

Research on Formation of Internationalized Talent Cultivation Mode Based Influencing Factors on Implicit Indicator

Study media: Jiangsu Province Higher Vocational Education in China

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ABSTRACT

Higher vocational education, undertakes mission of international skilled talents development. Aiming at exploring factors influencing international talents' cultivation at college vocational e-commerce majors, Qualitative comparative analysis (QCA) is applied to necessary individual conditions' analysis, together with sufficiency analysis of influencing factors' condition configuration. Findings are: individual conditions are insufficient to constitute international talents cultivation necessary conditions; The trinity model of "School support" plus "Internationalized education philosophy" plus "Internationalized curriculum system" can promote internationalized talents' cultivation; under the condition of limited resources, it is still possible to cultivate composite talents with both professionalism and global vision through the two-wheel drive model of "Internationalized faculty" plus "Internationalized teaching methodology".

Keywords: higher vocational education, e-commerce, internationalized talents, QCA.

INTRODUCTION

Higher vocational education is an important part of China's education to the world stage, and an important force in the development of education internationalization [1]. It provides manpower support for the "One Belt, One Road" strategy, and also undertakes the historical mission of training internationalized technical and skilled talents [2]. In 2021, China's Jiangsu Province issued the "Notice on the Project of Branded Specialties of Jiangsu Universities for Cultivation of Internationalized Talents", which aims to accelerate the cultivation of high-level internationalized talents with a global perspective, and includes the specialties of 15

higher vocational colleges among the 50 colleges and universities with a global perspective in its first batch of projects. Higher vocational colleges development is different from that of undergraduate colleges due to the limitations of their operating levels, conditions, student quality, and social attitudes [3]. In addition, the understanding of internationalization of higher education varies depending on the perspectives of stakeholder groups, such as governments, institutions, faculty, staff and students [4]. There are both explicit and implicit indicators of internationalization development in higher education [5, 6]. Therefore, current study takes higher vocational colleges in Jiangsu Province

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as the research sample, includes teachers and relevant staff of e-commerce majors in higher vocational colleges as the research object, and excavates relevant factors affecting the internationalization talent cultivation of higher vocational e-commerce majors. It is based on the perspective of internationalization talent cultivation implicit indexes, and carries out the analysis of the necessity and sufficiency of the relevant factors. In order to provide reference and inspiration for the international talent cultivation of e-commerce majors in higher vocational colleges.

Literature review and evaluations

In his internationalization of higher education abroad research: Knight points out that internationalization of higher education is through international cooperation and collaboration in order to cope with these pressures and their consequences and to respect the situation of any particular university and country [7]. Akbar points out that the causes of internationalization of higher education are mobility and exchanges of students and faculty, conducting teaching and research collaborations, research projects, cooperation and development assistance, curriculum development, etc. and suggests 20 strategies for internationalization of higher education [4]. Soria and Troisi found through an empirical study that participation in international activities on campus leads to greater globalization, internationalization, and intercultural competence [8]. De Wit argues that the number of international students and faculty, and application of English as the language of instruction, along-site international reputation can measure the internationalization of education level [9]. In addition, there are also differences in internationalization in different countries or regions. For example, the German model of internationalization emphasizes the integration with the Europeanization process and focuses on the internationalization of the

curriculum and student mobility [10, 11]. British internationalization model emphasizes a ‘process view’, i.e. the enhancement of the quality of education through continuous international cooperation and exchange [12]. Furthermore, French internationalization strategy includes attracting international students, offering courses taught in English, and developing joint degree programs with foreign universities [11, 13].

In the field of international talent cultivation in China’s higher vocational colleges: Zheng et al. analyzed the problems in international talent cultivation in higher vocational colleges, such as poor targeting, insufficient teachers’ reserve, and imperfect safeguard mechanism, etc [14]. Wan and Li put forward the international talent cultivation mode of higher vocational education, which is guided by the needs of the society, based on the students, and participates in the cooperation and competition of the international education market, etc [15]. Jiang put forward the principle of equal and mutual benefit, tolerance and openness, and sharing and innovation [16]. Jiang puts forward the principle of equal and mutual benefit, tolerance and openness, sharing and innovation in the cultivation of internationalized talents in vocational education [16]. Li analyzes the operation mechanism, service content, service system and information interaction mode of the internationalized talents cultivation platform [17]. In addition, some scholars focus on specific professions and explore the path of internationalized talent cultivation in higher vocational colleges and universities, for example, Zhao and Zhang point out that the constituent elements of e-commerce internationalized talent cultivation mode include three aspects, including internationalized education philosophy, talent cultivation objectives and specific implementation methods, etc [1]. Zhang et al. pointed out that based on the integration of industry and education, school-enterprise cooperation, and actively expanding international exchanges and cooperation to cultivate internationalized

talents in hotel management [18]. Li put forward the internationalized talent cultivation path of higher vocational logistics majors under the background of the “One Belt and One Road” at the national level and the school level [17]. Jiang explored the internationalized talent cultivation mode of automobile testing and maintenance technology based on the philosophy of internationalized education, internationalized cooperation coordination mechanism, curriculum system, teacher team construction, and school-enterprise cooperation [19].

Macro elaboration, model research, influence factor research and case study analysis of internationalized talent cultivation in the literature research have laid the foundation for this study. However, in the research on influencing factors, the research on the multiple conditions and synergistic effects of the formation of internationalized talent cultivation based on the holistic perspective is still in a gap. In view of this, this thesis tries to fill this part of the gap by explaining the operation mechanism of multi-factor interaction of internationalized talent cultivation based on the configuration perspective.

Framework of analysis

School Support

School support is a guarantee for talent cultivation [6]. Schools provide more learning resources for students by providing special funds, endowment funds or adjusting the tuition structure to ensure that they bear the cost expenditure of internationalized education. Funding and financial support are indispensable for internationalized talent cultivation [16, 20]. Funding and capital can be used for education, research and foreign exchange. At the same time, the organization and system introduced by the school is also an important support for the high-quality development of internationalization of vocational education [21]. The special plan for internationalization of vocational education can

clarify the development direction, key tasks, promotion strategies and guarantee mechanism of internationalization of vocational education. In view of this, school support is one of the influencing factors of internationalized talent cultivation.

Internationalized Education Philosophy

A philosophy is the precursor of action, and a scientific philosophy of internationalization is a crucial prerequisite for guiding the internationalization and high-quality development of vocational education [21]. The philosophy of internationalized education should emphasize that, yet it should be oriented to the needs of international society, break the limitation of traditional “local service”, and focus on the global competitiveness of talent cultivation [15]. The overall quality of talent cultivation should be examined from the perspective of the international community, so as to establish the basic policy of professional development and even specific educational measures [22]. Higher vocational colleges and universities should formulate their own internationalization development philosophy according to their own characteristics and integrate them into their teaching and research processes. Moreover, school management, full-time teachers and students should have an internationalized educational philosophy [23, 24]. In view of this, internationalized educational philosophy is one of the influencing factors of international talent cultivation.

Internationalized Curriculum System

The core of internationalized talent cultivation is the construction of internationalized curriculum system [25, 26]. In order to achieve the goal of internationalization of higher education, it is crucial to increase internationalization content in the curriculum [27]. Curriculum internationalization is also the main means and way to implement the curriculum content and structure reform, improve the quality of

education, and cultivate international talents [28, 29]. Based on the international situation, it is necessary to build an international curriculum system to maximize the effect of talent cultivation [21]. In terms of the specific construction method of international curriculum system, it can be the increase of internationalization content in regular courses [30]. The establishment of curriculum system in the form of “demand project and project curriculum” [31], the development of university-enterprise cooperation courses with the participation of enterprises in the design of courses [32], or the development of teaching materials and teaching resource library in the form of “specialization+multilingualism” [20]. In view of this, the internationalized curriculum system is one of the influencing factors of internationalized talent cultivation.

Internationalized Faculty

Accelerating the construction of internationalized excellent teacher teams is of great significance for the cultivation of internationalized talents in vocational education [16]. Economic globalization has put forward new requirements for China’s higher vocational education to cultivate export-oriented talents. The higher vocational teachers internationalization is the key to achieving this important task [33]. It is also the fundamental guarantee and important support for improving the international service standard of higher vocational schools [34]. The internationalization level of the faculty also determines the internationalization level of higher vocational schools, which should invest resources and introduce policies to focus on building an internationalized faculty with a modernized level, starting from the needs of international exchanges and cooperation [26]. At the same time, as cultivators of international talents, teachers should have the ability to conduct research in specialized fields and disseminate cutting-edge information in addition to their international exchange ability [24]. In view of this, the internationalized faculty

is one of the influencing factors of international talent cultivation.

Internationalized Teaching Methodology

The internationalization approach to teaching and learning refers to the integration of international and cross-cultural elements into the design of the curriculum and the teaching and learning process in order to develop students’ international outlook and cross-cultural competence. It not only focuses on the needs of international students, but also emphasizes students’ adaptability in the context of globalization. The teaching method for the cultivation of core literacy of internationalized talents in colleges should be carried out in accordance with the idea of “understanding oneself, learning from others, and creating self-worth” [35]. It is necessary to strengthen the information construction of educational resources, build an information teaching platform for school-enterprise interaction, and enhance the participation of multinational enterprises in teaching activities [36]. The international talent cultivation mode can be carried out by running schools abroad and building training centers jointly by schools and enterprises [34]. Teaching methods such as heuristic, discussion, research and case study can also be adopted [22]. In view of this, internationalized teaching Methodology are one of the influencing factors of internationalized talent cultivation.

Taking the above into account, international talent cultivation is a systematic project, which needs to be promoted synergistically from various aspects, such as school support, internationalized education philosophy, internationalized curriculum system, internationalized faculty and internationalized teaching methodology, in order to cultivate high-quality internationalized talents adapted to the challenges of globalization. Based on this, a theoretical model of the factors influencing the cultivation of internationalized talents is constructed, as shown in Fig. 1.

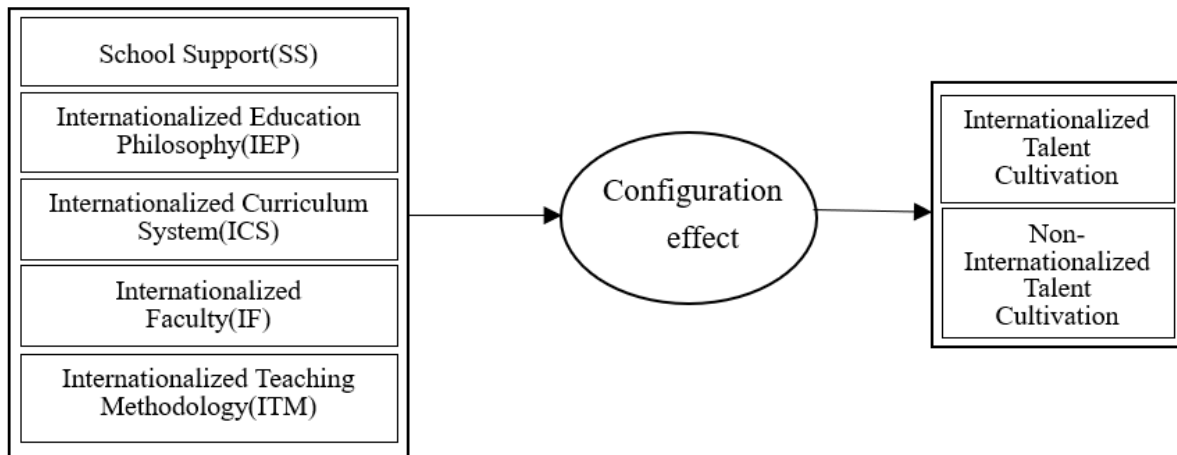


Fig. 1. Model of influencing factors for internationalized talent cultivation.

EXPERIMENTAL

Qualitative Comparative Analysis

Qualitative Comparative Analysis (QCA) is a case study methodology that combines qualitative and quantitative approaches, and centers on the idea of set theory to identify the multiple factors and combinations that lead to complex social phenomena. QCA assumes that conditional variables do not affect the outcome variable independently, but rather that they act as combinations of conditional conditions on the outcome variable. In the specific operation, QCA follows the principle of “Boolean simplification”, which can get the most concise results. At present, QCA analysis models mainly include clear set, fuzzy set and multi-valued set. Because this thesis focuses on the influencing factors of the implicit index system of internationalization talent cultivation, it is more suitable to choose fuzzy set for qualitative comparative analysis.

Data collection, Variable measurement and Calibration

Referring to related studies, each condition variable and outcome variable scale was refined

(Table 1), and the questionnaire condition variable and outcome variable items were scored using a Likert 7-point scale (1 = very non-compliant; 7 = very compliant). After designing the questionnaire using WJX(The largest online research platform in China), it was distributed one-on-one through We Chat and QQ to e-commerce professional leaders and full-time teachers of higher vocational colleges in Jiangsu Province, and a total of 109 questionnaires were recovered, and 88 valid questionnaires were obtained after manual data cleansing. In the valid questionnaires, the total number of institutions is 45, accounting for about 2/3 of the total number of higher vocational institutions in Jiangsu Province that offer e-commerce majors [37]; 44 male and 44 female educators in the surveyed subjects (50 % each); 51 full-time e-commerce teachers (57.95 %), 31 e-commerce majors in charge (35.23 %), and 6 other related staff (6.82 %); There are 13 (14.77 %) higher vocational colleges with e-commerce majors established for 1-5 years, 19 (21.59 %), established for 6-10 years, 23 (26.14 %), established for more than 16 years, 33 (37.5 %). The collected data were tested for reliability using SPSS 26.0 software, and the statistical

information of the variables is shown in Table 1, and the Cronbach's α coefficient is above 0.8, which indicates that the reliability of each scale is high and good.

In addition, whether more than one higher education college teacher participated in completing the questionnaire, the mean value was taken as the final data for that school for data analysis [6]. And the direct calibration method was applied by setting the complete affiliation point at 0.95, complete non-affiliation point at 0.05, and the crossover point at 0.5 [39].

RESULTS AND DISCUSSION

Necessary condition analysis of a single condition

Although conditional grouping analysis is at the heart of QCA, the necessity of each antecedent condition must be tested before constructing a truth table. If the consistency of the antecedent condition is greater than or equal to 0.9, the condition is considered to be a necessity condition leading to the explained outcome; conversely, the condition is considered not to lead to the outcome. As shown in Table 2, the consistency of all antecedent conditions is lower than 0.9, indicating none of the above condition variables can fully explain the outcome variable, i.e., none of the conditions can constitute a necessary condition for internationalized talent cultivation alone.

Sufficiency analysis of conditional grouping

QCA software was used to identify the conditional grouping patterns of important influencing factors of international talent cultivation formation, in which the frequency of cases was set to be no less than 1, the consistency was no less than 0.80, and the PRI consistency was no less than 0.50 [5]. As can be seen from Table 3, there are a total of 3 groupings based on educators' perspectives on the formation of internationalized talent cultivation of e-commerce

majors in higher vocational colleges in Jiangsu Province, China, with a result coverage of about 68.96 %, indicating that more than 2/3 of the cases that produce internationalized talent cultivation effects can be explained by the above 3 groupings. The consistency of each histogram is greater than 0.8, indicating a strong explanation rate. Configuration 1, 2 and 3 all point to the key conditions of e-commerce majors in higher vocational colleges and universities in cultivating internationalized talents, and these groupings emphasize the importance of different combinations of conditions in achieving internationalized talent cultivation.

The core conditions of configuration 1 include school support, internationalized education philosophy and internationalized curriculum system. This means that in order to cultivate e-commerce professionals with international perspectives, it is necessary to improve practical training facilities and international exchange and cooperation mechanisms based on financial and policy support from the college; strengthen cross-cultural communication, bilingual teaching, and international case study ability with the philosophy of globalization education as the kernel; and incorporate practical contents of cross-border e-commerce platform operation, international logistics regulations, and multi-language digital marketing, etc. into the modularized curriculum system to enhance students' participation in global e-commerce competition and to enhance their ability to participate in the global e-commerce market. The program is designed to enhance students' core literacy to participate in global e-commerce competition. This path can explain about 28.63 % of the internationalized talent cultivation cases, of which about 4.41 % can only be explained by this path.

In addition to the continuation of the three core elements of configuration 1: school support, internationalized education philosophy and curriculum system, configuration 2 further

Table 1. Variable statistics.

Variable	Interrogation	Ref.	Cronbach's α
School Support	1.Financial support for e-commerce internationalization training provided by the university	[6]	0.927
	2.Schools provide academic support for the cultivation of e-commerce internationalization talents		
	3.Schools provide policy support for the cultivation of e-commerce internationalization talents		
Internationalized Education Philosophy	1.Implementing the “going out” philosophy in professional development	[27, 38]	0.936
	2.Implementing the “bringing in” philosophy in professional development		
	3.Implementing the philosophy of“bilateral exchanges” in professional development		
Internationalized Curriculum System	1. Mutual integration of international advanced technology standards, service standards and other elements with vocational education and teaching in our schools	[14, 36]	0.875
	2. Enhancement of comprehensive listening, speaking, reading and writing skills in foreign languages while improving students’ ability to apply foreign languages in their fields of specialization		
Internationalized Faculty	1.Faculty with multicultural understanding, communication and exchange skills	[36]	0.908
	2.Faculty with international knowledge and experience		
	3.Faculty capable of international dissemination of cutting-edge knowledge		
Internationalized Teaching Methodology	1.Hiring foreign teachers for teaching	[30]	0.939
	2.Adoption of advanced teaching information technology from abroad		
	3.Adoption of advanced foreign teaching models		
Internationalized Talent Cultivation	1.Students with an international outlook		
	2.Students have a level of professionalism		0.894
	3.Students have intercultural communication skills 4.Students have practical and innovative skills	[1]	
Overall Cronbach's α			0.942

Table 2. Conditional Variable Necessity Analysis by Dimension.

Variable	Internationalized Talent Cultivation		Non-Internationalized Talent Cultivation	
	Consistency	Coverage	Consistency	Coverage
SS	0.684454	0.669007	0.451905	0.600802
~SS	0.591586	0.442441	0.751037	0.764006
IEP	0.716316	0.673728	0.431573	0.552119
~IEP	0.523807	0.403869	0.744964	0.781272
ICS	0.727553	0.700593	0.437948	0.573617
~ICS	0.557209	0.421584	0.771407	0.793867
IF	0.709082	0.688590	0.473406	0.625311
~IF	0.614161	0.461627	0.764240	0.781335
ITM	0.755259	0.705319	0.413429	0.525156
~ITM	0.491534	0.381218	0.768012	0.810187

Table 3. Effective grouping of internationalized human resources training.

Variable	Internationalized Talent Cultivation		
	Configuration 1	Configuration 2	Configuration 3
School Support	●	●	⊗
Internationalized Education Philosophy	●	●	⊗
Internationalized Curriculum System	●	●	⊗
Internationalized Faculty	⊗		●
Internationalized Teaching Methodology		●	●
Raw Coverage	0.286301	0.519241	0.256542
Unique Coverage	0.0441252	0.269369	0.126218
Consistency	0.934763	0.893993	0.847458
Solution Coverage	0.689584		
Solution Consistency	0.865979		

Note ● = core casual condition (present), ● = peripheral casual condition (present), ⊗ = core casual condition (absent), ⊗ = peripheral casual condition (absent). Blank spaces indicate “do not care”.

takes internationalized teaching methods as an important supplement. This requires educational institutions to strengthen students’ intercultural collaboration skills through effective teacher-student communication and cooperation, and bilingual teaching. This path can explain about

51.92 % of the cases of internationalized talent cultivation, of which about 26.94 % can be explained by this path. In addition, because the core conditions of configuration are the same, Configuration 1 and Configuration 2 can also be grouped together.

Configuration 3 shows a different scenario, in which the cultivation of internationalized talents can be facilitated even without school support, internationalized educational philosophy and internationalized curriculum system, as long as internationalized faculty teams and internationalized teaching methods are available. In this grouping, the internationalized faculty teams and internationalized teaching methods, on the other hand, are the core conditions, which suggests that excellent internationalized faculty can effectively promote the internationalization of student training with their experience and professional knowledge, combined with advanced teaching methods. This pathway can explain about 26.65 % of the internationalized talent cultivation cases, of which about 12.62 % can be explained by this path.

CONCLUSIONS

At present, China's vocational education is in the stage of development towards medium and high level of international exchange and cooperation, and the level of higher vocational education in Jiangsu Province of China has always been in the forefront of the country, with distinctive features in internationalized talent cultivation. This paper finds that the influencing factors for the formation of internationalized talent cultivation based on the implicit index include school support, internationalized education philosophy, internationalized curriculum system, internationalized faculty and internationalized teaching Methodology. And taking the e-commerce majors of 45 higher vocational colleges in Jiangsu Province as the research samples, the qualitative comparative analysis method is applied to structure the combination of conditions to promote the cultivation of internationalized talents. The specific research conclusions are as follows:

First, through the necessity test, it is found that a single conditional factor cannot alone constitute the necessary conditions for the cultivation of

internationalized talents. This finding reveals that internationalized talent cultivation is a complex process in which multiple factors work together rather than relying on a single factor. It means that in order to effectively cultivate talents with an international outlook and competitiveness, colleges have to adopt a comprehensive approach and integrate multiple key conditions together.

Second, as can be seen from configuration 1, configuration 2, school support, internationalized education philosophy and internationalized curriculum system form the cornerstones of cultivating internationalized human resources training, and they are indispensable and interrelated core conditions. Together, these conditions form a solid foundation that provides students with the necessary international perspective and professional ability. The cultivation of internationalized talents needs to build a three-in-one support framework of school support, educational philosophy and curriculum system. That is to say, through policy guarantee and resource investment, the globalization vision is integrated into the orientation of school running; the curriculum system is designed under the guidance of cutting-edge concepts, and the cross-cultural case teaching is strengthened to match with international standards; and the three synergistically form a closed-loop of knowledge acquisition and ability shaping, so as to build a structured platform for the students to know the international rules and master the professional skills, and to lay a foundation for the basic qualities to participate in the global competition.

Finally, from the analysis of configuration 3, it can be seen that internationalized teachers and internationalized teaching methods are the core forces driving the internationalization of talent cultivation. Excellent teachers not only serve as the carrier of knowledge, but also guide students to establish critical thinking through multicultural perspectives, and their international experience and cross-cultural communication skills can effectively help students build a global cognitive

framework; while internationalized teaching methods transform theories into practical abilities to solve global problems. This dual-wheel drive mechanism of “Teachers plus Teaching methods” can, even under resource constraints, cultivate composite talents with both professionalism and global vision by building an internationalized teaching community.

The following insights are gained through the study: Firstly, the cultivation of internationalized talents in higher vocational e-commerce holds certain rules, thus higher vocational colleges should actively explore and implement the internationalized talents cultivation mode suitable for their own schools according to their own characteristics. Next, the strategic investment at school level constitutes the material foundation, the globalization education philosophy provides value orientation, and curriculum system is the carrier to realize the cultivation goal. This progressive relationship of “support plus philosophy plus curriculum” reveals that colleges need to take top-level design as the outline, integrate the international perspective into the school regulations, and systematically shape the cognitive framework and professional competitiveness of the students through the cross-cultural curriculum modules and the articulation with the international standards. Finally, the innovation of teachers’ quality and teaching methods can also be a breakthrough in the cultivation of internationalized talents. Internationalized teachers not only need to possess subject knowledge capital, but also should become the guide of intercultural dialogue and decoder of global issues. This path of “nurturing teachers” and “optimizing teaching skills” provides a feasible solution for colleges

under resource constraints, i.e., through the construction of teacher development community and iterative teaching methods. This path of “nurturing teachers” and “excellent techniques” provides a feasible solution for colleges under resource constraints, that is, to realize the endogenous growth of internationalization through the construction of teachers’ development community and the iteration of teaching methods.

Concerning limitations in this paper, they are just two: First one is, according to the number of questions asked in the questionnaire, the number of cases, although satisfying the requirements of QCA analysis, still has room to increase in order to expand the general applicability of the research results. Second one is that different types of vocational colleges, such as public and private, and differences in the time of establishment of specialties may differ in the grouping of e-commerce internationalization personnel training, and given the reduction in the number of each sample after differentiation, an in-depth comparative study has not been conducted.

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