

A Study on Labor Education in Higher Vocational Education in China: A Case Study of the Faculty of Culture Creativity and Tourism in Yuncheng Vocational and Technical University

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Abstract

This research aimed (1) to identify issues in implementing labor education at Yuncheng Vocational and Technical University, and (2) to evaluate the effectiveness of Yuncheng Vocational and Technical University's labor education programs in cultivating students' labor spirit, labor concepts, labor values and labor skills. The quantitative approach was applied to this research, for which the research population included students from the Faculty of Culture Creativity and Tourism in Yuncheng Vocational and Technical University, with the total number of 1,360. The tool of data collection

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was a questionnaire. The number of valid sampling size was 300, for which the stratified sampling was combined with simple sampling to collect data which were analyzed through frequency, percentage, mean, standard deviation and descriptive analysis.

The research results showed that (1) the implementation of labor education at Yuncheng Vocational and Technical University was not ideal, and (2) Students from Yuncheng Vocational and Technical University had shown a high overall level of labor literacy, especially in terms of labor value and skill, with some room for improvement. By studying the application of labor education, it was possible to integrate labor education into the teaching of vocational colleges, achieve the integration of labor education and regular education, and help students develop worldviews, values and outlooks on life. In addition, labor education, through systematic and organized theoretical learning and practical teaching, was able to correct students' perceptions of labor and help to improve their overall and comprehensive quality, which also played a role in providing a reference basis for vocational colleges to carry out labor concept education.

Keywords: Higher Vocational Colleges, Labor Education, Implementation of Labor Education

1. Introduction

Vocational education shoulders the mission of cultivating high-quality laborers and technically skilled personnel for the country. The combination of education and labor entrusts the social expectations of cultivating fully-developed innovative talents, implementing the fundamental task of “building a virtuous person” (Deng Hongbin and Cao Gang, 2021). At present, the position of labor education is marginal, weakened, softened and diluted, and reflects the distortion of labor education value in practice. Labour education and professional education complement each other, and it is necessary to strengthen the research on the in-depth penetration and integration of labour education, especially in professional curriculum education. In this context, labor education, which focuses on cultivating skilled workers, is increasingly important, especially within vocational colleges. This paper explores the application of labor education in vocational colleges through a case study of the Faculty of Culture Creativity and Tourism in Yuncheng Vocational and Technical University.

In March 2020, China promulgated the Opinions on comprehensively strengthening labor education in universities and schools in the new era. The Opinions clearly state that labor education is an important part of the socialist education system with Chinese characteristics, which directly determines the labor spirit, labor value orientation and labor skill level of socialist builders and successors. Widespread implementation of labor education is essential to improve students’ professional literacy, and the inclusion of labor education in professional education is conducive to the overall development of labor education. The Guidelines also specify that labor education should include three components: a) labor in daily life, which aims to cultivate self-reliance and good living and hygiene habits; b) production activities, ranging from traditional physical activities such as farming and handicraft to industrial manufacturing that applies the latest techniques, and can enhance the awareness of product quality; and c) community service, which allows students to use their knowledge and skills to serve other people and society, thus strengthening their social responsibility. In September of the same year, nine departments

including the Ministry of Education issued the “Action Plan for Quality Improvement and Training of Vocational Education”. The Plan (2020-2023) requires all colleges and universities to “incorporate labor education into the talent training plan of vocational schools, set up compulsory courses for labor education, coordinate and systematically carry out labor education in multiple links. Strengthen the cultivation of professional ethics, professional quality, professional behavior and habits, and special education such as professionalism, craftsman spirit, and model worker spirit shall not be less than 16 hours.”

The Guidelines for Labor Education in Schools and Universities (Trial) also state that labor education should focus on integrating professional characteristics to participate in direct productive work, service work, etc., and on cultivating a good character of students who are hard-working and striving for progress and improvement. At present, the position of labor education is marginal, weakened, softened and diluted, and reflects the distortion of labor education value in practice. Labor education and professional education complement each other, and it is necessary to strengthen the research on the in-depth penetration and integration of labor education, especially in professional curriculum education. Labor education courses have been carried out in higher vocational colleges for many years, but the desired effect has not been achieved. Affected by family, school and society’s long-term neglect of labor education, some higher vocational students have developed wrong labor concepts, labor habits, labor attitudes and labor beliefs. Such students show a serious lack of labor education professional knowledge after entering the workplace, which has a poor impact on their long-term career development Liu Xiangbing (2018). The practice and implementation of labor education courses are facing multiple difficulties and problems. The systematization of courses, the diversification of teaching content, the enrichment of education and teaching resources, the diversification of education and teaching forms, and the sound labor teaching mechanism are still in the early stage of development. Affected by the negative concepts of China’s traditional concept of “everything is inferior, only reading is high”, teenagers have always had problems such as “unwilling to work, not knowing how

to work, and not cherishing the fruits of labor”. The implementation of labor education is closely related to the cultivation of students’ labor literacy (Gaoting 2021). Labor education can lay the foundation for students’ career development by providing practical experience and cultivating practical abilities. The cultivation of student labor literacy is achieved through the implementation of labor education. Cultivate students’ learning ability, practical ability, cooperation ability, and sense of social responsibility, so that they can adapt to future career development requirement.

This study aims to explore how labor education can be better integrated into professional education programs at vocational colleges. Through investigating the students from the Faculty of Culture Creativity and Tourism in Yuncheng Vocational and Technical University as a case study, this research seeks to identify existing issues that hinder the effective implementation of labor education. Analyzing student perspectives and professors’ experiences can reveal weaknesses in the current approach while offering practical insights for improvements. If properly addressed, these problems can enable labor education goals to be more fully realized through vocational college courses and activities.

2. Literature Review

From the given ideas and research, researcher has reviewed the labor education theories, concepts, and research related, and other studies related to the implement of labor education in the higher vocational colleges in China. There are four dimensions : Labor spirit, Labor concept, Labor value, and Labor skills. Labor spirit is about a love of labor and a dedication to hard work. It was forged through generations of Chinese people contributing to the country’s socialist modernization and reform and opening-up. Labor concept refers to the sense of labor in the mind, which is to see a person’s views on labor. Labor values refer to views, beliefs, attitudes and guiding principles about the meaning, significance, purpose and ethics of labor. Labor skills are the proficiency, capabilities, expertise and dexterity needed to perform jobs and labor tasks effectively. Labor skills include both general

abilities like teamwork, problem-solving, communication, computational thinking, etc. as well as specialized skills related to particular trades, disciplines or industries. The following figure illustrates factors highlighted in the labor spirit, labor concept, labor value, labor skills. This conceptual framework will contribute to the implement of labor education in higher vocational colleges in China. Labor education provides systematic training to enhance students' accumulated labor literacy and prepare them for constantly evolving workplace needs.

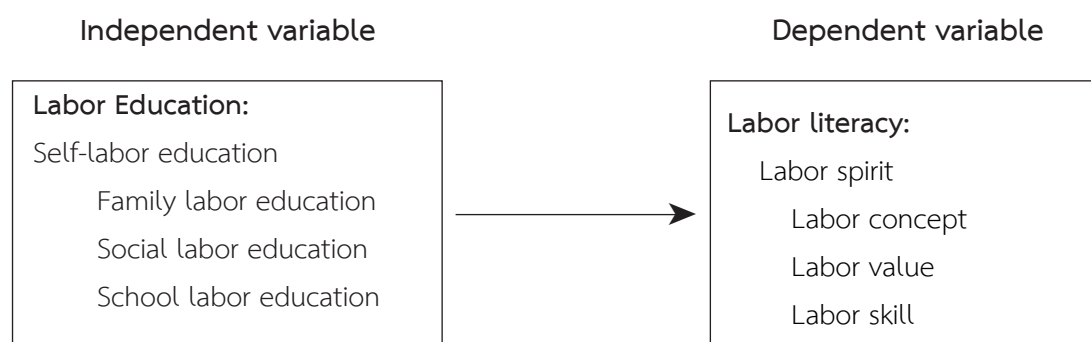


Figure 1 Conceptual research framework

Wang Fei (2020) conducted a survey on the current status of education implementation and pointed out that the implementation of labor education played a role in promoting work concepts, skills, and benefiting students. However, this is due to a lack of systematic design, inconsistency, hierarchical structure, and content innovation, which affects the effectiveness of labor education in improving the literacy of students. Mao Ju and Meng Fanli (2020) pointed out that there are practical difficulties in school labor education, such as “binary separation of brain and body”, “separation of labor and education”, and “separation of labor and practical rationality”. And from a theoretical perspective, the construction of labor courses should follow basic principles such as subjectivity, practicality, and integrity. Taking comprehensive practical activity courses as the core, fully penetrating and achieving comprehensive educational goals; Integrating daily labor, productive labor, and non productive labor into a comprehensive labor model; Integrate experiential learning with project-based learning to achieve higher-level learning outcomes. Shen Junjun

(2020) pointed out that it is necessary to strengthen university labor education and overcome the current shortcomings in ideological understanding, institutional establishment, and operational mechanisms. The article starts with analyzing the current situation of offering labor education courses among college students in Chinese universities, and sorts out the existing problems.

Mao Ping(2020) pointed out that the implementation of labor education in the new era should grasp new connotations and establish a new system from aspects such as labor education teaching standards and curriculum system, practical system, teaching staff, teaching method reform, ecological system, evaluation system, and guarantee mechanism system. Wu Zeqiang (2020) pointed out that the implementation of labor education in universities should be guided by Marxist labor concept education, guided by top-level design, guided by practical cultivation education, supported by improved conditions, and guaranteed by scientific and objective evaluation and assessment mechanisms, to promote innovation in specific practical methods and methods of labor education in universities. Wang Wei (2022) pointed out that there is currently a disconnect between labor education and the development of the times in vocational colleges. Carrying out labor education in vocational colleges is a necessity for socio-economic development, but currently, China does not attach enough importance to labor education in vocational colleges, neglecting the cultivation of students' employment and entrepreneurial abilities. The integration of professional curriculum teaching and labor education is insufficient, and an organic curriculum system has not been formed.

3. Methodology

The population under study includes students from the Faculty of Culture Creativity and Tourism in Yuncheng Vocational and Technical University, with the total number of 1,360. The sample consisted of three hundred (300) of students from the Faculty of Culture Creativity and Tourism at Yuncheng Vocational and Technical University. The sample size is determined by the Krejcie and Morgan tables (Krejcie & Morgan, 1970). And using simple random sampling. The instrument of this

research is the questionnaire about the application of labor education in Yuncheng Vocational and Technical University, divided by 2 parts as follows:

Part 1: About the general information of the respondents.

Part 2: The questionnaire was to students from the Faculty of Culture Creativity and Tourism at Yuncheng Vocational and Technical University, including students' concept, value, spirit and skill regarding labor and work.

Data Collection Instruments used in the study of of labor education in higher vocational colleges, Yuncheng Vocational and Technical University. The researcher proceeded with the following steps.

1. Study the concepts, theories, and related research papers on the application of labor education in higher vocational colleges. These are used as a guideline for questionnaire construction.

2. Create a questionnaire on the study of labor education in higher vocational colleges, Yuncheng Vocational and Technical University, and develop the questionnaire by the advisors with suggestions of 3 experts. After that, the content validity is examined according to the principles of conformity and comprehensiveness of the content by using the Index of Item Objective Congruence (IOC). And IOC of all questions in this paper is greater than 0.5.

3. The instrument was tried out by 30 students while not a sample to find reliability using Cronbach's alpha coefficient formula, (Cronbach, 1990). This research has a reliability value of 0.88.

Table 1 Cronbach's Alpha Coefficients of Each Variable

Variable	Measuring item	Cronbach's Alpha
Labor concept	Q1-Q9	.846
Labor spirit	Q10-Q15	.832
Labor value	Q16-Q22	.848
Labor skill	Q23-Q30	.878

4. To complete the instrument by data collecting questionnaires from the sample group.

The data is analyzed by statistical software packages: 1) the general data of the respondents classified by demographic variables and Labor Perception is analyzed by frequency and percentage statistics. 2) Level of labor literacy of the students from the Faculty of Culture Creativity and Tourism at Yuncheng Vocational and Technical University is analyzed by mean, and standard deviations. And descriptive analysis is used to interpret the analysis results.

The selection of research subjects may have biases and imbalances, making it difficult to represent the entire population; Researchers may have disputes or misunderstandings about the definition and interpretation of certain variables, which can affect the research conclusions.

4. Findings

4.1 Demographic Variables

Table 2 shows that among the vocational university students in this study, there are 147 males, accounting for 49%, and 153 females, accounting for 51%. There are 199 students with urban household registration, accounting for 66.3%, and 101 students with rural household registration, accounting for 33.7%. There are 220 only children, accounting for 73%, and 80 non-only children, accounting for 27%. There are 27 class cadres, accounting for 9%, and 273 ordinary students, accounting for 91%. There are 101 freshman, accounting for 33.6%, 88 sophomores, accounting for 29%, and 91 juniors, accounting for 30.3%. Overall, the vocational high school students in this study are predominantly urban, only children, and ordinary students, with little difference in gender and grade.

Table 2 Demographic Variables of Higher Vocational School Students

Variable	Category	n	Percentage
Gender	Male	147	49%
	Female	153	51%
Household registration	Urban	199	66.3%
	Rural	101	33.7%
Only child	Yes	220	73%
	No	80	27%
Student leader	Yes	27	9%
	No	273	91%
Grade	Freshman	101	33.6%
	Sophomore	88	29%
	Junior	91	30.3%

4.2 Labor Perception Survey Results

Table 3 shows that students from Yuncheng Vocational and Technical University have higher recognition of daily labor, service labor, and creative labor. On one hand, daily life and service labor are widely accepted by college students. On the other hand, students highly recognize the creative production labor represented by scientific research and literary/artistic creation.

Table 3 Labor Perception Survey Results

QUESTION	ANSWER	PERCENTAGE
IS COOKING LABOR?	Yes	76.3%
	No	5.1%
	Unsure	18.6%
IS DORM CLEANING LABOR?	Yes	80.1%
	No	1.5%
	Unsure	18.4%
IS VOLUNTEER SERVICE LABOR?	Yes	59.6%
	No	27.3%
	Unsure	13.1%
IS LITERARY CREATION LABOR?	Yes	56.2%
	No	17.3%
	Unsure	26.5%
IS SCIENTIFIC RESEARCH LABOR?	Yes	59.4%
	No	21.7%
	Unsure	19.9%

4.3 Survey on the Implementation of Labor Education Curriculum Content

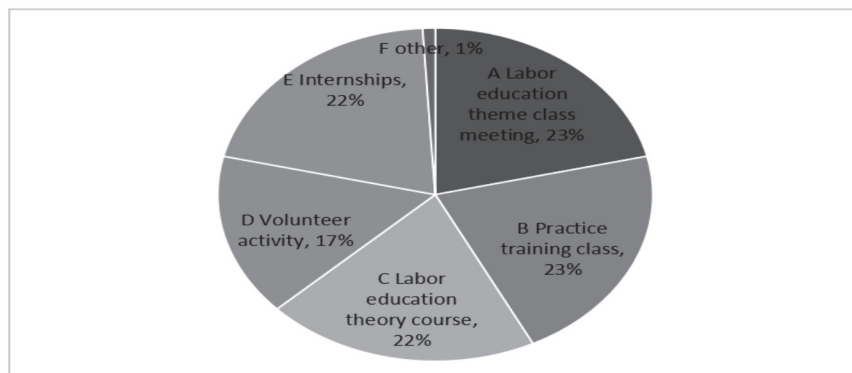


Figure 2 Existing Curriculum Content of Labor Education

From Figure 2, it can be observed that Yuncheng vocational and technical university has established various forms and rich content of labor education, with labor education related subject class meetings 23%, internship and practical training courses 23%, labor education theory courses 16%, volunteer activities 17%, on-the-job internships 22%, other accounts for 1%.

4.4 Score of labor literacy (four major variables)

According to the data in Table 3, students from Yuncheng Vocational and Technical University have shown a high overall level of labor literacy, especially in terms of labor emotions and behavior, with some room for improvement. 1) Labor spirit, with a recognition score of approximately 4.45. 2) Labor concept, with a score hovering around 4.19. 3) Labor value, with an average of only 3.97 for this question. 4) Labor skill. The average value of this question is 3.23, which belongs to the lower level.

Table 4 Overall score of students' labor literacy

Variables	problem examples	score
Labor spirit	Are farmers worthy of respect, and should college students be diligent?	4.45±0.52
Concept Labor	You reap what you sow, do you agree?	4.19±0.75
Labor Value	Can one obtain happiness from labor, and should one love the industry in which one works?	3.97±0.61
Labor Skill	Do you do household chores at home or have you ever worked in the service industry?	3.23±0.79

4.5 Regression Analysis of Labor Education and Labor Literacy of College Students

To further explore the relationship between labor education and labor literacy of college students, this study constructed a multiple linear regression model: $y = \alpha + \beta x_i + \varepsilon$, Where y is the outcome variable and x_i is the predictive variable, ε is a random error term, the random error term is assumed to be independent of the predicted variable. The outcome variables of this study include labor concept, labor value, labor spirit, and labor skill. The predictive variables are self labor education, family labor education, school labor education, and social labor education, respectively. The results of regression analysis are shown in Table5, which shows: Labor education has a very significant positive impact on individual labor literacy ($\alpha = 0.01$) and contributes to the formation or development of good labor cognition, attitude, work spirit and behavior among university students. But the dimensions and degrees of the influence of self, family, school and social labor education on college students' labor cognition and behavior are different.

Table 5 Regression analysis of the labor education and labor literacy variables

Result variable	Predictive variables	Overall fit index			Significance of regression coefficient	
		R	R ²	F	β	t
Labor spirit	Self labor education	0.334	0.115	16.263**	—0.662	—3.253*
	Family labor education	0.231	0.053	14.216**	0.356	2.256*
	School labor education	0.453	0.205	17.521**	0.369	1.206
	Social labor education	0.266	0.070	20.415**	0.163	2.157*
Labor Concept	Self labor education	0.214	0.045	18.361**	—0.201	—2.534*
	Family labor education	0.312	0.097	9.854	0.315	3.001*
	School labor education	0.366	0.133	13.214	0.347	3.541
	Social labor education	0.216	0.046	10.542	0.221	3.021
Labor value	Self labor education	0.116	0.013	13.211	0.116	2.132
	Family labor education	0.265	0.070	9.541	0.214	2.510
	School labor education	0.356	0.126	12.311	0.354	3.421
	Social labor education	0.215	0.0456	11.254	0.142	3.124
Labor skill	Self labor education	0.125**	0.106*	10.541**	0.213	3.104*
	Family labor education	0.311**	0.096*	17.521	0.312	3.576
	School labor education	0.661	0.436	16.642	0.457	4.851
	Social labor education	0.215	0.046	13.245	0.321	3.412
* showing p < 0.05, **showing p < 0.01, ***showing p < 0.001						

As shown in Table 5, with labor spirit, labor concept, labor value, labor skill as dependent variables, and self labor education, family labor education, school labor education, and social labor education as independent variables, a uni-variate linear regression is conducted. As shown in the model, school labor education can significantly predict labor literacy. Among them, school labor education can significantly affect the spirit of labor ($\beta = 0.369$, $p < 0.05$), R^2 of this model reaches 0.205, which can explain 20.5% of labor spirit; School labor education has a certain degree of improvement in labor concepts ($\beta = 0.347$, $p > 0.05$), the R^2 of this model is 0.133, which can explain 13.3% of the labor concept, but the degree is not obvious; School labor education can affect students' labor spirit ($\beta = 0.354$, $p > 0.05$), where R^2 is 0.126, which can explain 12.6% of labor spirit; In the module of labor behavior and ability, school labor education can effectively enhance students' labor behavior and improve their labor ability ($\beta = 0.312$, $p > 0.05$), where R^2 is 0.436, which can explain 43.6% of labor action and ability. The labor education of individual, family, and society, although effective, is far inferior to school labor education, and some data shows a negative impact.

The β -value of 0.369 ($p < 0.05$) for the school labor education's influence on labor spirit suggests a positive correlation, indicating that as school labor education increases, there is a corresponding increase in labor spirit. The R^2 value of 0.205 implies that this model can explain 20.5% of labor spirit, highlighting the significant contribution of school labor education to the cultivation of labor spirit. This finding is consistent with previous studies that have found that school education is a significant predictor of students' labor attitudes, suggesting that schools are indeed effective in instilling respect for labor and promoting diligence among students.

When it comes to labor concepts, school labor education also shows a certain degree of influence with a β -value of 0.347. However, the p -value is greater than 0.05, indicating that the influence is not statistically significant. The R^2 of this model is 0.133, which indicates it can explain 13.3% of the labor concept. While this is a lower value compared to the previous one, it nonetheless hints at the potential for school labor education to shape labor concepts, albeit to a lesser extent. The impact

of school labor education on labor value, as indicated by a β -value of 0.354, is also not statistically significant ($p > 0.05$), suggesting that while there's an influence, it might not be strong or direct. The R^2 value of 0.126, explains 12.6% of labor emotions, further underscoring the modest influence of school labor education in this aspect.

In terms of labor skill, school labor education shows a stronger impact with a β -value of 0.312. Despite the p -value being greater than 0.05, the R^2 value is 0.436, which suggests that this model can explain 43.6% of labor behaviors and abilities. This finding indicates that school labor education can effectively enhance students' labor behavior and improve their labor abilities, supporting the idea that education can have a transformative effect on students' labor skills. These findings highlight the importance of relying on formal educational settings to foster labor literacy, as they are more consistent and systematic in their approach, and are better equipped to counteract any potential negative influences from other sources.

5. Conclusions Discussions and Recommendation

5.1 Discussion about major findings of objective 1

Through the analysis of the above survey data, it can be concluded that the implementation of labor education at Yuncheng Vocational and Technical University is not ideal.

1) Understanding of the implementation of labor education is insufficient.

2) Formalization of labor education implementation is severe. Yuncheng Vocational and Technical University utilizes the characteristics of vocational college courses to directly rename cleaning the campus and setting up labor weeks as a labor education course. However, due to the teacher's own misunderstanding of the concept of labor education, the coexistence of labor and education has resulted in the implementation of courses that only need to be inspected by superiors, and there is no substantial change from the past courses. Yuncheng Vocational and Technical University is able to create three-dimensional labor education curriculum goals from three dimensions: knowledge goals, skill goals, and quality goals. However, although the curriculum goals

are combined with some hot topics in the development of vocational education, they lack the unique characteristics of the curriculum, which leads to similarities with ordinary curriculum goals. Vocational colleges have always had practical courses such as internships and on-the-job internships that are easily confused with labor education courses. Therefore, when national policies were proposed, vocational colleges only added historical background to their understanding and goal setting of labor education courses, without substantial improvement in content. This artificially fragmented the current concept of labor education courses, resulting in a certain deviation between the implementation of labor education courses and expectations. This finding appears to contradict Mao Ping(2020) who pointed out that the implementation of labor education in the new era should grasp new connotations and establish a new system from aspects such as labor education teaching standards and curriculum system, practical system, teaching staff, teaching method reform, ecological system, evaluation system, and guarantee mechanism system.

5.2 Discussion about major findings of objective 2

1) The labor concept of students at Yuncheng Vocational and Technical University is generally relatively positive.

2) Some students at Yuncheng Vocational and Technical University have utilitarian views on labor. The survey results show that college students have a certain degree of bias in their understanding of the purpose of labor and the recognition of “labor is for making money” is relatively high. 3)Some of the students at Yuncheng Vocational and Technical University have a one-sided view on labor. The implications of these findings are far-reaching, and they speak to the broader role of education in shaping societal attitudes toward labor. It is clear that schools are not just places where academic knowledge is imparted; they are also crucial in inculcating values, attitudes, and skills that are vital to the functioning of society. Labor literacy, as this study has shown, is one such skill, and its development is significantly influenced by school labor education. As Zhang Yingqiang (2020) pointed out that a correct understanding of the necessity and importance of school labor education can help fully leverage the developmental function of labor education.

5.3.1 Recommendations for research findings

1) Raise awareness and change mindset. Colleges should organize the leadership and teachers to extensively study the guidance documents of the Ministry of Education on labor education, fully understand the importance of labor education, and the value of labor education in cultivating qualified socialist construction talents.

2) Grasp the main battlefield of classroom teaching. Teachers need to grasp the classroom teaching position and focus on the following aspects in the process of labor education classroom teaching: to incorporate labor education as a top-level design into talent cultivation programs; to attach importance to the selection of labor classroom teaching content, the writing of labor education textbooks; to develop a teaching outline, clarify teaching objectives, teaching plans, and teaching plans; to clarify the hours and credits of labor education; to reasonably arrange the time for college students to participate in labor practice. During collective labor, the labor content should be arranged well, and no less than one week of centralized labor practice should be implemented every semester.

3) Actively open up social practice platforms. Universities need to actively open up social practice platforms to find suitable social labor practice opportunities for students.

5.3.2 Recommendation for further research

1) Conduct research on other aspects of labor education at Yuncheng Vocational and Technical University in Shanxi Province.

2) Under other theoretical frameworks, qualitative research should be conducted to gain an in-depth understanding of labor education in higher vocational education, in order to enhance the implement of labor education .

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