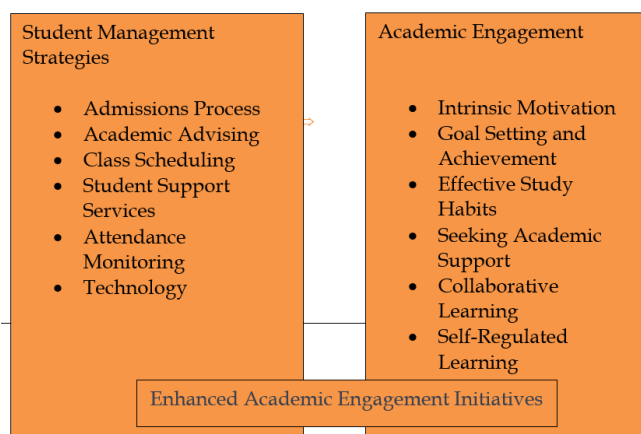


Fig 1. Research Paradigm

The main aim of this research was to examine the intricate relationship between student management techniques and students' academic engagement levels. The primary objective was to construct a comprehensive profile of the participants by examining characteristics such as gender, educational trajectory, and degree of competence. The research then analyzed the participants' assessment of various student management methods, such as admissions processes, academic counseling, class schedules, student support services, attendance monitoring, and technology integration. Furthermore, the research investigated if there were significant discrepancies in the assessment of student

management techniques based on the characteristics of the participants. Subsequently, an evaluation was conducted to ascertain the extent of academic engagement among the participants, focusing on internal motivation, setting and achieving goals, effective study methods, seeking academic support, cooperative learning, and self-directed learning.

1.1. Significance of the Study

Vocational technical colleges can apply the findings of this study to improve their student management tactics, curriculum design, and support services. Understanding how different management techniques affect student engagement allows institutions to modify their policies to improve student achievement and happiness.

Faculty and administrators can benefit from the study's findings by learning about successful teaching methods, advising procedures, and support services that increase student involvement. This insight can help to shape professional development activities and institutional decision-making processes.

Students are the major beneficiaries of this project, which seeks to improve their entire learning experience and academic success. By identifying characteristics that promote engagement, students can receive more help, resources, and opportunity to succeed in their academic pursuits.

Policymakers in the education sector can use the study's findings to shape rules and regulations governing vocational technical education. This covers budget allocations, accrediting criteria, and policies for student support programs.

Employers and industry partners may benefit indirectly from the study by learning about the efficacy of vocational technical education programs in preparing students for the workforce. Understanding the relationship between student involvement and academic achievement enables businesses to better align their expectations with graduates' skills and competences.

Researchers in the disciplines of education, psychology, and workforce development can use the study's findings to further investigate the dynamics of student involvement and management methods at vocational technical colleges. This can lead to the creation of new theories, approaches, and interventions to help students succeed in similar educational settings.

This research investigated the correlation between student management strategies and academic involvement within the framework of vocational-technical education in China. The study was done at five distinct vocational schools in different areas of China to achieve regional representation and variety. The data was acquired using a quantitative research methodology by distributing structured questionnaires to students. The respondents were selected via stratified sampling methods to provide a fair and equal representation of different demographics, such as gender, academic track, and level. The study examined many facets of student management strategies, including admissions protocols, educational guidance, course timetabling, student assistance programs, attendance monitoring, and technology integration. In addition, the research examined the extent to which students were actively involved in their academic pursuits, focusing on factors such as internal drive, establishing objectives, study routines, requesting assistance, working with peers, and managing their learning.

1.2. Definition of Terms

Academic Advising is a customized service offered by teachers or professional advisors to assist students in navigating their academic path. Academic advising encompasses providing support to students in choosing courses, establishing academic objectives, tracking their progress, and resolving any academic difficulties or issues.

Academic engagement pertains to the active participation, drive, and dedication of students towards their academic endeavors. Academic engagement comprises a range of behaviors and attitudes, such as active involvement in classroom activities, internal drive, establishment of objectives, efficient study techniques, seeking assistance from academic resources, collaborative learning, and self-directed learning.

Collaborative learning refers to an instructional methodology in which students engage in cooperative efforts within small groups or teams to collectively attain predetermined educational objectives. Collaborative learning facilitates active engagement, peer collaboration, and the sharing of ideas, hence cultivating enhanced comprehension and advanced cognitive abilities.

Comprehensive services and resources by educational institutions to facilitate the academic, personal, and social growth of students is referred to as student support services. These programs encompass a range of services such as counseling, tutoring, career services, disability support, financial aid, and several other initiatives designed to improve student achievement and overall welfare.

Attendance Monitoring refers to the methodical process of monitoring and documenting students' presence and engagement in classes or academic endeavors. Attendance monitoring facilitates the identification of engagement patterns, the identification of students who are at danger of lagging behind, and the early intervention to provide support for their academic advancement.

Technology integration refers to the process of incorporating educational technologies, digital tools, and online resources into many aspects of teaching, learning, and administrative operations. The objective of technology integration is to augment the availability of educational resources, streamline communication, foster collaboration and involvement, and bolster creative pedagogical approaches.

Course scheduling refers to the systematic arrangement and organization of academic courses and class sessions according to a pre-established timeline or plan. Class scheduling is the process of establishing the precise timing, duration, and venue for classes in order to cater to students' academic requirements and preferences, while also guaranteeing optimal utilization of resources.

Goal Setting and Achievement refers to the systematic procedure of formulating academic performance and personal development objectives that adhere to the SMART framework, which stands for specified, measurable, achievable, relevant, and time-bound. The process of goal setting include the identification of objectives, the development of action plans, and the ongoing monitoring of progress in order to attain desired outcomes.

Intrinsic motivation refers to the internal impetus, curiosity, and pleasure that individuals derive from participating in an activity for its inherent value, rather than being influenced by external rewards or incentives. The presence of intrinsic motivation serves as a driving force

behind students' inquisitiveness, enthusiasm, and tenacity in their scholarly pursuits.

Self-regulated learning refers to the cognitive process by which students assume responsibility for their own learning, encompassing the establishment of objectives, the monitoring of progress, and the adjustment of techniques in order to attain academic accomplishments. Individuals who are self-regulated learners employ metacognitive, motivational, and behavioral strategies to effectively control their learning.

Student management strategies encompass a range of methodologies and tactics employed by educational establishments to supervise and facilitate student engagement, advancement, and welfare throughout their scholastic trajectory. These encompass protocols and provisions pertaining to admissions, academic guidance, class arrangement, student assistance, attendance tracking, and integration of technology.

2. Methodology

This section outlines the systematic and rigorous approach used by researchers to plan, execute, and evaluate a study. This includes the research design, which delineates the whole structure and framework of the study. Data collecting tactics elucidate the methodology via which information is acquired from participants or pertinent sources. Data analysis methods encompass the systematic manipulation, interpretation, and integration of gathered data to extract significant and valuable insights.

This study used a descriptive-comparative correlational research methodology to examine the enhancement of student management strategies and academic involvement in vocational-technical institutions. Johnson and Christensen (2014) found that this specific design allowed for a comprehensive representation of student management strategies, levels of academic involvement, and their interconnectedness within the context of vocational-technical education. The research used descriptive statistics to summarize the characteristics of student management strategies and academic participation among the participants, thereby providing a thorough comprehension of the current situation. Furthermore, this research performed a comparison analysis to examine differences in assessing student management strategies and academic involvement among various demographic variables, such as gender, academic trajectory, and level. The next phase was using correlational analysis to investigate the relationships between different components of student management strategies and academic engagement. This research aimed to assess the extent and orientation of these connections (Creswell & Creswell, 2017). The selected research approach was highly relevant and appropriate for this study since it enabled a thorough understanding of how student management methods affect academic engagement in vocational-technical institutes. The research aimed to identify potential areas for improvement in student management strategies and their influence on promoting academic engagement by assessing descriptive and correlational factors. Moreover, the findings derived from this research approach might have offered significant perspectives for developing targeted interventions and initiatives to enhance student performance and satisfaction in the vocational-technical education domain.

The study used stratified sampling, separating the population into subgroups or strata based on essential factors to enhance student management techniques and academic

engagement in vocational-technical institutions (Babbie, 2016). These parameters included educational path, skill level, geographical location, or other relevant demographic factors. By using stratification, the researcher ensured that each subgroup was included in the sample in a manner that accurately reflected its size, thus enhancing the representativeness and accuracy of the findings.

Due to many considerations, stratified sampling was very relevant and applicable in this study. Vocational technical institutes often have a diverse student population with varying backgrounds, interests, and academic paths. The researcher divided the sample into strata based on pertinent characteristics, such as academic track or level, to guarantee enough representation of each subgroup in the sample and enable significant comparisons and analyses. Furthermore, stratified sampling allowed the researcher to consider any differences across subgroups, which may have influenced student management methods and college participation.

This research aimed to examine the enhancement of strategies for student management and academic involvement in vocational-technical institutes. A questionnaire prepared explicitly for this purpose was used to collect data on these parameters. The survey was designed to cover all aspects of the research, including admissions procedures, academic guidance, class organization, student support services, attendance monitoring, integration of technology, and various aspects of academic engagement such as motivation, goal setting, effective study habits, seeking academic help, collaborative learning, and self-directed learning.

The survey was carefully crafted to ensure clarity,

relevance, and comprehensiveness, integrating tailored topics to capture the specific complexities of student management practices and academic involvement in vocational-technical education. To enhance the questionnaire's accuracy and consistency, a thorough validation process was carried out, which included assessments of content validity, construct validity, and face validity (Trochim & Donnelly, 2008).

A survey was conducted to gather data on strategies for student management, academic engagement, and the correlation between the two. The questionnaire was sent to a diverse group of students attending vocational-technical institutions in China. The data obtained from the questionnaire underwent thorough statistical analysis to examine patterns, connections, and correlations among different variables of interest. This investigation sought to improve our understanding of the variables influencing student success and satisfaction in vocational technical education.

The Shapiro-Wilk test, a statistical test designed to detect normality, was used to determine whether the parametric test is appropriate for the research objectives. Parametric testing is used when the p-value is greater than 0.05. When p-values are less than 0.05, the data's conformity to a uniform distribution is called into question. Consequently, non-parametric testing was used.

The research inquiries discussed in this article were revisited. As a result, the findings are provided along with their reasons and analyses.

Preliminary Analysis

Reliability

Table A. Reliability Measurement – Assessment of Student Management Strategies (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Item/s Retained
Admissions Process	0.87	0	10
Student Support Services	0.86	0	10
Attendance Monitoring	0.89	0	10
Technology Integration	0.88	0	10
Assessment of Academic Engagement (Cronbach's Alpha)			
Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Item/s Retained
Intrinsic Motivation	0.88	0	10
Goal Setting and Achievement	0.95	0	10
Effective Study Habits	0.88	0	10
Academic Support	0.88	0	10
Collaborative Learning	0.88	0	10
Self-Regulated Learning	0.95	0	10

Table A outlines the measurement of the internal consistency of the scales, assessment of student management strategies (admissions process, student support services, attendance monitoring, and technology integration), and assessment of student academic engagement (intrinsic motivation, goal setting and achievement, effective study habits, academic support, collaborative learning, and self-regulated learning). Cronbach's alpha (CA) was used to evaluate internal consistency measurements. Nunnally (1978) and Fornell and Larcker (1981) state that a coefficient alpha (CA) value of 0.70 or higher implies high-quality items as well as internal consistency. The predicted CA values range from 0.86 to 0.95, indicating that all of the items are of high quality and have significant internal consistency.

The research used a range of data-collecting methods to provide a systematic and rigorous approach to obtaining data, with the aim of improving student management strategies and academic involvement at vocational-technical institutions. To maintain ethical standards throughout the study procedure, it was crucial to get clearance from the relevant institutional review board (IRB) (Creswell & Creswell, 2017). After receiving ethical approval, the researchers administered the self-created questionnaire to the selected group of students from vocational technical institutions in China. The survey was distributed online or in person, depending on the participants' preferences and availability. Clear instructions were provided to ensure uniformity in collecting answers and minimize potential biases (Babbie, 2016).

A pilot test was conducted with a restricted number of students before distributing the questionnaire to the whole sample. This pilot test aimed to identify any possible challenges associated with the comprehensibility of the items, language used, or answer options. Trochim and Donnelly (2008) used the comments from the pilot test to improve the questionnaire before giving it to a larger group of people. Upon completing the questionnaire, the data-collecting procedure began by disseminating the survey to the selected participants. The researchers used precise schedules and reminders to encourage the timely completion of the questionnaire and maximize response rates. Steps were taken to ensure the confidentiality and anonymity of comments, enabling participants to provide sincere and transparent feedback (Creswell & Creswell, 2017).

Descriptive statistics were employed to succinctly characterize and depict the attributes of student management practices, degrees of academic engagement, and demographic data pertaining to the participants. To provide a full perspective of the data, various measures like mean, median, mode, standard deviation, and frequency distributions were computed.

Multiple regression analysis was used in this study to determine the association between student management tactics and academic engagement. The steps below show how multiple regression was used to address the research questions:

Data Collection: Surveys or questionnaires were used to gather information about student management tactics and academic engagement. The data included responses to student management strategies (e.g., admissions, student support services, attendance monitoring, technology integration) as well as indicators of academic engagement (e.g., intrinsic motivation, goal setting, and achievement, effective study habits, academic support, collaborative learning, self-regulated learning).

Variable Identification: Depending on the study questions, the independent variables (student management tactics) and dependent variables (degree of student academic engagement) were identified.

Data analysis: Multiple regression analysis was conducted to investigate the association between student management tactics and academic engagement. Each student management strategy (e.g., admissions process, student support services, attendance monitoring, technology integration) was entered as an independent variable, while the level of student academic engagement indicators (e.g., intrinsic motivation, goal setting, and achievement, effective study habits, academic support, collaborative learning, self-regulated learning) was entered as a dependent variable.

The researcher confirmed his neutrality, guaranteeing that neither personal nor professional associations impacted the study's results on student management tactics and academic engagement. The objective was to objectively assess the elements that influence student academic engagement while ensuring openness and integrity throughout the study. The participants' privacy was meticulously protected, and all information was handled strictly and secretly. Participant responses were anonymized and securely kept to safeguard confidentiality and prevent unwanted access to the data. Participation in the research was completely optional, and participants were provided with detailed information on the study's goals, methods, possible hazards, and advantages. The individuals were given sufficient chances to inquire and granted permission based on knowledge and understanding,

without any pressure or influence, safeguarding their independence and entitlements. Measures were taken to reduce potential hazards related to involvement, with a focus on the welfare of participants and steps taken to guarantee their comfort and safety, especially considering the delicate subject matter of the conversations. The recruitment procedures used were characterized by transparency and inclusivity to provide equal opportunities for participation to all eligible persons and foster diversity within the sample. While participating, individuals gained valuable knowledge on student management tactics. The pay they received was fair and proportionate to their efforts. In addition, participants were paid for any expenditures they incurred as a result of their participation in the study, such as travel fees or materials, to ease any financial strain and assure fairness in research participation.

3. Results, Analysis, and Interpretation

This chapter shows the data in a tabular format and includes a detailed description and analysis of the data. The conclusions in this section are based on a statistical analysis performed with Jamovi 2.3.28.

Assessment of the Respondents of the Student Management Strategies

Table 1 shows how participants ranked their management tactics for the admission process. The collected statistics show that the composite mean score is 3.01 with a standard deviation of 0.29, indicating an average rating. They agree that admissions personnel promptly respond to inquiries, facilitating a smooth application process ($M = 3.44$), communicate admissions requirements clearly, providing prospects with clear direction ($M = 3.41$), and consider candidates' diverse backgrounds to promote inclusion ($M = 3.40$). In contrast, it shows that the students strongly believe that the vocational school's admissions system is straightforward and fair, ensuring that all candidates have equal opportunities ($M = 3.53$).

Students favorably evaluate fairness and equality in the admissions process when the mean is higher, which is consistent with current research results. Fain (2020) emphasized the significance of transparent and fair admissions processes in fostering student confidence and contentment inside educational establishments. The research demonstrates that fair admissions procedures may enhance student engagement and retention rates by instilling confidence among students that they have been reviewed impartially.

In contrast, the ratings in categories such as timely replies to queries ($M = 3.44$), clear explanation of admissions rules ($M = 3.41$), and consideration of applicants' various backgrounds ($M = 3.40$) are significantly lower, indicating areas where there is room for development. This is consistent with Olson's (2019) viewpoint, which highlights the need for educational institutions to enhance communication and assistance for prospective students, especially those from varied backgrounds, to promote inclusion and fairness.

The results suggest that while the vocational school currently has a fair and transparent admissions procedure, boosting the effectiveness of admissions staff and implementing more inclusive policies for different applicants might lead to additional improvements in student satisfaction. This might also foster a more inclusive and encouraging atmosphere, facilitating the attraction and retention of a more heterogeneous student population.

Table 1. Assessment of Student Management Strategies in terms of Admissions Process

Indicators	Mean	SD	V.I	Rank
1. The vocational school's admissions procedure is clear and fair, guaranteeing that all candidates have equal possibilities.	3.53	0.79	Highly Observable	1
2. Admissions personnel respond immediately to queries, facilitating a smooth application process.	3.44	0.83	Moderately Observable	2
3. The admissions requirements are well communicated, offering prospects clear direction.	3.41	0.90	Moderately Observable	3
4. The admissions process takes into account candidates' different backgrounds, which promotes inclusion.	3.40	0.86	Moderately Observable	4
5. We quickly examine applicants' academic ability, resulting in the selection of highly qualified candidates.	3.36	0.84	Moderately Observable	5
6. The admissions process coincides with our educational goals by finding individuals who fit our programs well.	2.56	0.89	Moderately Observable	8.5
7. Our admissions process provides applicants vital insights, allowing them to make more educated decisions.	2.56	0.89	Moderately Observable	8.5
8. Our admissions method is quick and prompt, with little delay and ambiguity.	2.61	0.90	Moderately Observable	7
9. We aggressively encourage diversity and tolerance by inviting students from all backgrounds.	2.67	0.78	Moderately Observable	6
10. The admissions procedure is fair and unbiased for all candidates.	2.56	0.88	Moderately Observable	10
COMPOSITE MEAN	3.01	0.29	Moderately Observable	

Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)

Table 2. Assessment of Student Management Strategies in terms of Student Support Services

Indicators	Mean	SD	V.I	Rank
1. Our vocational school offers extensive and easily accessible student support services that cater to the different needs of students.	2.64	0.68	Moderately Observable	2
2. The student support team demonstrates a high level of knowledge and helpfulness in effectively addressing the needs of students, thereby offering valuable assistance.	2.38	0.73	Slightly Observable	10
3. Student support services play a crucial role in facilitating students' ability to navigate academic problems by providing them with valuable tools and help.	2.46	0.75	Slightly Observable	3
4. The student support services cultivate a constructive and all-encompassing educational setting, nurturing a feeling of inclusion among students.	2.40	0.75	Slightly Observable	8
5. Student support programs provide aid to students experiencing financial difficulties, offering essential help and resources.	2.41	0.76	Slightly Observable	7
6. In order to enhance access to support networks, the student support services play a crucial role in facilitating connections between students and related resources.	2.44	0.77	Slightly Observable	4
7. Support services for students provide counseling and guidance to enhance personal and emotional well-being, thereby fostering the overall wellness of students.	2.42	0.80	Slightly Observable	5.5
8. In order to promote diversity and accessibility, the student support services are designed to cater to students with impairments or special needs.	2.39	0.76	Slightly Observable	9
9. The student support services are perceived to exhibit responsiveness towards student comments and requirements, hence demonstrating the ability to change services accordingly.	2.42	0.76	Slightly Observable	5.5
10. Student support services proactively solicit feedback from students in order to enhance the provision of services, thereby showcasing a dedication to ongoing enhancement.	2.66	0.69	Moderately Observable	1
COMPOSITE MEAN	2.46	0.30	Slightly Observable	

Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)

Table 2 provides a summary of the evaluation of student management strategies in the context of student support services. The composite mean score is 2.46, with a standard deviation of 0.30, indicating a low rating. It is slightly observable that student support services play a critical role in enabling students to navigate academic challenges by offering them valuable tools and assistance (M = 2.46). Furthermore, they facilitate connections between students and related resources, improving access to support networks (M = 2.44). Finally, student support services provide counseling and guidance to improve personal and emotional well-being, thereby promoting students' overall wellness (M = 2.42). Conversely, they concur that it is moderately observable that student support services proactively solicit feedback from students to improve the provision of services, thereby demonstrating a commitment to continuous improvement (M = 2.66) and that their vocational school provides a wide range

of easily accessible student support services that are tailored to the needs of each student (M = 2.64).

Upon examining the data, which presents a summary of the assessment of student management techniques within the framework of student support services, it was found that the composite mean score was 2.46, with a standard deviation of 0.30. These figures suggest that the student support services received a generally poor rating. The data indicates that student support services are acknowledged as crucial in helping students overcome academic difficulties by providing valuable resources and aid (M = 2.46). However, some areas may be improved. These services enable students to connect with relevant resources, enhancing their access to support networks (M = 2.44). Furthermore, student support services provide counseling and advice to strengthen individuals' personal and emotional welfare and foster general well-being among students (M = 2.42).

Table 3. Assessment of Student Management Strategies in terms of Monitoring of Attendance

Indicators	Mean	SD	V.I	Rank
1. The attendance monitoring system effectively monitors the attendance of students, so ensuring the provision of dependable data for assessment purposes.	2.37	0.81	Slightly Observable	2
2. The method of monitoring attendance serves to promote consistent attendance and punctuality, so reaffirming the significance of academic dedication.	2.34	0.84	Slightly Observable	7.5
3. The implementation of an attendance monitoring system offers students prompt feedback regarding their attendance records, thereby fostering a sense of responsibility and accountability.	2.34	0.83	Slightly Observable	7.5
4. The procedure of monitoring attendance upholds the principles of privacy and confidentiality, ensuring the protection of sensitive information belonging to students.	2.38	0.82	Slightly Observable	1
5. Attendance monitoring is a highly successful method for identifying students who may be at danger of academic underachievement, so facilitating prompt intervention.	2.36	0.83	Slightly Observable	3.5
6. The technique of monitoring attendance takes into account legitimate justifications for absences or tardiness, so promoting equity and comprehension.	2.34	0.83	Slightly Observable	7.5
7. The attendance tracking system is perceived as fair and consistent across all classrooms, ensuring equitable treatment of all students.	2.35	0.85	Slightly Observable	5
8. The method of monitoring attendance serves to establish accountability for students' attendance, thereby fostering a culture of responsible conduct.	2.36	0.84	Slightly Observable	3.5
9. The implementation of attendance tracking systems provides a degree of adaptability in meeting exceptional situations, such as medical emergency or familial responsibilities.	2.34	0.82	Slightly Observable	7.5
10. The implementation of an attendance monitoring mechanism facilitates effective communication between students and teachers pertaining to matters of attendance, hence promoting inclusivity and cooperation.	2.33	0.82	Slightly Observable	10
COMPOSITE MEAN	2.35	0.38	Slightly Observable	

Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50: Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)

Table 3 presents an evaluation of the student management strategies in relation to attendance monitoring. The study discovered a composite mean score of 2.35 with a standard deviation of 0.38, which suggests a low rating. The results show that people thought the attendance monitoring process was slightly open to scrutiny, which protected students' private information (M = 2.38); they also thought that the

system effectively tracked students' attendance, providing accurate data for assessment purposes (M = 2.37); and they also thought that attendance monitoring was a very effective way to find students who might be falling behind in school, allowing for quick intervention (M = 2.36). Item number 4 received the highest mean score based on the responses, while item number 10 (the implementation of an attendance

monitoring mechanism facilitates effective communication between students and teachers pertaining to matters of

attendance, thereby promoting inclusivity and cooperation) received the lowest mean score of 2.33.

Table 4. Assessment of Student Management Strategies in terms of the Integration of Technology

Indicators	Mean	SD	V.I	Rank
1. The utilization of technology inside our vocational school serves to augment the educational encounter for students, hence fostering a more captivating and engaged learning environment.	3.54	0.79	Highly Observable	1
2. The technological infrastructure at our vocational school exhibits a high level of reliability and currency, facilitating the smooth incorporation of technology into the curriculum.	2.73	1.10	Moderately Observable	10
3. I have observed that the technology tools and materials offered are designed to be easily navigable and available to students of varying levels of technical expertise.	3.25	0.93	Moderately Observable	4.5
4. The integration of technology in educational settings facilitates interactive and captivating learning experiences, hence augmenting student engagement and comprehension.	3.25	0.82	Moderately Observable	4.5
5. The utilization of technology in coursework facilitates the cultivation of important abilities for prospective professions, equipping individuals for the digital realm of employment.	3.31	0.84	Moderately Observable	2
6. Technology resources are designed to accommodate a wide range of learning styles and preferences, thereby accommodating the unique needs and preferences of individuals.	3.10	0.90	Moderately Observable	7
7. Integrating technology into curriculum delivery improves students' comprehension and memory of course information, hence promoting more profound learning.	3.22	0.72	Moderately Observable	6
8. The employed technology enhances the ability of students and instructors to collaborate and communicate, so cultivating a sense of community and encouraging teamwork.	2.87	0.92	Moderately Observable	9
9. The technology resources offered effectively equip students with the necessary skills and knowledge to adapt to progress in their respective fields, so assuring their continued relevance and competitiveness.	3.27	0.78	Moderately Observable	3
10. The proper implementation and support of technology integration efforts by instructors and staff contribute to the enhancement of the overall learning experience.	2.97	0.92	Moderately Observable	8
COMPOSITE MEAN	3.15	0.32	Moderately Observable	

Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)

Table 4 illustrates an evaluation of student management strategies based on technological integration, with a composite mean score of 3.15 and a standard deviation of 0.32, indicating an average assessment. The data analysis revealed that the students agreed that the integration of technology in coursework enables the development of critical skills and knowledge that are essential for future professions, thereby preparing individuals for the digital workplace ($M = 3.31$). Additionally, they observed that the technology resources provided effectively equip students with the requisite

knowledge and skills to adapt to advancements in their respective fields, thereby ensuring their continued relevance and competitiveness ($M = 3.27$). Finally, they observed that the technology tools and materials provided are designed to be easily navigable and accessible to students of varying levels of technical expertise ($M = 3.25$). On the other hand, it seems that they strongly agree that the use of technology in our vocational school enhances the educational experience for students, fostering a more compelling and engaged learning environment ($M = 3.54$) that is extremely visible.

Table 5. Summary of the Assessment of Student Management Strategies

	N	Mean	SD	Interpretation
Admissions Process	232	3.01	0.29	Moderately Obsevable
Student Support Services	232	2.46	0.30	Slightly Obsevable
Monitoring of Attendance	232	2.35	0.38	Slightly Obsevable
Integration of Technology	232	3.15	0.32	Moderately Obsevable
Student Management Strategies	232	2.74	0.16	Moderately Obsevable

Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)

Extent of Respondents' Academic Engagement

Table 6 analyzes students' academic engagement based on intrinsic desire. The data analysis showed that the average composite score was 2.46, with a standard deviation of 0.29, indicating a low ranking. This suggests that they believe there is a limited extent to which engaging in intellectual tasks elicits a profound sense of purpose and satisfaction within

them ($M = 2.44$), that they have a strong enthusiasm for the acquisition of knowledge and the profound comprehension of concepts ($M = 2.44$), and that they have a strong sense of self-motivation and are committed to consistently improving their academic abilities ($M = 2.42$). They do, however, think that academic accomplishment is personally fulfilling and

satisfying ($M = 2.67$), and they have a strong desire to learn and achieve academic greatness ($M = 2.63$).

Table 6. Assessment of Students' Academic Engagement in terms of Intrinsic Motivation

Indicators	Mean	SD	V.I	Rank
1. I possess a strong drive to acquire knowledge and achieve academic excellence.	2.63	0.65	To Some Extent	2
2. I derive personal gratification and pleasure from my intellectual endeavors.	2.38	0.70	To A Limited Extent	10
3. I possess a strong desire to delve into novel subjects and tasks in my academic pursuits.	2.41	0.72	To A Limited Extent	7
4. My inquisitiveness and enthusiasm motivate me to actively participate in educational endeavors.	2.41	0.75	To A Limited Extent	7
5. Engaging in intellectual tasks elicits a profound sense of purpose and satisfaction within me.	2.44	0.75	To A Limited Extent	3.5
6. I possess a strong enthusiasm for the acquisition of knowledge and the profound comprehension of concepts.	2.44	0.75	To A Limited Extent	3.5
7. I possess an inherent drive to do additional effort in order to attain academic excellence.	2.40	0.76	To A Limited Extent	9
8. I derive immense pleasure from the process of acquiring knowledge, especially in the face of challenging assignments.	2.41	0.76	To A Limited Extent	7
9. I possess a strong sense of self-motivation and am committed to consistently enhancing my academic abilities.	2.42	0.75	To A Limited Extent	5
10. I find academic achievement to be personally gratifying and satisfying.	2.67	0.68	To Some Extent	1
COMPOSITE MEAN	2.46	0.29	To A Limited Extent	

Legend: 1.00-1.50: Strongly Disagree (To No Extent); 1.51-2.50: Disagree (To A Limited Extent); 2.51-3.50; Agree (To Some Extent); 3.51-4.00: Strongly Agree (To A Great Extent)

Table 7. Assessment of Students' Academic Engagement in terms of Goal Setting and Achievement

Indicators	Mean	SD	V.I	Rank
1. I establish explicit and attainable objectives for my scholastic achievements.	2.38	0.77	To A Limited Extent	4.5
2. I consistently track my advancement towards my academic objectives.	2.34	0.78	To A Limited Extent	7.5
3. I adopt a proactive approach in order to surmount hurdles and problems encountered in the pursuit of my objectives.	2.41	0.79	To A Limited Extent	1.5
4. Attaining my academic objectives is of utmost importance to me.	2.41	0.80	To A Limited Extent	1.5
5. I adeptly strategize and arrange my schedule in order to diligently pursue my academic goals.	2.39	0.80	To A Limited Extent	3
6. I am dedicated to achieving my academic objectives, even if it necessitates more exertion.	2.31	0.79	To A Limited Extent	9
7. I have a feeling of achievement when I make advancements towards my objectives.	2.37	0.81	To A Limited Extent	6
8. I modify my objectives as necessary in response to feedback and evolving conditions.	2.34	0.78	To A Limited Extent	7.5
9. I possess a strong belief in my capacity to attain the academic objectives that I have established for myself.	2.38	0.80	To A Limited Extent	4.5
10. Establishing and attaining academic objectives is crucial for my own advancement and progress.	2.30	0.79	To A Limited Extent	10
COMPOSITE MEAN	2.36	0.36	To A Limited Extent	

Legend: 1.00-1.50: Strongly Disagree (To No Extent); 1.51-2.50: Disagree (To A Limited Extent); 2.51-3.50; Agree (To Some Extent); 3.51-4.00: Strongly Agree (To A Great Extent)

Table 7 displays how participants assessed their academic participation in terms of goal setting and achievement. The

descriptive data reveal that the composite mean score is 2.36, with a standard deviation of 0.36, indicating a low evaluation.

This means that they believed that, to a limited extent, they adopt a proactive approach in order to overcome obstacles and problems encountered in the pursuit of my objectives (M = 2.41), that achieving their academic objectives is of utmost importance to them (M = 2.41), and that they adeptly strategize and arrange their schedule in order to diligently

pursue their academic goals (M = 2.39). According to their responses, items 3 and 4 had the greatest mean score of 2.41, while item 10 (Establishing and achieving academic goals is critical for my own improvement and success) had the lowest mean score of 2.30.

Table 8. Assessment of Students' Academic Engagement in terms of Effective Study Habits

Indicators	Mean	SD	V.I	Rank
1. I regularly dedicate time to studying and completing academic assignments.	3.56	0.76	To A Great Extent	1
2. I employ active learning strategies, such as the utilization of summarization and self-testing, in order to augment my comprehension.	2.74	1.09	To Some Extent	10
3. I generate structured study materials and notes to facilitate my educational pursuits.	3.16	1.00	To Some Extent	7
4. I regularly participate in review sessions to strengthen my understanding and retain material.	3.27	0.78	To Some Extent	4
5. In order to enhance my study, I actively pursue supplementary resources, like textbooks and online courses.	3.30	0.84	To Some Extent	2.5
6. I strive to reduce distractions and establish an environment that is beneficial to the process of studying.	3.30	0.81	To Some Extent	2.5
7. I simplify intricate subjects into digestible segments to enhance comprehension.	3.14	0.87	To Some Extent	8
8. In order to facilitate my learning process, I establish precise study goals and objectives.	3.13	0.74	To Some Extent	9
9. I give priority to my academic obligations and efficiently allocate my time.	3.22	0.77	To Some Extent	5
10. The study tactics I employ are modified in response to feedback and performance outcomes.	3.19	0.89	To Some Extent	6
COMPOSITE MEAN	3.20	0.30	To Some Extent	

Legend: 1.00-1.50: Strongly Disagree (To No Extent); 1.51-2.50: Disagree (To A Limited Extent); 2.51-3.50; Agree (To Some Extent); 3.51-4.00: Strongly Agree (To A Great Extent)

Table 8 analyzes college students' academic involvement through effective study practices. The tabulated statistics indicate an average assessment, with a mean score of 3.20 and a standard deviation of 0.30. This suggests that they acknowledge and actively seek additional resources, such as textbooks and online courses (M = 3.30), make efforts to minimize distractions and create a conducive study environment (M = 3.30), and regularly engage in review sessions to enhance comprehension and retain information (M = 3.27). Similarly, it appears that they strongly concur that they consistently allocate a significant amount of time to studying and completing academic work (M = 3.56).

The academic engagement of college students via efficient study techniques, the data indicates that students reported an average evaluation of their study habits, as shown by the mean score of 3.20 and a standard deviation of 0.30. The figures demonstrate that students usually recognize the significance of pursuing supplementary materials, such as textbooks and online courses, to enhance their learning. In addition, they indicate that they actively take measures to reduce distractions and provide favorable conditions for learning. In addition, students often participate in review sessions to improve their understanding and memory of academic information.

Table 9 presents an evaluation of students' academic involvement in relation to the support they receive for their studies. According to the data presented in the table, the calculated average score was 2.49, with a standard deviation

of 0.27, indicating a low assessment. This indicates that they held the belief that collaborative learning partially enhances understanding of course material through peer involvement (M = 2.42). They also appreciate the opportunity to gain knowledge and perspectives from their peers' experiences in collaborative settings (M = 2.41). Additionally, they perceive collaborative learning as promoting a sense of camaraderie and inclusiveness among peers (M = 2.41). However, they acknowledge that they do appreciate the diverse perspectives and deep insights that their classmates bring to collaborative learning environments to a certain degree (M = 2.79). They also find significant value and enrichment in participating in collaborative learning activities, as they contribute to their academic progress and development (M = 2.67).

The statistics indicate a typically poor evaluation that suggests that students perceive collaborative learning as having a limited impact on their comprehension of course content when it involves working with their peers. Students appreciate the chance to acquire information and obtain different views from their peers' experiences in collaborative environments. They also recognize that collaborative learning promotes a feeling of camaraderie and inclusivity among their peers.

The comparatively elevated average scores suggest that students value the many viewpoints and profound understandings that their peers contribute to collaborative learning settings. Furthermore, students see great importance in engaging in cooperative learning activities, acknowledging

that these interactions significantly contribute to their academic advancement and personal growth.

Table 9. Assessment of Students' Academic Engagement in terms of Academic Support

Indicators	Mean	SD	V.I	Rank
1. I engage in active participation within group deliberations and joint educational endeavors.	2.65	0.65	To Some Extent	3
2. I highly appreciate the varied viewpoints and profound understandings that my classmates contribute in collaborative learning environments.	2.79	0.70	To Some Extent	1
3. During collaborative projects and assignments, I actively engage in the exchange of ideas and resources with my peers.	2.38	0.70	To A Limited Extent	9
4. I derive satisfaction from engaging in collaborative efforts with my peers to resolve issues and accomplish assignments.	2.38	0.73	To A Limited Extent	9
5. Collaborative learning facilitates the comprehension of course content by means of peer engagement.	2.42	0.73	To A Limited Extent	4
6. I value the chance to acquire information and insights from my colleagues' experiences in collaborative environments.	2.41	0.72	To A Limited Extent	5.5
7. I am of the opinion that collaborative learning cultivates collaboration and communication abilities that are advantageous for future pursuits.	2.38	0.72	To A Limited Extent	9
8. I actively participate in collaborative endeavors and deliberations, so making valuable contributions to the collective achievements of the team.	2.39	0.72	To A Limited Extent	7
9. Collaborative learning fosters a feeling of camaraderie and inclusion among peers.	2.41	0.73	To A Limited Extent	5.5
10. I derive significant enrichment and value from engaging in collaborative learning activities since they contribute to my academic progress and development.	2.67	0.65	To Some Extent	2
COMPOSITE MEAN	2.49	0.27	To A Limited Extent	

Legend: 1.00-1.50: Strongly Disagree (To No Extent); 1.51-2.50: Disagree (To A Limited Extent); 2.51-3.50; Agree (To Some Extent); 3.51-4.00: Strongly Agree (To A Great Extent)

Students also voiced concern over the insufficient mental health assistance accessible to them. A significant number of individuals have reported experiencing extended waiting periods for counseling services, resulting in a sense of being unsupported at times of academic pressure and stress. There was a prevailing belief that mental health was not given much importance inside the college since there were few programs or services to assist students in coping with academic stress. The absence of assistance presents significant dangers to the welfare of students since persistent stress and worry may have adverse effects on both psychological well-being and academic achievement. To tackle this problem, institutions should prioritize mental health by increasing the availability of counseling services, decreasing patients' wait times, and creating more proactive initiatives to promote mental well-being. Using this approach, educational institutions may assist students in efficiently coping with stress and foster an atmosphere where mental well-being is recognized as a crucial component of academic achievement.

An ongoing motif in the interviews was the students' restricted participation in decision-making processes that directly impacted them. Students had a sense of exclusion from significant decision-making processes, such as modifications to grading systems. They voiced their displeasure towards the administration for making these choices without considering their views. The absence of

active involvement resulted in disconnection, as students felt that their opinions were not esteemed in influencing their educational setting. The ramifications of this are substantial: educational institutions should establish more comprehensive decision-making frameworks that actively include students in deliberations and seek their input on crucial modifications. Incorporating students into these processes allows institutions to cultivate a stronger sense of ownership and involvement, guaranteeing that policies and decisions align with the needs and viewpoints of the student population.

Students faced difficulties regarding accessibility and training when it came to integrating technology. Although students were obligated to use digital platforms for assignments and learning, some students expressed a need for sufficient instruction on utilizing these technologies successfully. Furthermore, the school's technology infrastructure suffered from dependability concerns, including sluggish internet speed and frequent system breakdowns, further impeding students' ability to finish assignments and engage in online learning. The discrepancy in-home access to sophisticated technology also resulted in disparities, as some students had superior resources compared to others, resulting in an unequal educational experience. The implications indicate that universities must allocate resources toward technology infrastructure and training programs to guarantee that all students possess the requisite skills and

resources to thrive in a digital learning environment. Tackling these obstacles will enhance students' involvement in academics and advance fairness in their accessibility to educational resources.

4. Conclusion

The results indicate that institutions should continue to improve and incorporate technology into their systems since it positively impacts engagement. Nevertheless, it is essential to tackle the deficiencies in student support services by enhancing accessibility and quality. Additionally, it is crucial to strengthen attendance tracking by connecting it to more substantial academic interventions since its present function have a low influence on student engagement.

Institutions should strive to cultivate more profound and relevant learning experiences that align with students' individual and vocational aspirations to enhance intrinsic motivation. In addition, they need to provide specific assistance in defining goals and regulating themselves while simultaneously correcting any deficiencies in academic support services and promoting the effective usage of collaborative learning opportunities to improve overall academic engagement.

Considering that technology integration is the only component that has a substantial impact on academic engagement, institutions should prioritize allocating resources to technology and providing equal access for everyone. In addition, it is crucial to provide training to both students and staff to fully use these technologies and improve student involvement.

Students' difficulties due to inflexible academic timetables, insufficient mental health assistance, restricted participation in decision-making processes, and communication obstacles highlight the need for more adaptable academic regulations, increased resource allocation for mental health services, and the establishment of inclusive governing frameworks. Enhancing communication channels and expanding technological accessibility will be crucial in overcoming these obstacles to student achievement.

5. Recommendations

Institutions should persist in allocating resources to modern technical infrastructure and enhancing technology accessibility for all students, guaranteeing that insufficient resources disadvantage no student. Regular training programs for both students and staff are essential to optimizing the advantages of technology in educational settings and promoting increased academic involvement.

Institutions should prioritize improving the quality and availability of student support services, including academic advising, counseling, and tutoring. A more efficient and user-friendly mechanism for students to seek assistance is necessary, guaranteeing that all students get prompt and efficient support in overcoming academic and personal difficulties.

To enhance the effectiveness of attendance tracking, schools should integrate attendance data with significant academic interventions, such as promptly notifying students who are in danger of falling behind and providing individualized follow-ups from academic advisers. This would assist in simple monitoring, promoting more direct interaction with students needing help.

Institutions must develop curriculums that correspond with

students' individual and vocational aspirations by providing a greater number of practical applications and learning experiences that are directly applicable to their chosen careers. This will cultivate a more robust internal drive and assist students in seeing the direct significance of their academic endeavors in attaining their long-term ambitions.

Schools should provide courses and tools specifically targeting developing effective goal-setting processes and self-regulation procedures in students. These should include individualized mentoring and well-organized curricula that assist students in establishing explicit, achievable educational objectives and sustaining concentration and self-control throughout their learning endeavors.

Institutions must provide more organized and well-funded avenues for collaborative learning, such as peer-assisted study sessions or group projects with explicitly defined responsibilities. This approach aims to tackle the existing obstacles to involvement in collaborative endeavors by fostering active engagement and optimizing the advantages of working together.

Educational institutions should adopt more adaptable academic policies that enable students to modify their course schedules or engage in interdisciplinary studies without being restricted by inflexible timetables. Expanding the range of optional courses and flexible academic tracks would better cater to students' situations and varied academic preferences.

Institutions must prioritize expanding mental health services by augmenting counseling personnel, reducing appointment wait times, and implementing proactive mental wellness initiatives. In order to guarantee that students have the appropriate resources to cope with academic stress, mental health services must be included within the broader academic support system.

Schools must build additional inclusive governance frameworks that actively include students in decision-making procedures. Establishing student advisory groups and actively seeking frequent student input on significant institutional changes would enhance the alignment of policies with the needs and preferences of the student population.

Institutions should strive to streamline and enhance communication between students and administrative personnel. Implementing more efficient and interactive communication channels would decrease students' obstacles when seeking help, resulting in faster problem-solving and enhanced student contentment.

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