Studies on Enhancing Leadership Commitment, People Empowerment, and Student Support:
A Framework for Continuous Improvement in Chinese-foreign Cooperative Higher Vocational Education

[1,2]PAN Yuqing

[1]Jinhua University of Vocational Technology, China
[2]Lyceum of the Philippines University, Philippines

Abstract: Chinese-foreign cooperative higher education in China has a history of over 140 years and has rapidly expanded in recent years. This study explores the enhancement of leadership commitment, people empowerment, and student support within Chinese-foreign cooperative higher vocational education (CFCHVE) institutions through Total Quality Management (TQM) principles. The research addresses the need for robust quality assurance mechanisms in CFCHVE. Utilizing a descriptive-correlational research design, data was collected from 405 faculty members and administrative staff across three CFCHVE institutions in China, measuring perceptions of leadership commitment, people empowerment, and student support, confirming its reliability through factor analysis and Cronbach's Alpha. Findings indicate that leadership commitment, encompassing institutional progress, strategic planning, and process excellence, is crucial for CFCHVE's success. People empowerment enhances faculty and staff satisfaction, innovation, and efficiency, encouraging active participation in decision-making and quality improvement initiatives. Additionally, robust student support services significantly improve student satisfaction and success, creating an inclusive and supportive learning environment. Integrating TQM principles within CFCHVE institutions enhances educational quality, promotes international collaboration, and fosters a culture of continuous improvement. This study proposes a continuous improvement plan for CFCHVE, offering valuable insights for educators, administrators, and policymakers involved in vocational education and aiming to elevate higher vocational education standards and global competitiveness.

Keywords: Chinese-foreign cooperative higher vocational education; quality assurance; continuous improvement; leadership commitment; people empowerment; student support

Notes on the contributor: PAN Yuqing is a doctoral candidate specializing in Education Management. Her major research interest lies in higher vocational education and transnational education. Her email address is panyuqing1991@ gmail. com.

1 Introduction

Chinese-Foreign Cooperative Education (CFCE) is the primary form of Transnational Education (TNE) in China (LIN, 2020), with a history of over 140 years (TAN and LIU, 2019), contributing significantly to the advancement of higher education in the country. According to the "Regulations of the People's Republic of China on Chinese-Foreign Cooperative Education" promulgated by the State Council of the People's Republic of China in 2003, CFCE refers to educational and teaching activities where foreign educational institutions cooperate with Chinese educational institutions within the territory of China to establish educational institutions or programs, targeting Chinese citizens as the main recruitment. According to the data from the Chinese-Foreign Cooperative Education Supervision Information Platform of the Ministry of Education of the People's Republic of China, as of April 2024, there are a total of 531 Chinese-foreign cooperative higher vocational education (CFCHVE) institutions and programs in operation, registered by the Ministry of Education, involving 315 colleges across 27 provinces. The expansion of CFCHVE has been instrumental in meeting the diverse educational needs of learners and nurturing a pool of skilled individuals with global perspectives, thereby benefiting the nation and society. Moreover, CFCHVE has paved the way for a unique educational experience, allowing students to gain international exposure without having to travel abroad.

Ensuring quality is paramount in academic service provision. In the realm of offshore or transnational education (TNE), wherein higher education institutions extend their academic services to another country, operating within a distinct learning environment from their primary onshore campus, the quality assurance procedures become notably intricate due to these divergent learning contexts (Shams, 2017). Meanwhile, since CFCE, as a kind of TNE, continues to evolve rapidly in China, continues to rapidly evolve in China, the establishment and improvement of its quality assurance are deemed urgent (LIN, 2017). Scholars contend that "quality assurance also serves as a mechanism for fostering greater trust in cross-national higher education endeavors" (Stensaker and Maassen, 2015). Chinese policy directives issued in 2016 underscore the importance of improving the quality of CFCE, shifting the focus from mere expansion to ensuring excellence in education.

There are numerous studies in TNE quality assurance (e. g., Harvey and Green, 1993; Green, 1994; Caroll, 1997; Dill, 2000; Gynnild, 2007; Boey Lim, 2009; Kettunen, 2012; Cardoso et al., 2015; Shams, 2017; Trifiro, 2019; Perrin and WANG, 2021; Mok and Sawn, 2024). The focus mainly lies on studies of internal quality assurance and external quality assurance. In European countries such as the UK, France, and Denmark, quality assurance is used to assess the quality of higher education systems, institutions, or programs. It is also seen as a means to address the expansion and diversification of higher education. This primarily includes internal quality assurance mechanisms for self-regulation and an external quality assurance system composed of societal, media, governmental, and professional institution components. Internal quality assurance involves the institution itself managing the quality of teaching, curriculum, and other aspects in terms of objectives, processes, assessment, and feedback. However, the roles of educators, social organizations, and students as educational stakeholders in internal quality assurance have not been apparent. External quality assurance, on the other hand, comprises quality assessment conducted by educational administrative departments and quality

accreditation carried out by social intermediary organizations (JIANG, 2023). Multiple stakeholders participate in the assessment and evaluation, with clear responsibilities and relatively comprehensive evaluation systems and standards. Currently, there exists an external quality assurance system led by the government and educational administrative departments, mandatory for all educational institutions, adopting a top-down approach, and incorporating multiple evaluation methods, including peer expert evaluation, self-assessment, and societal assessment.

Currently, scholars have delved deeper into the quality assurance of CFCE, with a particular emphasis on external quality assurance. Especially noteworthy is the attention from some scholars who underscore the significant role of external stakeholders such as social third-party organizations in quality assurance. Some Chinese scholars, in addition to this emphasis, also stress the establishment and improvement of corresponding legal systems. However, internal quality assurance in CFCE is often overlooked as mere self-regulation by institutions. It lacks standardized and unified criteria, as well as independence and uniqueness, causing its internal quality assurance system to become subordinate to its external quality assurance system and limited to specific stages of inspection and evaluation. Consequently, it fails to achieve continuous improvement and enhancement of internal quality assurance. Moreover, existing research seldom employs theoretical frameworks to analyze quality assurance systems; instead, it often derives conclusions through compiling textual materials, thereby lacking theoretical and normative rigor. This paper starts from the perspective of internal quality assurance and based on the theory of Total Quality Management (TQM), advocates for the internal quality management of CFCHVE. It aims to promote the "three fulls" principle of "full participation," "full process," and "full coverage" from the perspective of management science. This initiative seeks to further strengthen the leadership commitment of educational institutions, enhance faculty empowerment, and improve student services, thereby elevating the internationalization level and overall quality of CFCHVE in China.

2 Total Quality Management and its Application in Higher Education Institutions (HEIs)

Total Quality Management (TQM) is a management philosophy that serves as a fundamental strategy for both manufacturing and service organizations. In the late 80's and early 90's, HEIs in the UK adopted TQM due to expectations of increased efficiency and effectiveness. It is widely acknowledged that when TQM is effectively implemented, it leads to significant improvements in quality within HEIs (Jasti et al., 2022). Successful implementation of TQM in higher education requires attention to multiple factors, including establishing suitable quality definitions, clarifying client groups, evaluating existing quality levels, treating quality improvement as a strategic priority, and adopting either mechanistic or organic organizational structures and encouraging a supportive culture for employee commitment, involvement, and communication. Other influential aspects include managing human resources to ensure employee commitment, utilizing participatory leadership approaches, and emphasizing training and transformational management as essential elements for success.

Leadership commitment refers to the degree to which leaders are dedicated to the organization. A study by Dedi, Sunaryo, and Nur (2022) emphasizes that it actively supports the implementation of TQM initiatives. By setting the tone, providing resources, role modeling, creating a supportive environment, overcoming resistance, and actively engaging in problem-solving, committed leaders can significantly impact the effectiveness of TQM initiatives. Their research illustrates that leadership commitment is a critical factor that can influence the adoption

and success of TQM practices in organizations. Meanwhile, several studies have highlighted the significant impact of leadership commitment on organizational performance. For example, research by Singh et al. (2018), Panuwatwanich and Nguyen (2017), and Anil and Satish (2016) have demonstrated that leadership commitment directly influences organizational performance. This impact is attributed to the strong leadership qualities and dedication of leaders in driving organizational goals and fostering a culture of continuous improvement, where every employee is engaged in seeking better ways of working. This involves allocating adequate resources, such as budget and personnel, to support TQM initiatives, and ensuring that quality is not just an afterthought, but a fundamental consideration in all decision-making processes. In addition, leadership in higher education is pivotal for navigating challenges related to sustainability, diversity, equity, and inclusion. Their active involvement and support are essential in setting the vision for quality improvement, defining quality objectives, and aligning these with the institution's mission and strategic goals. Furthermore, leadership commitment is vital in overcoming resistance to change, motivating and engaging staff, and enhancing the institution's reputation and credibility with stakeholders. Hence, the commitment of leadership, particularly top management, is indispensable in creating a culture of quality and continuous improvement, and in ensuring the long-term success of TQM efforts.

Secondly, the faculty of a school, college, or university encompasses a diverse array of academic staff, including instructors, lecturers, researchers, and scholars, as well as professors holding various ranks such as associate professors and assistant professors (Fernandes et al., 2023). The concept of empowerment gained prominence in the 1990s as organizations sought to adapt to rapidly changing markets and technologies (Hasani and Sheikhesmaeili, 2016). Since then, numerous studies have explored the implementation of people empowerment. According to Asif, Qing, Hwang, and Shi (2019), empowerment is a critical mechanism through which TQM practices influence organizational performance positively. Their study underscores the importance of empowering employees as a means to achieve higher levels of satisfaction, innovation, and efficiency. Empowerment involves giving individuals the authority, resources, and support they need to make decisions and take action to improve the quality of their work and the overall institution. In the context of TQM, people empowerment enables faculty and staff to identify and address issues, contribute to decision-making processes, and take ownership of quality improvement initiatives. This leads to a more engaged and motivated workforce, as employees feel trusted and valued for their contributions. Empowered individuals are more likely to identify inefficiencies, suggest improvements, and actively participate in training and development activities aimed at enhancing their skills and knowledge. This not only drives continuous improvement but also fosters a culture of collaboration and innovation. Additionally, people empowerment supports the development of a learning organization, where mistakes are seen as opportunities for growth rather than failures, and where continuous learning and adaptation are encouraged. Overall, by empowering people, HEIs can tap into the full potential of their workforce, enhance the quality of education and service delivery, and create an environment conducive to continuous improvement and excellence.

Thirdly, a TQM approach significantly improves the quality and accessibility of student support services, leading to enhanced student satisfaction. In the context of TQM, student support includes a range of initiatives such as orientation programs, academic advising, tutoring services, career guidance, and support for students with disabilities. These initiatives help to create a supportive and inclusive learning environment where students can thrive. By actively involving students in quality improvement processes, institutions can gain valuable insights into their needs and expectations and use this feedback to enhance the quality of education and student experience. Student support also encompasses creating opportunities for student engagement, such as through internships, research projects, and extracurricular activities. These experiences not only enrich the learning

process but also help students develop essential skills and competencies that are valuable in the workforce. Moreover, by empowering students to take an active role in their education and to contribute to quality improvement efforts, institutions can foster a sense of ownership and commitment to excellence. In a word, student support is an essential component of TQM in HEIs, as it ensures that the needs and aspirations of students are met and that they are provided with the tools and resources to succeed. By prioritizing student support, institutions can enhance the quality of education, improve student satisfaction and retention, and prepare students for success in their future endeavors.

TQM has emerged as a crucial approach for enhancing the effectiveness and efficiency of HEIs. The successful implementation of TQM within HEIs requires multifaceted attention to various factors, including leadership commitment, faculty empowerment, and student support services. It becomes evident that integrating TQM principles into CFCHVE holds immense potential for optimizing the quality of education and fostering international collaboration and exchange. By applying TQM within CFCHVE initiatives, institutions can establish robust quality assurance mechanisms, promote faculty and student engagement, and cultivate a culture of continuous improvement, thereby enhancing the overall educational experience and advancing global educational goals.

3　Methodology

This study aimed to explore and analyze the perceptions of leadership commitment, empowerment of individuals, and support for students among faculty members and administrative staff within CFCHVE in China. This investigation adopts a descriptive-correlational research design to achieve its objectives. Then, a questionnaire was developed to measure perceptions of leadership commitment, empowerment of individuals, and support for students. The leadership commitment scale assesses the degree of dedication and involvement of leadership in the educational context. The questionnaire comprised 20 questions, organized into three dimensions: institutional progress, strategic planning and execution, and achieving process excellence. The questionnaire design drew inspiration from studies by Portela Maquieira, S., Tarí, J. J. and Molina-Azorín, J. F. (2020), Sayeda, B., Rajendran, C. and Sai Lokachari, P. (2010), and Rodriguez, J., Valenzuela, M. and Ayuyao, N. (2018). The people empowerment scale measures the extent to which individuals are empowered within the institution. The questionnaire consisted of 20 questions categorized into three dimensions: performance, professional and career development, and teamwork. Moreover, the author incorporated insights from Rodriguez et al. (2018) regarding people empowerment and adjusted the questionnaire content accordingly. The students' support scale evaluates the level of support provided to students within the educational environment. In this study, the questionnaire design was influenced by the management perspective of Sayeda et al. (2010). The questionnaire consisted of 20 questions categorized into three dimensions: academic development, co-curricular and extra-curricular development, and fostering a congenial campus atmosphere. Additionally, insights from Rodriguez et al. (2018) regarding management support for students were integrated, leading to the adaptation of the questionnaire content.

To assess the questionnaire's reliability, factor analysis, and Cronbach's Alpha analysis were conducted using data collected from a small sample of 50 faculty members and staff in a pilot study. The Cronbach's Alpha values for the variable of Leadership Commitment were found to be 0.906, 0.925, and 0.878, indicating excellent and good levels of reliability. The Cronbach's Alpha values for the second variable of People

empowerment were determined to be 0. 929, 0. 911, and 0. 892, indicating excellent and good levels of reliability. The Cronbach's Alpha values for the third variable of Student Support were determined to be 0. 884, 0. 886, and 0. 915, indicating good and excellent levels of reliability. Consequently, the questionnaire met the reliability standards necessary for effective survey administration.

In this study, a representative sample of faculty members and administrative staff from three CFCHVE institutions in China were selected using stratified random sampling to ensure diversity and generalizability of the findings. From a total population of around 3200, the target sample size obtained was 450, while 405 were deemed valid respondents, drawn from the Raosoft sampling method participated in this study. The respondents were selected based on their participation in the total quality management system processes in their respective institutions. According to the data collected, descriptive statistics was used to summarize the data, clarifying respondents' responses to the questionnaire items. Subsequently, correlation analysis was conducted using SPSS 26. 0 to examine the relationships among leadership commitment, individual empowerment, and student support.

4 Results and Discussions

4. 1 Analysis of the results of Leadership Commitment

The results of the survey (see Figure 1) clearly showcased a concise overview of leadership commitment, encompassing three distinct dimensions with a composite mean of 3. 10, conveying a stance of "Agree" from the respondents.

Notably, "Institutional Progress" in the dataset stood at 3. 23, indicative of the leaders' unwavering dedication and proactive efforts toward propelling the institution forward. Positioned at the midpoint, the weighted mean of "Achieving Process Excellence" stood at 3. 12, underscoring that the upper management systematically improved and optimized operational processes to ensure their efficiency, efficacy, and adaptability. Conversely, "Strategic Planning and Execution" registered a lower weighted mean of 2. 94, suggesting that respondents feel there may be deficiencies or challenges in this aspect of leadership commitment and may require attention or intervention for further improvement.

Leadership commitment plays a fundamental role in laying the groundwork for success by providing a clear vision, nurturing a positive organizational culture, allocating resources effectively, fostering innovation, and building strong relationships. Leadership constitutes the distinctive proficiency possessed by leaders to steer followers and stakeholders toward shared goals throughout the leadership journey. It serves as the bedrock of organizational success, with the principals of higher vocational colleges assuming a pivotal role in steering their institutions toward substantive progress. Leadership encompasses both internal and external facets. Internally, it encompasses shaping the institution's philosophy, culture, and strategic direction, exemplified through the influence wielded over educators, students, curriculum design, and program offerings based on personal leadership attributes. Externally, it extends to interactions with governmental bodies and industries, leveraging influence beyond formal authority to engender their engagement in the educational process (LIU and WANG, 2020). Nevertheless, many Chinese higher vocational colleges presently grapple with a dearth of effective governance stemming from the absence of contemporary governance concepts and deficient leadership acumen, consequently impeding their ability to operate and administer colleges in accordance with the principles of vocational education.

The leadership lacks profound insight and comprehension of the values and principles underpinning higher vocational education, often exhibiting a pronounced inclination towards administrative thinking. Predominant issues encompass bureaucratic management, excessive administrative procedures, and a centralized power structure, culminating in an insufficiency of leadership that falls short of propelling the school toward high-quality development. This deficiency in leadership fails to engender cohesion among faculty and students, nor does it inspire staff to actively engage in teaching, research endeavors, and community service (HAN and JIANG, 2023).

The impact of leadership commitment on institutional advancement is profound, as it sets the tone for the entire organization, and shapes its trajectory, culture, and ultimately, its success. Initially, leaders who exhibit a steadfast dedication to the institution's expansion and prosperity formulate a lucid vision for the future and effectively communicate this vision across the organization. They set strategic goals, offer guidance, and ensure that all personnel are aligned toward a shared goal. The institution's vision, mission, and goal must harmonize with stakeholders' interests and concerns, given that colleges, particularly CFCHVE institutions with their distinctive cross-sector characteristics, comprise a diverse array of stakeholders. Consequently, there arises a heightened necessity for institutions to fortify co-governance among all pertinent stakeholders. Thus, leadership should institute collaborative mechanisms to foster active engagement from a spectrum of stakeholders such as governmental bodies, educational institutions, corporations, and industries. This collaborative approach will engender a multi-stakeholder governance framework, augmenting the governance efficacy of higher vocational colleges (XING et al., 2019). Furthermore, leadership commitment profoundly influences the cultivation of an institution's culture. A dedication to values, ethics, and inclusivity engenders a culture that magnetizes and retains proficient individuals while fostering collaboration, creativity, and continuous enhancement. Lastly, when leaders prioritize the well-being and growth of their personnel, it engenders a positive work environment and increases staff morale. Engaged employees are more likely to exhibit productivity, innovation, and loyalty, thereby contributing to the institution's advancement.

Leadership commitment plays a pivotal role in attaining process excellence within an institution. Process excellence refers to the continuous improvement of business processes to achieve efficiency, efficacy, and a heightened level of customer satisfaction. When leaders wholeheartedly dedicate themselves to this objective, they can exert influence over various aspects of the institution's operations to propel it toward optimal processes. Committed leaders foster a culture of perpetual refinement by inspiring employees to pinpoint inefficiencies, experiment with solutions, and effectuate changes. Through their actions, they underscore that process enhancement is a priority and underscore the collective responsibility in its realization. To delve further, management endeavors to instill a culture that prioritizes quality and excellence in the consciousness of both internal and external stakeholders, aiming to fortify the institution's capacities as a foundational step toward enhancing the quality of vocational education. Furthermore, institutions must prioritize talent cultivation as the cornerstone and enhance the quality of education as the purpose, actively embarking on educational and teaching reforms, enhancing school administration, and fundamentally enhancing the attractiveness of vocational education (YAN and SHI, 2019).

Most importantly, committed leaders ensure that process improvements are sustained over time. They establish mechanisms to monitor processes continuously, to capture the learning from improvement initiatives, and to make further adjustments as needed. For example, in Chinese vocational higher education institutions, the management can improve the implementation rules of the principal responsibility system under the leadership of the Party committee, formulate rules for the Party committee meetings, principal's office meetings, joint

meetings of the Party and government, academic committees, and staff' congresses, revise and enhance various internal systems of higher vocational colleges, establish the concept of "diversity, democracy, and participation," accurately define the functional boundaries of the Party and government institutions, academic committees, education and teaching committees, teachers, students, and other main stakeholders within higher vocational colleges, and strengthen the supervision and restriction of internal power within higher vocational colleges (XING, 2019).

Last but not least, leadership commitment has a significant impact on strategic planning and execution within the CFCHVE institution. Strategic planning is the process of defining the institution's mission, vision, and objectives and determining the best course of action to achieve them. Execution, on the other hand, is the implementation of the strategic plan to achieve desired outcomes. Effective leaders engage with various stakeholders, including faculty, staff, students, alumni, and industry partners, to gather input and ensure that the strategic plan reflects the needs and expectations of all stakeholders. This engagement fosters buy-in and support for the plan. For this reason, the top management deploys strategic plans for the overall development of students, and the performance enhancement of the staff. To achieve it, the leaders prioritize strategic initiatives and allocate resources effectively to support the execution of the plan. They make difficult decisions about where to invest resources, ensuring that the institution's limited funds and personnel are utilized in the most impactful ways. For example, many CFCHVE institutions have poured extensive human, material, and financial efforts into bolstering the core development of vocational education. Efforts range from curriculum development and the creation of practical training sites to the establishment of resource libraries and the upgrade of hardware and facilities. These initiatives have significantly boosted educational resources and led to notable achievements in cultivating talents and building strong faculty. In a relatively brief timeframe, the core growth of CFCHVE has seen commendable progress. Yet, some scholars have pointed out that certain tools and equipment provided do not align with the real needs of the courses. This mismatch has caused numerous vocational institutions to invest in high-cost, low-utility equipment, and infrastructures, like CNC machining centers, which see minimal use in actual teaching and training scenarios. Additionally, the foundational concepts behind some IT and resource library projects are often sourced from IT development firms rather than from the educators who teach the courses. Consequently, these resources end up being more for show, with teachers reluctant to incorporate them into their teaching and students finding them inaccessible (KUANG, 2021). This situation has resulted in a disproportionate cost-to-benefit ratio, where substantial investments in capital and equipment yield minimal returns in effective talent training.

Figure 1: Summary Table on Leadership Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Institutional Progress	3.23	Agree	1
2. Strategic Planning and Execution	2.94	Agree	3
3. Achieving Process Excellence	3.12	Agree	2
Composite Mean	3.10	Agree	

Legend: 3.50−4.00 = Strongly Agree; 2.50−3.49 = Agree; 1.50−2.49 = Disagree; 1.00−1.49 = Strongly Disagree

4.2 Analysis of the results of People Empowerment

The survey (see Figure 2) showed the summary on the evaluation of People Empowerment in terms of

Performance, Professional and Career Development, and Teamwork., earning a composite mean of 3.03, indicating a general agreement among respondents about the effectiveness of empowerment strategies in these institutions.

Within this dimension, three key areas were explored: Performance, Professional and Career Development, and Teamwork. Teamwork, with the highest score of 3.08, indicates a strong sense of collaboration and cooperative spirit among faculty members and staff. This implied that teamwork and collaborative efforts were well-supported and considered a strength within the management practices of these colleges, contributing positively to the empowerment of their people. Similarly, Performance, which evaluates the effectiveness and outcomes of faculty and staff efforts, scored a weighted mean of 3.04, making it the second highest and reflecting a positive perception of how faculty and staff contributions are valued and assessed. However, Professional and Career Development, which encompasses opportunities for growth and advancement, received the lowest score at 2.98. This suggests that there were perceived gaps or areas for improvement in how the institutions supported the professional growth and career progression of their faculty and staff.

Empowerment in the management of CFCHVE institutions is increasingly recognized as a critical factor for enhancing institutional effectiveness, improving the quality of education, and fostering an environment conducive to innovation and positive change. People empowerment in this context refers to the process of enabling faculty and staff to have more control over their work and working environments, encouraging participation in decision-making processes, and fostering a sense of ownership and responsibility. Specifically, by granting CFCHVE teachers the right to participate in and make suggestions for school affairs, and incorporating them into the decision-making system, their status and influence are genuinely enhanced. This approach is also beneficial for optimizing the management model of CFCHVE, encouraging teachers to engage more actively in school matters and share their genuine opinions, leading to a management style characterized by communication and cooperation. By providing teachers with equal rights and choices for their professional development, not only is the practicality and cutting-edge nature of their professional knowledge enhanced, but it also ignites teachers' intrinsic motivation and self-efficacy, prompting them to seek sustainable and high-quality development in their professional competencies. By granting teachers autonomy in educational instruction, transferring the power of teaching decisions, and sharing a portion of the educational management rights, the management can alter the subordinate status of teachers being evaluated and managed. This awakens a professional consciousness, thereby enabling faculty to break free from constraints and address the relationships between various aspects of vocational education with a more open perspective and swifter responses. By empowering teachers with the right to practice and collaborate in the integration of industry and education, teachers can be stimulated to become proactive participants. They can actively engage in partnerships between schools and businesses, continually exploring new methods, technologies, and processes. This encourages bold breakthroughs and innovations within their fields of technical expertise, effectively overcoming the lag in vocational education, enhancing its relevance, and striving for excellence in vocational training. The process of empowering teachers can help them gain a deeper understanding of their role in serving society, confidently face the challenges brought about by environmental changes, and thereby invigorate the educational process. This enhances the quality of talent development and realizes high-quality advancement in higher vocational education (LI, 2022).

However, these figures in Figure 2 reveal a structured effort by the management to foster professional

advancement, yetthey also hinted at areas where enhancements could further solidify these initiatives. The management might believe that their faculty and staff are already performing at a satisfactory level or that existing qualifications are sufficient, underestimating the benefits of ongoing professional development. However, the reality is that the emphasis on "grades alone, entrance to higher education, degrees, publications, and titles" in teacher evaluations remains a persistent issue in many Chinese educational institutions (LIN and ZHU, 2023). Some CFCHVE institutions place too much emphasis on academic qualifications during the teacher recruitment process, primarily focusing on attracting individuals with master's or doctoral degrees. While these teachers possess a strong foundation in professional theory, they often face challenges in management capabilities. The complexity and diversity of the students in CFCHVE demand from teachers a higher level of refined management, personalized guidance, and innovative teaching approaches. Additionally, some teachers, after a period of employment, settle into a routine of merely completing teaching tasks without a clear career development plan, lacking the drive for self-improvement. Over time, this complacency gradually becomes accepted among the faculty, with a dwindling willingness to exert more effort and contribute to vocational education. This leads to professional burnout, resulting in decreased work efficiency and negatively impacting the quality of classroom teaching and talent development.

The development and training of teachers' abilities have stepped into an important development track (JIANG and ZHOU, 2022: 142). Teacher training is an effective means for faculty at higher vocational colleges to enhance their professional skills and qualifications (NIE and WANG, 2019). Training resources are essential for developing the skills and knowledge of faculty members, ensuring they remain competent in their roles. This is crucial in a rapidly changing work environment where new technologies, methods, and standards continuously emerge for the reason that training helps in addressing any gaps in the skills or knowledge of the faculty, leading to more efficient and effective work practices. In turn, a CFCHVE institution with a well-trained workforce is better positioned to compete in the market as training employees in the latest industry trends, technologies, and best practices can give it a significant competitive edge. Since 2012, the Chinese government has incorporated teacher training for higher vocational colleges into the "Vocational College Teacher Quality Improvement Plan," initiating a large-scale exploration of reforms and innovations in the training system for vocational college teachers. Against this background, CFCHVE, in its comprehensive design of professional development mechanisms for teachers, should strive to build learning communities among teachers, guiding and assisting them in enhancing their professional development levels. This approach aims to foster intrinsic motivation among vocational college teachers as they challenge themselves, improve their abilities, and grow professionally. It encompasses a holistic and comprehensive coverage of teachers' professional ethics, vocational concepts, knowledge, practice, and service, pushing for the integration of teachers as educators, technicians, and mentors.

Additionally, incorporating international learning and working experiences, as well as teaching abilities, as crucial components of teacher professional development, serves to equip teachers for working in international settings (ZHANG, 2019). For instance, participation in international education projects, studying, and working abroad should be considered important criteria for professional teacher appointments and promotions. Meanwhile, the introduction of multiple policy documents to reinforce the training of teachers' bilingual capabilities and encourage teachers to study or work abroad can effectively enhance their ability to work in international

environments.

Figure 2: Summary Table on People Empowerment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Performance	3.04	Agree	2
2. Professional and Career development	2.98	Agree	3
3. Teamwork	3.08	Agree	1
Composite Mean	3.03	Agree	

Legend: 3.50−4.00 = Strongly Agree; 2.50−3.49 = Agree; 1.50−2.49 = Disagree; 1.00−1.49 = Strongly Disagree

4.3 Analysis of the results of Student Support

Figure 3 provides a summary of the assessment of Student Support focusing on Academic Development, Co- and Extra-curricular Activities, and Congenial Atmosphere on campus, with a composite mean score of 3.19, signaling a consensus among respondents that the institutions were effectively providing support to students. Each dimension reflects a facet of the holistic student support mechanism in place.

Academic Development garnered the highest weighted mean of 3.32, indicating that efforts to foster students' academic growth and learning experiences were particularly well-received. This dimension's high score underscored the institutions' successful strategies in curriculum design, instructional quality, and the provision of academic resources, all crucial for enhancing the educational journey of students. Following this, Congenial Atmosphere on Campus recorded a figure of 3.18, reflecting a slightly lower yet positive reception. This figure emphasizes the importance of creating a supportive and inclusive campus environment where students feel safe, valued, and motivated. It pointed to effective measures in place that ensure students' well-being, fostering a sense of community and belonging which is essential for their overall satisfaction and success. Lastly, Co-, and Extra-curricular Development received the lowest weighted mean of 3.04, though still indicative of agreement, suggesting that while there was acknowledgment of the efforts to support students beyond the classroom, there might be opportunities for further enrichment in this area. This dimension's score highlighted the need for a more robust engagement in activities that complemented academic learning, such as sports, arts, and community service, which played a significant role in shaping well-rounded individuals.

Together, these figures weaved a narrative of an educational support system that excelled in nurturing academic prowess while also recognizing the value of a nurturing campus environment and the broader development of students through varied activities. However, the nuanced feedback called for a continued focus on enhancing the breadth and depth of co- and extra-curricular offerings, ensuring that all dimensions of student support were equally robust and impactful.

Although the fundamental goal of establishing CFCHVE is to"meet the needs of the national economic and social development for opening up, striving to cultivate a large number of international talents who are familiar with international rules, possess an international vision, and are capable of participating in international competition and affairs" (DAI, 2016) and the institution also emphasizes "all for the students, for all students, for everything concerning the students", the management of CFCHVE may consciously or unconsciously prioritize the institution's perspective, favoring the interests of the school. In student support, the focus is placed

on enrollment and employment rate of graduates to enhance the school's social influence and reputation, rather than viewing the relationship between students and the school as one of consumption and service. This neglects to prioritize and protect students' rights and interests or to provide a range of services for student development, thereby failing to provide satisfactory students' support.

Therefore, in evaluating students, there is a tendency to adhere to a singular perspective on student assessment, emphasizing the use of common, universal standards to require and assess students based on fixed behavior patterns and criteria. This primarily involves using uniform, standardized methods such as mid-term and final exams to assess students' academic development. Such a management approach has the advantages of being centralized, orderly, and efficient. However, it overlooks the diversity among students, fails to meet their actual needs promptly, does not fully exploit their potential, dampens their enthusiasm, and stifles their creativity. Conversely, CFCHVE should establish a diversified student evaluation system in its management. Administrators should assess students based on individual learning styles and characteristics, using multiple channels and a comprehensive approach, providing each student with targeted advice and support suitable for their development. This approach allows every student to see their potential for learning and development, thereby stimulating their motivation to learn proactively.

CFCHVE aims to cultivate high-quality technical talents with an international perspective. According to the 2003 Asian University Presidents Forum (AUPF), international professional talent encompasses individuals who can master multiple foreign languages, effectively use tools or channels for international exchanges and services, possess specialized skills or expertise, and understand international trade regulations in a specific field or discipline (JIANG & ZHANG, 2023). The nurturing of international qualities requires the support of rich extra-curricular activities. The organization and design of extra-curricular activities with international features play a significant role in fostering students' habits of independent thinking, and interpersonal communication skills, and broadening their international horizons (HE, 2019). Through these activities, students can understand the differences between Chinese and Western cultures and develop cross-cultural communication abilities. For example, organizing clubs such as English study groups, and leveraging the resources of foreign teachers in the school to cultivate students' international perspectives. These activities allow students to understand the differences between Chinese and Western cultures and develop cross-cultural communication skills. Competitive group activities such as English-speaking dormitories and vocational skills summer camps can also be organized. While enhancing students' professional quality and abilities, these activities also promote communication and interaction among students, fostering a spirit of perseverance, and teamwork, and enhancing the collective cohesion of students. Such activities expose students to a more diverse culture, helping to prevent tedious study and adding variety to campus life. More importantly, when organizing such activities, on the one hand, it is critical to closely observe the various performances of participating students, such as their abilities in organization, communication, and planning. There is a conscious effort to cultivate students with good skills, qualities, and personalities, growing them into responsible and experienced members of the student management team. On the other hand, these cross-cultural activities represent the integration of Chinese and foreign cultures. During the process of cultural integration, it is crucial to prioritize the interests of the nation and ethnicity, resisting the influence and infiltration of Western ideologies and negative cultures. At the same time, it is necessary to respect Western values and cultural customs, learning to seek common ground while preserving

differences. On this basis, it is essential to fully absorb the excellent aspects of foreign cultures, constructing a distinctive culture that blends Chinese and Western elements.

Figure 3: Summary Table on Students' Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Academic Development	3. 32	Agree	1
2. Co- and Extra curricular Activities	3. 04	Agree	3
3. Congenial Atmosphere on Campus	3. 17	Agree	2
Composite Mean	3. 19	Agree	

Legend: 3. 50–4. 00 = Strongly Agree; 2. 50–3. 49 = Agree; 1. 50–2. 49 = Disagree; 1. 00–1. 49 = Strongly Disagree

4. 4 Analysis of the relationship between Leadership Commitment and People Empowerment

Figure 4 presents a detailed statistical analysis showing the correlation between leadership commitment and people empowerment across three dimensions — Performance, Professional and Career Development, and Teamwork. With R-values provided alongside p-values indicating statistical significance, the analysis demonstrated varying degrees of correlation, all deemed highly significant, thus highlighting the pivotal role of leadership in fostering an environment conducive to empowerment.

The three highest figures were 0. 436 (Teamwork in Achieving Process Excellence), 0. 409 (Teamwork in Strategic Planning and Execution), and 0. 395 (Professional and Career Development in Strategic Planning and Execution), indicating that teamwork, especially in contexts requiring strategic execution and process excellence, along with professional development, were most positively influenced by leadership commitment. These areas benefited greatly from strong leadership, enhancing collaborative efforts and individual growth within the organization.

Figure 4: Relationship between Leadership Commitment and People Empowerment

Institutional Progress	R-value	P-value	Interpretation
Performance	. 385**	0. 000	Highly Significant
Professional and Career development	. 386**	0. 000	Highly Significant
Teamwork	. 290**	0. 000	Highly Significant
Strategic Planning and Execution			
Performance	. 370**	0. 000	Highly Significant
Professional and Career development	. 395**	0. 000	Highly Significant
Teamwork	. 409**	0. 000	Highly Significant
Achieving Process Excellence			
Performance	. 334**	0. 000	Highly Significant
Professional and Career development	. 351**	0. 000	Highly Significant
Teamwork	. 436**	0. 000	Highly Significant

Legend: Significant at p-value < 0. 01

4.5   Analysis of the relationship between Leadership Commitment and Student Support

Figure 5 shows how leadership commitment within CFCHVE impacts various aspects of student support, including Academic Development, Co- and Extra-curricular Development, and the Congenial Atmosphere on Campus. The computed R-values indicated a moderate direct correlation, and the resulting p-values were less than the alpha level, indicating a strong link between leadership actions and the support provided to students.

The three highest figures were 0.432 for Academic Development in Strategic Planning and Execution, 0.359 for Co- and Extra-curricular Development in Achieving Process Excellence, and 0.357 for Co- and Extra-curricular Development in Strategic Planning and Execution. These figures suggested that leadership commitment particularly strengthened academic development and co- and extra-curricular activities, especially within strategic planning and process excellence initiatives, pointing to effective leadership as key in fostering an environment conducive to student growth and engagement. The findings underscore the need for leaders within CFCHVE to prioritize strategic planning and execution to maximize their positive impact on student support services.

Figure 5: Relationship Between Leadership Commitment and Student Support

Institutional Progress	R-value	P-value	Interpretation
Academic Development	.235**	0.000	Highly Significant
Co- and Extra curricular Activities	.345**	0.000	Highly Significant
Congenial Atmosphere on Campus	.275**	0.000	Highly Significant
Strategic Planning and Execution			
Academic Development	.432**	0.000	Highly Significant
Co- and Extra curricular Activities	.357**	0.000	Highly Significant
Congenial Atmosphere on Campus	.328**	0.000	Highly Significant
Achieving Process Excellence			
Academic Development	.277**	0.000	Highly Significant
Co- and Extra curricular Activities	.359**	0.000	Highly Significant
Congenial Atmosphere on Campus	.256**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

4.6   Analysis of the relationship between People Empowerment and Student Support

Figure 6 represents the correlations between different aspects of people empowerment and various types of students' support. The correlation coefficients ranged from 0.249 to 0.406, and the p-values were all less than the alpha level., indicating highly significant correlations for all variables. This suggested that there was a strong association between people empowerment and various types of student support, which was statistically robust.

The three highest figures in the data were 0.406, 0.366, and 0.348, corresponding to Co- and Extra-curricular Development under Teamwork, Academic Development under Professional and Career Development, and Congenial Atmosphere on Campus under Performance, respectively. The highest rho value of 0.406 for Co- and Extra-curricular Development under Teamwork suggested a very strong positive correlation, indicating that

people empowerment was most strongly associated with support in these activities. The next two highest values, 0. 366 and 0. 348, also indicated strong positive correlations in their respective areas, underlining the importance of people empowerment in fostering academic development and a friendly campus environment. These findings emphasized the need for continued focus on empowerment strategies to create inclusive and supportive environments conducive to student success.

Figure 6: Relationship Between People Empowerment and Student Support

Performance	R–value	P–value	Interpretation
Academic Development	. 316**	0. 000	Highly Significant
Co- and Extra curricular Activities	. 337**	0. 000	Highly Significant
Congenial Atmosphere on Campus	. 348**	0. 000	Highly Significant
Professional and Career Development			
Academic Development	. 366**	0. 000	Highly Significant
Co- and Extra curricular Activities	. 249**	0. 000	Highly Significant
Congenial Atmosphere on Campus	. 321**	0. 000	Highly Significant
Teamwork			
Academic Development	. 289**	0. 000	Highly Significant
Co- and Extra curricular Activities	. 406**	0. 000	Highly Significant
Congenial Atmosphere on Campus	. 257**	0. 000	Highly Significant

Legend: Significant at p-value < 0.01

5   Improvement Activities

A proposed continuously improved plan (see Figure 7) is designed to enhance the quality of CFCHVE by addressing key areas in leadership commitment, people empowerment and student support. It aims to achieve this by increasing understanding, and engagement with strategic initiatives, aligning departmental goals with the institution's strategic objectives, and elevating employee satisfaction and engagement.

Communication is a vital component of any successful initiative, and thus the plan emphasizes the importance of implementing a structured communication plan. This plan calls for regular departmental meetings to provide strategic updates and the utilization of digital platforms to foster continuous communication and engagement among employees.

In addition, the plan proposes the initiation of leadership training programs to strengthen the connection between departmental goals and the institution's strategic vision. These programs will be accompanied by a feedback mechanism to evaluate the effectiveness of communication and ensure alignment with strategic objectives.

To further promote professional growth and enhance career satisfaction among faculty and staff, the plan advocates for a multifaceted approach. This includes the development and implementation of a wide array of training programs tailored to the specific needs of faculty and staff. These programs will cover areas such as

instructional design, educational technology, and leadership skills. Additionally, the plan supports the attendance of national and international conferences by providing financial resources and time allocation for professional development. Mentorship programs will also be established to pair experienced educators with those seeking career guidance.

Lastly, the plan introduces two key strategies that focus on providing dedicated financial support to nurture and enhance a vibrant extracurricular environment. These strategies aim to foster active student participation in enriching activities by proposing an increase in the budget allocation for co- and extracurricular activities by 15% for the upcoming fiscal year. Moreover, the plan sets an ambitious goal to achieve a 20% student involvement rate in these activities during the academic year, a target that, if reached, would mark a notable rise in student engagement. By emphasizing both the provision of resources and the importance of student participation, the institution is well-placed to strengthen its extracurricular programs and enrich the student experience significantly.

Overall, by fostering a culture of continuous engagement, aligning departmental and institutional goals, and investing in the professional development of faculty and staff, the plan sets a solid foundation for operational excellence. Additionally, by significantly enhancing extracurricular programs through increased funding and aiming for higher student participation rates, CFCHVE demonstrates a commitment to enriching the overall student experience. This holistic strategy not only promises to strengthen the institution's academic and extracurricular landscape but also positions CFCHVE as a leader in providing a well-rounded education that meets the evolving needs of its community.

Figure 7: Proposed A Continuous Improvement Plan for CFCHVE

Key Result Area & Objectives	Strategies	Performance Indicators	Responsible Office
1. Leadership Commitment a. to enhance the effectiveness of strategic policy and goal communication within the institution.	Develop and implement a comprehensive communication plan.	Increase in awareness and understanding of strategic policies among employees.	Office of Strategic Communications
	Organize regular departmental meetings for strategic updates.	Number of departmental meetings held quarterly.	Department Heads
	Utilize digital platforms for continuous communication.	Engagement rate on digital communication platforms.	IT Department
b. to align departmental objectives with the institution's strategic goals and policies.	Leadership training on strategic alignment and communication.	Percentage of departments aligned with strategic goals.	Office of Leadership Development
	Creation of a feedback mechanism to gauge alignment and communication effectiveness.	Feedback mechanism implementation rate.	Quality Assurance Department

Key Result Area & Objectives	Strategies	Performance Indicators	Responsible Office
2. People Empowerment a. to enhance support for professional growth and career development.	Implement comprehensive quality training programs.	Increase in satisfaction levels with training quality.	Human Resources Department
	Provide financial support for attending conferences and workshops.	Number of faculty/staff attending external events.	Finance Department
	Promote succession planning in academic administration.	Number of staff involved in succession planning activities.	Administration Department
3. Student Support a. to enhance support and engagement in co- and extra-curricular activities for holistic student development.	Increase financial and institutional support for extra-curricular activities.	Increased funding allocation for activities.	Finance Department
	Promote active student participation in seminars, workshops, and external events.	Higher student participation rates in activities.	Student Affairs Department

6 Conclusion and Recommendation

Leadership commitment is crucial for the advancement of CFCHVE, with a general agreement on leaders' dedication to progress and excellence. By focusing on process excellence and strategic resource management, leaders can significantly enhance operational efficiency and educational quality, which is essential for vocational education's high-quality development. Additionally, there is a general agreement on the effectiveness of people empowerment within CFCHVE, with teamwork receiving the highest weighted mean, highlighting a strong collaborative spirit.

However, areas such as professional and career developmentindicate potential for improvement. CFCHVE offers student support for academic development, campus life, and co-curricular activities, but there is a need for better student engagement in extracurriculars and enhancements to the grading system. Moreover, there is a significant correlation between leadership commitment and both people empowerment and student support in CFCHVE, suggesting that areas like teamwork in achieving process excellence and strategic planning and execution in professional development are most positively influenced by leadership commitment. As a result, a continuous improvement plan was proposed, focusing on enhancing leadership commitment, empowering faculty, and staff, and improving student support through targeted objectives, strategies, and performance indicators across key areas such as effective communication, strategic alignment, professional development, and co-curricular engagement, with specified targets and responsible offices for implementation.

The government should provide robust policy support and adequate resource allocation to enable the successful implementation of TQM in CFCHVE, including developing policies that support quality management practices, allocating funding for quality improvement initiatives, and providing incentives for institutions that demonstrate significant improvements in educational quality. Top management of CFCHVE may prioritize

assessing departmental contributions to the institution's goals more effectively, implementing a structured framework to align these goals with stakeholder expectations, and enhancing institutional progress, and the quality of education. Additionally, fostering a culture that values and recognizes the diverse contributions of each department can lead to more cohesive and targeted efforts toward achieving institutional objectives. Faculty members are encouraged to actively engage in initiatives supporting professional growth and career advancement, seeking development opportunities , contributing to teamwork, and advocating for structured support systems within CFCHVE. Educators should focus on increasing student engagement in extracurricular activities, integrating them seamlessly into the academic curriculum and campus life, developing new programs aligned with students' interests and academic goals, and enhancing the grading system to reflect holistic development. Students are urged to actively participate in enriched co- and extra-curricular programs, leveraging increased support to engage in seminars, workshops, and external events to foster holistic development and enhance global competencies.

Future research should examine effective empowerment practices in educational settings, focusing on co- and extra-curricular development, academic growth, and creating congenial campus atmospheres. First, it should analyze how participation in co- and extra-curricular activities enhances students' self-efficacy, leadership skills, and sense of community. Second, it should explore instructional strategies, mentorship programs, and collaborative learning environments that support personalized learning and academic excellence. Third, it should investigate institutional policies, cultural initiatives, and support systems that contribute to a positive and inclusive campus environment. By addressing these areas, research can provide comprehensive insights into how empowerment practices can be effectively implemented in CFCHVE. Additional research is needed to explore the effectiveness of digital platforms in enhancing strategic communication within CFCHVE and aligning departmental objectives with strategic goals through innovative leadership training methods. Specifically, the application of new technologies like artificial intelligence (AI) and big data analytics is crucial. AI can enhance strategic communication by enabling precise targeting and personalized messaging, while also providing real-time feedback and adaptive learning systems for leadership training. Big data analytics offers deep insights into operational performance, identifying patterns and predicting future challenges, which can aid in aligning objectives with strategic goals. These technologies can foster a dynamic organizational environment, improve decision-making, and support the development of innovative leadership competencies, ultimately optimizing strategic plan implementation.

References

Anil, A. P. & Satish, K. P. (2016). Investigating the relationship between TQM practices and Firm's performance: A conceptual framework for Indian organizations. *Procedia Technology*, 24, 554−561.

Asif, M., Qing, M., Hwang, J. & Shi, H. (2019). The role of employee empowerment in the implementation of TQM practices and its impact on organizational performance. *Total Quality Management & Business Excellence*, 30(13−14), 1508−1524.

Boey Lim, F. C. (2009). Education hub at a crossroads: The development of quality assurance as a competitive tool for Singapore's private tertiary education. *Quality Assurance in Education*, 1, 79−94.

Cardoso, S., Tavares, O. & Sin, C. (2015). The quality of teaching staff: Higher education institutions' compliance with the European standards and guidelines for quality assurance — the case of Portugal. *Educational Assessment, Evaluation and*

Accountability, 3, 205-222.

Caroll, M. L. (1997). Self-audit of quality in academic and service departments: A practical experience. *Assessment and Evaluation in Higher Education*, 2, 225-232.

DAI Ping. (2016). *Research on the present status of introduction of high-quality educational resources among sino-foreign cooperative education in China — Taking Wuhan Institute of Technology as an example*. Wuhan: Wuhan Institute of Technology.

Dedi Purbowo, D., Sunaryo & Waluyowati, N. P. (2022). The effect of leadership on operational performance: The mediating role of quality improvement. *International Journal of Research in Business and Social Science (2147-4478), Center for the Strategic Studies in Business and Finance*, 1, 108-116.

Dill, D. D. (2000). Capacity building as an instrument of institutional reform: Improving the quality of higher education through academic audits in the UK, New Zealand, Sweden, and Hong Kong. *Comparative Policy Analysis*, 2, 211-234.

Fernandes, S., Araújo, A. M., Miguel, I. & Abelha, M. (2023). Teacher professional development in higher education: The impact of pedagogical training perceived by teachers. *Education Sciences*, 3, 309.

Green, D. (1994). *What is Quality in Higher Education? (1st edition)*. Buckingham: The Society for Research into Higher Education and Open University Press.

Gynnild, V. (2007). Quality assurance reconsidered: A case study. *Quality in Higher Education*, 3, 263-273.

HAN Jihong & JIANG Lijun. (2023). The value and practical pathways of internal governance system reform in vocational colleges under the 'double high' plan. *Education Exploration*, 6, 83-87.

Harvey, L. & Green, D. (1993). Defining quality. *Assessment & Evaluation in Higher Education*, 1, 9-34.

Hasani, K. & Sheikhesmaeili, S. (2016). Knowledge management and employee empowerment: A study of higher education institutions. *Kybernetes*, 2, 337-355.

HE Xinzhe. (2019). *Research on the five-year mode of sino-foreign cooperative education in higher vocational colleges in China*. Shanghai: East China Normal University.

Jasti, N. V. K., Venkateswaran, V., Kota, S. & Sangwan, K. S. (2022). A literature review on total quality management (models, frameworks, and tools and techniques) in higher education. *The TQM Journal*, 5, 1298-1319.

JIANG Fangyuan & ZHANG Xiujuan. (2023). Study on the Cultivation of International high-level Talents for Ph. D. students of non-English majors in Chongqing University based on the interdiscursive competence. *Asia-Pacific Journal of Humanities and Social Sciences*, 3(3), 145-169

JIANG Xueqing & ZHOU Qi. (2022). Reflections on the development model of college English teachers in application-oriented universities based on Grounded Theory. *Foreign Languages and Literature*, 5, 142-151.

JIANG Zhengyi. (2023). *Research on the internal quality assurance system of Chinese-foreign cooperative education projects in foreign studies universities*. Beijing: Beijing Foreign Studies University.

Kettunen, J. (2012). External and internal quality audits in higher education. *The TQM Journal*, 6, 518-528.

KUANG Ying. (2021). Focus on integrated development: Research on the reform of vocational college governance system under the background of 'double highness plan.' *Journal of Vocational Education*, 1, 28-32.

LI Haiyun. (2022). *The impact of promotion of academic degree on teacher's change: A case study based on four in-service teachers*. Heibei: Hebei Normal University.

LIN Jinhui. (2017). New characteristics, new issues, and new trends of Sino-foreign cooperation in running schools in the new era. *China Higher Education Research*, 12, 35-37.

LIN Mengquan, LV Ruixin, ZHANG Shu, WU Wen & HU Wenhan. (2020). Theoretical and practical exploration on the construction of quality governance system for Sino-foreign cooperation in running schools in the new era. *China Higher Education Research*, 10, 9-15.

LIU Meiling & WANG Zhongchang. (2020). Theoretical connotations and promotion paths of principals' leadership of 'double high

plan' higher vocational colleges. *Education and Vocation*, 19, 36-40.

LIN Ping & ZHU Chaowei. (2023). Diversified and integrated reform of teachers' evaluation in foreign language institutions in the new era: a case study of SISU. *English Studies*, 2, 193-203.

Mok, K. H. & Sawn Khai, T. (2024). Transnationalization of higher education in China and Asia: Quality assurance and students' learning experiences. *Asian Education and Development Studies*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/AEDS-01-2024-0004.

NIE Weijin & WANG Weiping. (2019). Target, focus, breakthrough of training for higher vocational education teachers — Based on practical exploration of training for higher vocational school teachers in Jiangsu province. *Vocational and Technical Education*, 6, 57-61.

Panuwatwanich, K. & Nguyen, T. (2017). Influence of total quality management on performance of Vietnamese construction firms. *Procedia Engineering*, 182, 548-555.

Portela Maquieira, S., Tarí, J. J. & Molina-Azorín, J. F. (2020). Transformational leadership and the European Foundation for Quality Management model in five-star hotels. *Journal of Tourism Analysis: Revista de Análisis Turístico*, 2, 99-118.

Rodriguez, J., Valenzuela, M. & Ayuyao, N. (2018). TQM paradigm for higher education in the Philippines. *Quality Assurance in Education*, 1, 101-114.

Sayeda, B., Rajendran, C. & Sai Lokachari, P. (2010). An empirical study of total quality management in engineering educational institutions of India: Perspective of management. *Benchmarking: An International Journal*, 5, 728-767.

Shams, S. M. R. (2017). Transnational education and total quality management: A stakeholder-centred model. *Journal of Management Development*, 3, 376-389.

Singh, V., Kumar, A. & Singh, T. (2018). Impact of TQM on organisational performance: The case of Indian manufacturing and service industry. *Operations Research Perspectives*, 5, 199-217.

Stensaker, B. & Maassen, P. (2015). A conceptualisation of available trust-building mechanisms for international quality assurance of higher education. *Journal of Higher Education Policy and Management*, 1, 30-40.

TAN Zhen & LIU Haifeng. (2019). The history, current situation, and prospects of Sino-foreign cooperation in running undergraduate universities in China. *China Higher Education*, 12, 10-12.

WANG Ling & Perrin, S. (2021). COVID-19 and rapid digitalisation of learning and teaching: quality assurance issues and solutions in a Sino-foreign higher education institution. *Quality Assurance in Education*, 4, 463-476.

XING Hui, WU Qishu & WANG Weifeng. (2019). Research on the organizational structure of higher vocational colleges. *Journal of National Academy of Education Administration*, 2, 31-39.

YAN Guangfen & SHI Hui. (2019). The endogenous reconstruction of 'Chinese model' in vocational education in the 40 years since Reform and Opening-up. *Journal of Southwest University (Social Sciences Edition)*, 1, 81-89, 194-195.

ZHANG Huibo. (2019). Internationalization development strategies of higher vocational schools under the background of 'double high' construction. *Education and Vocation*, 21, 47-51.

(Editors: Joe ZHANG & JIANG Qing)