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Practice of vocational undergraduate education adapted to new productivity from the perspective of Jinjiang experience

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ABSTRACT

The "Jinjiang Experience" originated in Jinjiang but transcends its geographical boundaries. In the era of new-type productive forces, understanding how vocational undergraduate education can leverage the "Jinjiang Experience" to better align with industrial upgrading demands and serve high-quality economic development has become a critical research focus. The concept of new-type productive forces underscores that economic growth requires technological innovation to drive industrial advancement, highlighting the significance of industrial upgrading. As a model of county-level economic development, the "Jinjiang Experience" provides a unique practical framework for vocational undergraduate education to adapt to new-type productive forces. However, a gap between the talent cultivation system of vocational undergraduate education and the "digital, intelligent, and green" skill structures required by new-type productive forces. The "Jinjiang Experience" model of "government-enterprise-school collaboration and industrial chain integration" offers a theoretical foundation to bridge this gap.

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1. INTRODUCTION

The concept of "new-type productive forces" has gained significant traction in recent years. First proposed by President Xi Jinping during his inspection tour in Heilongjiang Province in September 2023, this term underscores the imperative to integrate technological capabilities into economic development and prioritise strategically emerging industries. As a pivotal force driving industrial upgrading and economic growth in the new era, new-type productive forces have emerged as the key driver of modernisation. The "Jinjiang Experience", first articulated in 2002 through its core principles of "six unwavering commitments" and "properly managing five critical relationships," has guided Jinjiang's remarkable transformation from a "remote rural area" to "Fujian's economic powerhouse," establishing it as a model for county-level economic development. Jinjiang has consistently prioritised social productivity development, adopting market-oriented strategies to foster continuous innovation. This approach has fuelled robust growth in private enterprises and refined industrial systems. Vocational undergraduate education, as a vital component of higher education, cultivates professionals with strong practical skills and career-specific competencies to meet the demands of production, construction, management, and service sectors. It plays a crucial role in developing high-calibre technical talents aligned with new-type productive forces. With the accelerated advancement of industrial digitalisation and green transformation, these forces now require professionals with enhanced knowledge structures, practical expertise, and innovative thinking capabilities. Quanzhou Vocational and Technical University (QVTU) was among the first batch of pilot institutions for vocational undergraduate education. As highlighted in the 2024 Issue No.19 of the Fujian Education Work Bulletin, the university has integrated the "Jinjiang Experience" into its curriculum and specialised courses through initiatives such as offering public elective courses on the "Jinjiang Experience", establishing 15 practical teaching bases, and compiling 13 thematic case collections on new quality productivity. In this context, exploring practical pathways for vocational undergraduate education to adapt to new quality productivity from the perspective of the "Jinjiang Experience", holds significant practical value.

1.1 Discussion of Relevant Literature

Existing Chinese scholarship has extensively examined the relationship between vocational education and regional economic development, generally emphasising alignment with industrial demand, optimisation of programme structures, and enhancement of practical training as key mechanisms for improving talent cultivation and supporting regional industrial upgrading. Empirical studies by Li and He (2024) demonstrate that vocational education exerts a statistically significant positive effect on high-quality regional economic development, suggesting that the expansion of high-quality vocational education can serve as a sustained driving force for regional growth. Similarly, Wang and Zheng (2024) identify multiple channels through which vocational education contributes to regional development, including cross-disciplinary talent cultivation, career guidance, social services, and institutional differentiation.

While these studies provide valuable empirical evidence for the economic value of vocational education, they largely adopt a macro-level perspective, focusing on aggregate economic outcomes rather than examining how specific institutional forms of vocational education respond to structural changes in productivity systems. In particular, the role of vocational undergraduate education as a relatively new and transitional educational form in China remains underexplored.

Research on the "Jinjiang Experience" has primarily concentrated on its implications for regional development models and the growth of the private economy. Guo (2025) characterises the Jinjiang Experience as an innovative and successful pathway through which private enterprises drive regional development within China's socialist market economy. Hong (2024) further conceptualises the rise of new-type productive forces as a dynamic transformation from traditional to modern productive structures, emphasising technological innovation and structural upgrading. Building on this perspective, Shi and Xu (2024) argue that the acceleration of new-type productive forces not only enhances technological progress

but also promotes industrial transformation, reduces resource misallocation, and ultimately supports high-quality economic development.

Despite these contributions, existing studies on the Jinjiang Experience and new-type productive forces remain largely disconnected from vocational education research. Current analyses tend to treat education as a background variable rather than an active institutional mechanism shaping the formation and upgrading of productive forces. Although some scholars have suggested that vocational education could draw lessons from the Jinjiang Experience, particularly in strengthening school–enterprise cooperation, such discussions are often normative and conceptual, lacking systematic frameworks or empirically grounded implementation pathways.

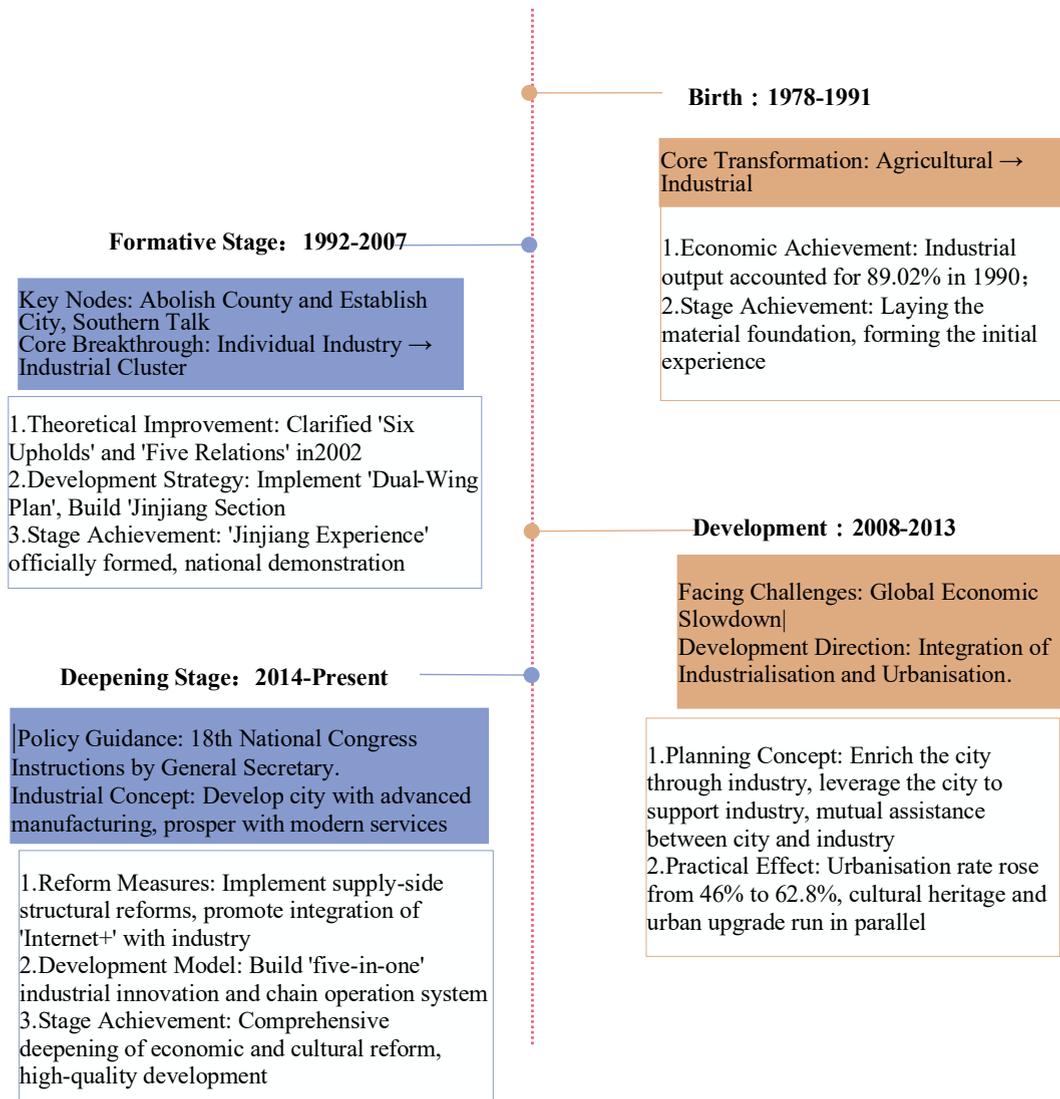


Fig. 1. what is the "Jinjiang Experience".

International research offers further insights into how vocational education can effectively support regional economic development through deep industry–education integration. Germany’s dual education system is frequently cited as a paradigmatic model, characterised by institutionalised collaboration between enterprises and educational institutions that alternates workplace training with academic instruction. This system enables rapid responsiveness to labour market demands and ensures a stable supply of highly skilled technical professionals. In the United States, community colleges similarly maintain close partnerships with local industries, designing flexible curricula aligned with market needs while emphasising practical competencies and professional ethics.

However, existing international studies also highlight that such models are highly context-dependent. Direct transplantation of foreign vocational education models without consideration of institutional, economic, and regional differences may limit their effectiveness. For China’s vocational undergraduate education, particularly in provinces where private economies and new-type productive forces are rapidly developing, there is a need for localised, experience-based adaptation rather than mechanical replication.

In summary, although prior research has established the positive relationship between vocational education and regional economic development, three gaps remain evident:

- (i) Limited attention to vocational undergraduate education as a distinct institutional form.
- (ii) Insufficient integration of vocational education research with theories of new-type productive forces
- (iii) A lack of systematic analysis on how the Jinjiang Experience can be operationalised within the vocational undergraduate education.

Addressing these gaps is essential for understanding how vocational undergraduate institutions can actively participate in the cultivation of new-type productive forces and contribute to high-quality regional economic development.

2. THE IMPORTANCE OF THE "JINJIANG EXPERIENCE" IN RESEARCH ON THE ADAPTATION OF VOCATIONAL UNDERGRADUATE EDUCATION TO NEW PRODUCTIVE FORCES AUTHOR ARTWORK

2.1 The Demonstrative Role of Regional Economic Development

The "Jinjiang Experience" stands as a successful model for county-level economic development, having significantly propelled Jinjiang's transition from traditional industries to a modern industrial system. Through this approach, Jinjiang has achieved robust growth in the private sector and cultivated distinctive industrial clusters, including traditional strengths such as textiles, footwear, and food & beverage, alongside strategic emerging sectors such as integrated circuits and new energy. Vocational undergraduate education serves regional economic development. The market-oriented philosophy and localised advantage-based development principles in the "Jinjiang Experience" provide clear guidance for vocational colleges to align with regional industrial demands and optimise programme offerings. This integration enables vocational education to better support local economic growth and to play a pivotal role in driving regional industrial upgrading.

2.2 The Significance of Drawing Lessons from the Reform and Innovation of Vocational Education

The innovative spirit and pragmatic approach embodied in the "Jinjiang Experience" offer valuable insights for reforming vocational undergraduate education. In the field of vocational education,

the industrial transformation and evolving talent demands driven by new productive forces urgently require reform of traditional educational models. The "Jinjiang Experience" emphasises the integration of government guidance and market-driven mechanisms, as well as the coordinated development of large, medium, and small enterprises. These principles inspire vocational undergraduate education to strengthen multi-party collaboration among government, schools, industries, and enterprises, innovate industry-education integration models, and explore new pathways for school-enterprise collaborative talent cultivation. By adopting the government's platform-building approach to facilitate enterprise cooperation outlined in the "Jinjiang Experience," vocational undergraduate institutions can promote resource integration among the government, enterprises, and schools to address the challenges in educational reform collectively.

2.3 The Value of Optimising the Talent Training Model

The new productive forces demand higher standards for the knowledge, skills, and qualities of vocational undergraduate talents, while the "Jinjiang Experience" provides valuable guidance for optimising talent cultivation models. The emphasis on integrity-building and the spirit of daring to strive and win in the "Jinjiang Experience" aligns with the professional ethics and competencies required to cultivate high-quality technical and skilled talents in vocational undergraduate education. Furthermore, its philosophy of balancing industrial relationships and promoting industrial integration encourages vocational undergraduate education to focus on building interdisciplinary knowledge systems and developing comprehensive abilities. This approach ensures that graduates can meet the demands of industrial integration under the new productive forces, thereby enhancing the quality of talent cultivation and supplying more competent human resources for regional economic and industrial development.

3. THE ENLIGHTENMENT OF "JINJIANG EXPERIENCE" FOR VOCATIONAL UNDERGRADUATE EDUCATION IN ADAPTING TO NEW PRODUCTIVE FORCES

3.1 Adhere to Market Orientation and Optimise the Establishment of Academic Programmes.

Vocational undergraduate education should adopt the market-oriented approach from the "Jinjiang Experience", closely aligning with the demands of new-type productive forces. Institutions must conduct thorough research on market trends, industrial upgrading, and corporate hiring needs to promptly adjust and optimise their programme offerings. To adapt to evolving market demands, vocational colleges should establish dynamic programme adjustment mechanisms, phasing out outdated programmes and introducing new ones that support emerging industries and advanced productive forces. With the rapid development of sectors such as AI, logistics services, integrated circuits, and nuclear technology applications, Quanzhou University has introduced specialised programmes such as Artificial Intelligence Engineering Technology, Modern Logistics Management, and Integrated Circuit Engineering Technology to cultivate industry-aligned talent. This ensures programmes closely match market needs, enhances the relevance and applicability of talent development, and lays a solid foundation for advancing new-type productive forces.

3.2 Government-Guided Services to Promote Coordinated Development

The government should actively guide and support vocational undergraduate education in adapting to the development of new productive forces, aligning with the role defined in the "Jinjiang Experience." It can formulate policies to encourage enterprises to participate in vocational talent cultivation, offering tax incentives and financial subsidies to those actively engaging in school-enterprise collaboration. Simultaneously, establishing a communication and cooperation platform between the government, schools, industries, and enterprises will help coordinate resources and promote coordinated development. The Jinjiang Municipal government has played a pivotal guiding role in industrial development. In the field of

vocational education, the government should also guide vocational undergraduate institutions, enterprises, and industry associations to form a united front, jointly cultivating high-quality talents to meet the demands of new productive forces.

4. JINJIANG CITY (FUJIAN PROVINCE, CHINA)

Jinjiang, a county-level city administered by Quanzhou, is the birthplace of the "Jinjiang Experience". Guided by this experience, its private economy has achieved vigorous development: the pillar textile and footwear industries are accelerating their transformation towards high-end, intelligent, and green development, while emerging sectors such as next-generation information technology, are booming in tandem. As a hometown of overseas Chinese and a starting point of the Maritime Silk Road, Jinjiang has been accredited as a National Innovative County and City and boasts abundant tourism resources. Currently, it takes the integration of industry, city, and people as the core driver, fosters new productive forces, and strives to build a county-level benchmark for Chinese modernisation. (See Figure 2)



Institution of Higher Learning



Scenic area



Jinjiang Wu Store City Top Scholar Street



Ancient houses combined with tall buildings



Research on Cultural and Tourism Development of Song and Yuan Kiln Firing



Cizao Town Village

Fig. 2. Jinjiang's socio-economic environment.

5. METHODOLOGY

To ensure that the research is conducted systematically and the conclusions are credible, this study adopts the mixed research method. It reveals the transformation path of "Jinjiang experience" through qualitative case analysis, and further supports and deepens the findings with quantitative data. The specific research process is shown in the figure below:

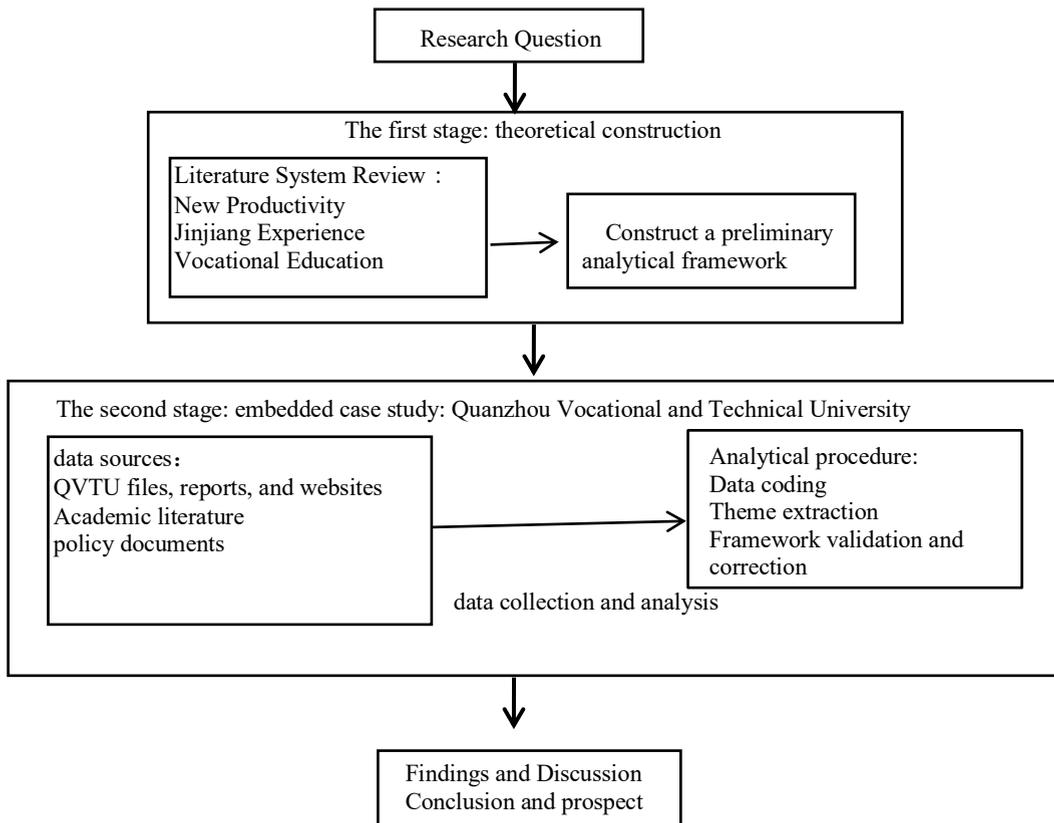


Fig. 3. flowchart of the research methodology.

6. MULTIDIMENSIONAL ANALYSIS ON THE DEMAND FOR VOCATIONAL UNDERGRADUATE EDUCATION UNDER NEW QUALITY PRODUCTIVITY

6.1 Knowledge, Competence, and Quality Requirements of Vocational Undergraduate Talents in New Quality Productivity

In the context of new-type productive forces, vocational bachelor's talents must possess a multidisciplinary knowledge structure, practical skills, and a high-quality character. At the knowledge level, they are required to master solid professional foundations such as mechanical design and automation control, while also acquiring cutting-edge technical knowledge in fields like artificial intelligence and big data to adapt to digital and intelligent development trends. They should be familiar with relevant industry laws, regulations, and standards to ensure production compliance. In terms of capabilities, the emphasis is placed on practical operations, problem-solving, technological innovation, and teamwork. Particularly in

interdisciplinary work scenarios, they should demonstrate efficient communication and collaboration skills, proficiently utilising digital tools for production and management. In terms of character development, professional ethics, lifelong learning awareness, and green development concepts are advocated. They should possess environmental responsibility and social commitment, drive sustainable industrial development while complying with regulations. Overall, the new-type productive forces impose higher comprehensive quality and capability requirements on the vocational bachelor's talents, serving as a critical support for industrial transformation, upgrading, and high-quality development.

6.2 The Necessity of Vocational Undergraduate Education to Adapt to New Types of Productive Forces

Driven by new productive forces, the traditional industries are undergoing accelerated transformation. Vocational undergraduate education, as a vital platform for cultivating technical and skilled professionals, has become a key driver for industrial upgrading and regional economic competitiveness. On one hand, by training high-calibre talents with advanced technologies and processes, vocational education enables the enterprises to adopt new technologies and equipment, optimise production workflows, enhance product value-added, and propel industries toward high-end development. For instance, Jinjiang's textile and footwear sector urgently requires a large number of professionals with relevant technical expertise to enhance intelligent transformation. On the other hand, vocational education closely aligns with local industrial demands, elevates the quality of talent supply, fosters industrial clustering and corporate investment, and strengthens regional innovation capabilities and market competitiveness, thereby serving as a crucial pillar for sustainable regional economic development.

7. QUANDA UNIVERSITY'S PRACTICAL EXPLORATION IN ADAPTING TO NEW QUALITY PRODUCTIVITY

7.1 Overview of School Development

Quanzhou University, located in Jinjiang, is the birthplace of the "Jinjiang Experience," and it has thrived by leveraging the city's abundant industrial resources and unique regional culture. Its educational origins can be traced back to the Jinjiang Motorcycle Training School, established in 1986. Over the years, it has evolved into a comprehensive institution with a focus on engineering, while also encompassing coordinated development across engineering, commerce, arts, and humanities. Guided by the principle of "industry-education integration and school-enterprise collaboration," the university actively contributes to local economic growth by cultivating a large number of highly skilled professionals. It has achieved remarkable success in talent development, programme enhancement, and social services, earning recognition as a leading institution in vocational undergraduate education across Fujian Province and nationwide.

7.2 Professional Programme Design and Adjustment Based on the "Jinjiang Experience"

7.2.1 Aligning with Industry Demands to Optimise the Distribution of Academic Programmes

The General Office of Jinjiang Municipal People's Government (2023) mentioned as the leading institution in Jinjiang's industry-education integration consortium, Quanshan University will closely align with the city's "4341" modern industrial framework. This system comprises four dominant industries (shoe and apparel, textiles, building materials, and food & beverage), three emerging sectors (information technology, smart equipment, and healthcare), and four modern service industries (trade & logistics, cultural tourism, R&D innovation, and financial services). The university aims to incubate small-scale yet high-potential sci-tech projects, attract mature tech-driven enterprises, and scale up quality local initiatives.

In traditional sectors, it will strengthen programmes in textile engineering, fashion design, and food science to better serve Jinjiang's upgrading needs in textile, footwear, and food & beverage industries. For emerging fields, it will promptly establish specialised tracks in integrated circuit design, modern logistics management, and new energy vehicle engineering to cultivate talent reserves. Currently, the university has developed a distinctive cluster of specialised programmes covering all manufacturing industries in the city, achieving precise alignment between academic disciplines and industrial demands.

7.2.2 *Establish a Dynamic Adjustment Mechanism to Adapt to Industrial Changes*

To address the rapidly evolving demands of industries under new productive forces, Quandong University has established a dynamic professional adjustment mechanism. A Professional Development Steering Committee, comprising industry experts, leading enterprises, core faculty members, and academic professionals, regularly reviews the progress of programme clusters and service outcomes, while formulating plans for the next year and conducting evaluations. By analysing market demands and employer feedback, the committee optimises curriculum design, teaching content, and talent development strategies. The programmes that experience declining market demand or poor employment prospects are promptly revised or phased out, while emerging industry-related programmes receive increased resource allocation to accelerate development. With the rise of new business models like e-commerce live streaming, the university has introduced a live-streaming e-commerce specialisation in its e-commerce programme, adjusting its curricula to cultivate professionals who are adaptable to the emerging e-commerce models.

7.3 **Innovation in the Integration of Industry and Education, As Well As School-Enterprise Cooperation Models**

Quanzhou University has partnered with multiple leading enterprises in Jinjiang to establish industry-academy colleges. These institutions primarily adopt a "dual-subject" talent development model, where universities and enterprises jointly design curricula, co-develop courses, build faculty teams, and establish training bases. During the educational process, the companies are deeply engaged in teaching by integrating their production standards, manufacturing processes, and corporate culture into course content. The students at these colleges receive both theoretical instruction from university faculty and hands-on training from industry mentors, enabling them to secure direct employment with partner companies after graduation. A prime example is the Anta E-commerce Industry College, co-founded by the Business School and Anta Group. The students have participated in practical training activities during major shopping festivals like "618," "Double Eleven," and "Double Twelve." Those who pass the assessments will become strategic reserve cadres cultivated by Anta Group, competing alongside the graduates from the prestigious 985 and 211 universities. This initiative creates a seamless alignment between academic talent development and corporate recruitment needs, launching the students on a career "winning race" journey.

7.4 **Measures for Building a Strong Faculty Team**

7.4.1 *Building A "Dual-Qualified" Faculty Team to Enhance Teachers' Practical Skills*

The school prioritises building a dual-qualified faculty team, enhancing teachers' practical skills through multiple approaches. First, it arranges corporate internships where the instructors gain hands-on experience in front-line production environments each year. For example, the logistics management instructors collaborate with the students at industrial parks like Jiumuwang and Anta to explore advanced equipment. This shift from the traditional "people seeking goods" model, which is characterised by inefficiency and error rates, to intelligent machinery that enables "goods finding people" has significantly reduced labour costs and operational errors. By integrating field research and production process optimisation into classroom teaching, instructors can apply real-world knowledge to enrich their lessons. Second, the school recruits experienced technical and managerial professionals from enterprises as part-

time faculty. With hundreds of such professionals currently serving, they play crucial roles in practical instruction and student guidance, fostering seamless integration between theoretical and applied learning.

7.4.2 Enhance Teacher Training and Professional Development to Update Their Knowledge Base.

To equip the teachers with competencies for the new quality productivity development, the school has intensified teacher training initiatives. It regularly organises participation in professional development programmes, academic symposiums, and industry forums, while encouraging the faculty to pursue advanced studies at top-tier domestic and international institutions. Through these training opportunities, the educators stay updated on disciplinary frontiers, master innovative teaching methodologies, and refresh their knowledge frameworks. The school also conducts in-house training sessions, inviting industry experts and corporate executives to deliver lectures, thereby creating platforms for academic-industry collaboration. In May this year, the school will organise AI technology application training, enabling the teachers to integrate AI-related knowledge into their teaching practice. This initiative focuses on cultivating the key skills that are essential for new quality productivity development, aligning vocational education with digital and intelligent trends to continuously enhance the quality of technical talent cultivation.

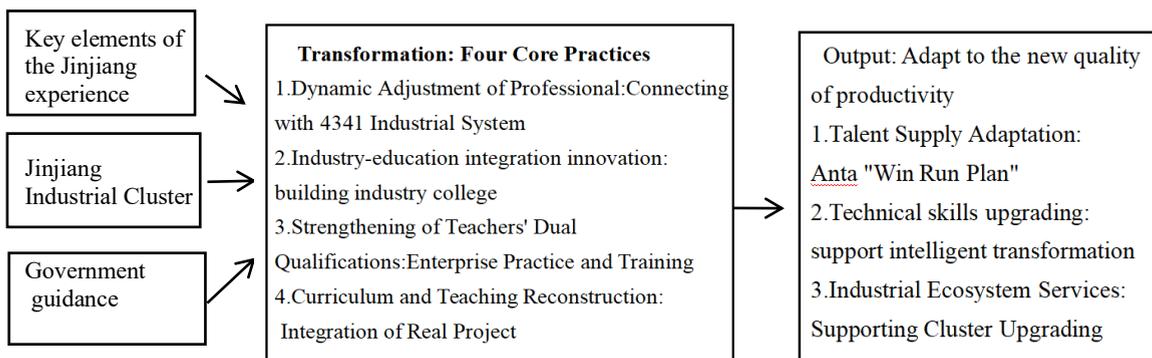


Fig. 3. the practice model of QVTU in adapting to new quality productive forces.

8. CONCLUSION AND PROSPECT

In summary, building upon the "Jinjiang Experience," Quanzhou University has actively explored innovations in curriculum design, industry-education integration, faculty development, and practical teaching. These efforts have effectively bridged vocational undergraduate education with new quality productivity, providing robust talent support for regional industrial transformation while demonstrating an innovative approach that integrates theory with practice. However, with the acceleration of technological advancements and industrial transformation, vocational undergraduate education continues to face challenges in aligning with new quality productivity, including lagging structural adjustments, inadequate faculty capabilities, and an incomplete practical teaching system. Moving forward, universities should further advance the transformation of the "Jinjiang Experience", establish dynamic mechanisms for curriculum adjustment, expand the scope and depth of industry-education integration, and develop new collaborative talent for cultivation models. Simultaneously, they should enhance the teachers' practical competencies, rebuild high-level faculty systems, and improve innovation-driven practical teaching frameworks. Most importantly, more vocational undergraduate institutions should be encouraged to develop localised institutional innovations and exploration pathways, contributing educational expertise to nurture and strengthen new quality productivity, thereby supporting China's high-quality and sustainable economic development.

9. CONTRIBUTION OF AUTHORS

This study employed a qualitative case study methodology independently conducted by the researcher. In the preliminary phase, the researcher immersed deeply in fieldwork, developing a theoretical framework and research outline through literature review and semi-structured interviews with vocational education scholars and industry experts. During the mid-phase, in-depth research was carried out at Quanzhou Vocational and Technical University, utilising participatory observation, in-depth interviews, and multi-source document analysis. In the final phase, the researcher employed thematic analysis to distil core concepts, ultimately constructing a theoretical model of "value input-practice transformation-efficiency output" to ensure systematic research processes and grounded conclusions.

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11. CONFLICT OF INTEREST STATEMENT

The author agrees that this research was conducted in the absence of any self-benefits, commercial or financial conflicts and declare the absence of conflicting interests with the funder(s).

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