

A Study On The Internationalised Development Models Of Higher Vocational Education And Industry-Education Integration In The Context Of China's Belt And Road Strategy

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ABSTRACT

Internationalised models of healthcare, education, and vocational education integration are the primary foci of this research, along with the Belt and Road Initiative. The Belt and Road Initiative has presented both possibilities and problems to China's vocational education system. The BRI is a worldwide effort to improve economic and infrastructure development. The purpose of this research is to objectively evaluate many development models in order to increase the compatibility of educational accomplishments with economic demands on a worldwide scale. Based on survey data, this report examines China's higher vocational schools. This study aims to examine the BRI framework's effects on global diplomacy, curriculum integration, and corporate operations. We take into account key performance indicators including students' employability, industry experts' happiness, and global linkages in order to assess the models' effectiveness. These findings add credence to the idea that better job placements for graduates are directly related to efforts to bring together industry and education. The employment rates of graduates really went up, according to 75% of the institutions that took part, which is a statistically significant majority. Colleagues in the corporate world are usually satisfied with an 80%. According to the results, vocational education institutions need to increase their international collaboration, keep an eye on trends, and adapt their curriculum to meet the needs of different industries if they want to survive and prosper during the BRI era. Insights from this research might be useful for educators and policymakers seeking to improve vocational education's effectiveness within the context of internationalised development programs...

Keywords: Internationalised Development, Models, Road Strategy, Industry-Education, Vocational Education....

1. INTRODUCTION:

Over the course of the last few years, higher vocational education systems all over the world have been presented with both new opportunities and new challenges. This is particularly the case as a consequence of the rapid globalisation of education and the rising connectivity of sectors across international borders. As a consequence of this, the BRI, which was initiated by China, is an all-encompassing global development plan that intends to enhance economic cooperation with reciprocal growth via the expansion of infrastructure, trade, and cultural exchanges. In addition, it is essential to take into consideration the fact that China, a major economic power on a global scale, is at the core of these trends. The BRI has had an effect on China's educational environment, particularly vocational education. This is because the BRI has not only played a role in terms of commerce and investment, but it has also had an impact on people's general learning. Higher vocational education is vital for China's economy to continue increasing because it helps bridge the gap between theoretical knowledge and the competencies that are genuinely required in the workplace. This connection is essential for China's economy to continue expanding. The reason for this is because it helps close the knowledge gap that already

exists. In China, the vocational education system has, for the most of its existence, been largely focused on the fulfilment of household responsibilities responsibilities. The fulfilment of the criteria of the domestic labour market has been the major purpose of this kind of education until recently. It is necessary, however, that a shift be made towards an internationalised model of vocational education in order for the Belt and Road Initiative (BRI) to come into life. To meet the requirements of the global business model, this model should be centred on meeting those requirements. It should also encourage borders to serve as an open channel for both professional mobility and cooperation, and it should assist in the mobility of both international students and professionals who are currently employed in the labour market. Industrial education, which combines theoretical learning with practical experience of industry, is an essential component in the process of producing people who are well-equipped to compete in a labour market that is becoming increasingly globalised. This is because industrial education combines theoretical learning with practical experience of industry (He et al., 2022).

BACKGROUND OF THE STUDY

Globalisation of education, which has happened at the same time as the rapid growth of industry and technology, has had a profound impact on the design and implementation of educational systems across the globe. To be more specific, HVE has turned out to be a crucial aspect of filling the skills gap that the world's labour market is now experiencing. As the world watches China's economy grow at a pace that surprises everyone, the country's higher vocational education programs must be seriously evaluated. This is essential if we want our students to graduate prepared to meet the demands of businesses both at home and abroad. Traditional approaches to vocational education, on the other hand, are feeling the heat to meet global industry demands, create a more internationally competitive workforce, and adhere to international standards (He et al., 2020). The reason for this is because China's global influence is steadily growing thanks to the BRI, which The BRI is China's grand foreign policy and economic strategy that it launched in 2013. A stronger sense of economic collaboration among Asia, Europe, and Africa is the intended outcome of this endeavour. The major aim of this endeavour is to enhance connectivity between the regions. Over 140 countries and international organisations have signed on to the initiative, which involves financial investments, cultural exchange, large-scale infrastructure projects, and commercial collaborations. The undertaking's stated goal is to lay the groundwork for future economic development by launching a massive network of trade channels. Most of the investments will go into partnerships in the energy, transportation, and technology industries. China and its partner countries have been pushed to enhance their collaboration in education, technology, and human development as part of the BRI, in addition to these economic aims. As a result, China's higher vocational education system is profoundly affected by the BRI. Due to the growing need for educated individuals with global outlooks, the educational landscape is experiencing profound change. In addition, there is a growing amount of pressure on China's vocational education system to change in response to shifting global industrial trends. Vocational training in China has generally focused on the home market, preparing students for employment within the country. For quite some time, this has been true. However, the need for vocational education to become more globally integrated is already a result of the BRI. This makes it easier for local communities' educational achievements to be linked to the global demands of businesses (He & Yin, 2021).

The process of matching educational programs, instructional approaches, and industry collaborations with the trends that are being witnessed all around the world is what scholars mean when they speak about internationalising vocational education. This is known as "internationalising" vocational education. Some of the ways in which international perspectives are included into the educational experience include the offering of opportunities to engage in internships, cross-border collaboration, and joint degree programs. One further facet of this idea is the establishment of business alliances with companies that are situated in different parts of the globe to develop industrial collaborations. With reference

to China in particular, it has been argued that the quality of vocational education inside the borders of the country had to be improved, and that more opportunities ought to be made available for Chinese students to benefit from exposure and practical experience gained in other countries. Additionally, it gives students from other countries with the chance to continue their study in China, which adds to the interchange of information and skills that is advantageous to all parties concerned (He & Liu, 2022)

PURPOSE OF THE RESEARCH

This study's objective is to investigate and evaluate internationalised methods of development for the goal of integrating industry and education in higher education at the university level. This investigation will be centred on the framework of China's Belt and Road Initiative (BRI). The purpose of the approach is to identify effective ways of preparing students for job markets all over the globe, to promote cooperation across international boundaries, and to change vocational education to fit the needs of industries all over the world. Research is being conducted with the overarching goal of assisting China in accomplishing its economic goals via the Belt and Road Initiative. In order to achieve this goal, it will be necessary to investigate the dangers and opportunities that are connected to the modification of the vocational education system in the country. To better prepare individuals to take jobs both inside the nation and outside of it is the desired objective of this endeavour.

LITERATURE REVIEW

When China joined the WTO in 2001, it was one step in a long process of economic globalisation. The country's primary industry shifted from farming to manufacturing, people migrated from rural to urban regions, and the private sector was strengthened, among other social and economic developments. "The broad economic, technological, and scientific trends that directly affect higher education" include globalisation in the field of higher education. An uptick in global collaboration and competitiveness are among these tendencies. Makes this claim. 'Specific strategies and programs implemented by governments, academic systems and organisations, and even individual departments or institutions to deal with or exploit globalisation'. This include internationalisation in higher education. Teaching, research, and administration are all aspects of higher education that are becoming internationalised. To elaborate on this idea even more, the domestic internationalisation and international education beyond borders make up internationalisation of higher education (Hartung & Santilli, 2018). Many Chinese research institutions have made internationalisation a priority and have implemented new measures to show their involvement in the global community, including international and cross-disciplinary exchange programs, curriculum development, and interdisciplinary study. The majority of research institutions' internationalisation efforts their primary method of strategic advancement in the increasingly globalised field of higher education as prestigious educational institutions. Reform initiatives spearheaded by the government were the primary forces behind globalisation in those schools, however with a

different strategy than the schools at HVE. For instance, one of the primary motivations for the internationalisation of research institutions was to attract brilliant scholars who were already doing prominent research and to inspire them to continue this high level of activity. Several indications from league tables show that these strategies were effective in quickly raising the ranks of China's research institutions. Greater emphasis has been placed on the importance of industry-education partnerships in HVE as of late, particularly within the context of BRI. Academics have stressed the need of coordinating economic development initiatives with vocational education programs in order to provide the trained workers needed by international manufacturing. Launched in 2013, the BRI is a forum for cultural and educational cooperation among member states as well as a geopolitical and economic strategy (Hinnuber et al., 2019). Because of this, there has been a push to improve educational collaboration and foster young talent, which has prompted calls for changes to China's vocational education system so it can compete on a global scale. Improving employability and workforce relevance has prompted much research on industry-education integration, a concept that combines academic learning with practical training. Argues that effective forms of integration highlight the need of businesses and schools working closely together on things like curriculum development, dual-teacher systems, and internship programs. Nevertheless, the majority of these models have focused on domestic applications, with very little investigation into their performance in international or cross-border settings. Therefore, the real problem is in modifying these models to fit the BRI's larger, global goals. Creating a globally adaptable system for China's vocational education is a top priority, according to the literature. On the other hand, it shows that there are still some unanswered questions about how to put this change into action inside the BRI framework. This project aims to address these gaps by investigating practical models, obstacles, and policy consequences of internationalised industry-education integration in higher vocational education. It will contribute to both the academic discussion and the practical application of this integration (Harrasi et al., 2023).

RESEARCH QUESTIONS

What is the impact of Internationalised Higher Vocational Education Industry on Education Industry through China's Belt and Road Strategy?

METHODOLOGY

Research Design:

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to assess the magnitude and direction of the statistical link. The researchers determined a statistically significant criterion of $p < 0.05$. A descriptive analysis was performed to identify the key characteristics of the data. Quantitative methods are often used to assess data gathered via surveys, polls, and questionnaires, as well as data evaluated using statistical computer techniques.

Sampling

A total of 1,600 questionnaires were distributed, 1,563 were returned, and 63 were discarded owing to incompleteness. The sample size of 1,347 was established using Rao-soft software. A survey was administered to 1500 Chinese individuals. A total of 1,500 surveys were completed, including 645 men and 855 females.

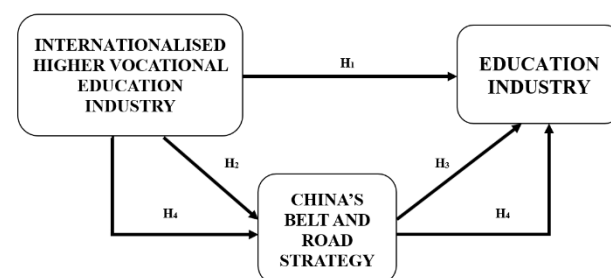
Data and Measurement

A questionnaire functioned as the principal tool for data collection in this study. Part A of the survey requested essential demographic information, while Part B used a 5-point Likert scale to collect responses about characteristics related to online and offline channels. A plethora of sources, especially online databases, provided the secondary data.

Statistical Software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

Statistical Tools: Descriptive analysis was employed to comprehend the essential nature of the data. The researcher must analyse the data with ANOVA.

CONCEPTUAL FRAMEWORK



RESULT

A popular application of Factor Analysis (FA) is to identify hidden factors within accessible data. In the lack of definitive visual or diagnostic indicators, it is customary to use regression coefficients for assessments. In FA, models are crucial for success. The objectives of modelling are to identify defects, intrusions, and discernible relationships. The Kaiser-Meyer-Olkin (KMO) Test is a method for evaluating datasets generated by multiple regression analyses. The model and sample variables have been confirmed as representative. The data exhibits redundancy, as shown by the statistics. Reducing the proportions enhances the clarity of the data. The KMO output ranges from zero to one. A KMO value ranging from 0.8 to 1 indicates a sufficient sample size. These determine the allowable bounds, according to Kaiser: The supplementary admission standards established by Kaiser are as follows:

A regrettable 0.050 to 0.059, inadequate 0.60 to 0.69

Middle grades often span from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are amazed at the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measure: 0.974

The findings of Bartlett's test of sphericity are as follows: Chi-square statistic approximately, degrees of freedom = 190,

significance level = 0.000

This authenticates the validity of assertions made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to evaluate the relevance of the correlation matrices. The Kaiser-Meyer-Olkin metric demonstrates that a score of 0.974 indicates sample adequacy. The p-value derived from Bartlett's sphericity test is 0.00. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test ^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.974
Bartlett's Test of Sphericity	Approx. Chi-Square	6850.175
	df	190
	Sig.	.000
a. Based on correlations		

The Bartlett Test of Sphericity confirmed the general significance of the correlation matrices. The Kaiser-Meyer-Olkin metric of sampling adequacy is 0.974. Researchers calculated a p-value of 0.00 using Bartlett's sphericity test. The researcher recognises the correlation matrix's invalidity, since Bartlett's sphericity test yielded a significant result.

INDEPENDENT VARIABLE

Internationalised Higher Vocational Education Industry

Internationalised Higher Vocational Education refers to a collection of global perspectives, norms, and practices included into vocational training programs at higher education institutions. The objective of IHVE is to equip students to competently engage in an increasingly linked world by actively promoting international cooperation and cross-border collaborations, while matching its curriculum with global industrial requirements. Improving employability, fostering innovation, and facilitating the mobility of students and workers to bridge educational and professional disparities between nations and sectors. The Internationalised Higher Vocational Education Industry pertains to the segment of higher education focused on delivering vocational training with a global outlook. It encompasses curriculum modifications, pedagogical approaches, and industrial practices aligned with international standards in response to global labour market requirements and expectations. The internationalised higher vocational education sector promotes cross-border cooperation, exchange, and

partnerships among educational institutions, industry, and governments, therefore improving the mobility of students, educators, and professionals. It guarantees that vocational programs correspond with international skill demands, cultivating a diversified and adequately trained workforce capable of tackling issues in a globalised environment. The objective is to augment employability, innovation, and cultural competency internationally. The need for a globally recognisable and cohesive workforce has reached unprecedented levels in today's globalised environment. Internationalised higher vocational education fosters the development of a skilled workforce that is internationally competent, responsive, and inventive. The internationalisation of vocational education is critically important due to the changing landscape of industries and their growing interconnection. Internationalised vocational education guarantees that students acquire skills recognised by individuals across many countries. Consequently, it equips individuals to navigate the global economy and imparts industry-specific skills, technical expertise, and cross-cultural awareness. As industries globalise, workers are increasingly required to possess extensive knowledge of international standards, best practices, and new trends. Vocational education programs with an international focus enhance student employability and strategically place them within a dynamic, interconnected employment market (Kaur & Singh, 2019).

MEDIATING VARIABLE

China's Belt and Road Strategy

It was in 2013 that Chinese President Xi Jinping first suggested the BRI as a structure for global cooperation and development. It aspires to facilitate cross-border economic integration in Asia, Africa, and Europe via building infrastructure, coordinating policies, easing trade, integrating financial systems, and fostering people-to-people connections. Drawing design cues from the historic Silk Road trade routes, the concept encompasses both the Silk Road Economic Belt and the Silk Road for the 21st Century. One covers maritime routes connecting China with Southeast Asia, Africa, and Europe; the other covers land routes connecting China to Europe via Central Asia and the Middle East. The Belt and Road Initiative (BRI) aims to facilitate greater economic integration among all countries, boost investment and trade, and advance sustainable development. It is a geopolitical and economic tool that China utilises to expand its global influence, consolidate its power over resources and energy, and build diplomatic relations. Cooperation agreements have been negotiated by over 140 states and international organisations under the BRI framework. Collaborative efforts are also emphasised by the BRI in the fields of education, culture, and human resource development. A key aspect of its soft-power strategy is internationalising education, especially in technical and vocational disciplines. This will help partner countries fulfil the growing need for trained workers. To foster cross-border talent nurturing, mutual progress, and cultural understanding, the BRI has made the integration

of industry-education and higher vocational education central pillars within this framework (Hai-Tao, 2022).

DEPENDENT VARIABLE

Education Industry

Companies in the education industry mostly deal with information distribution. This might include organisations that operate for profit or not-for-profit. Included in this category are government entities that focus on education and educational institutions ranging from elementary to university level. To disseminate information is the fundamental goal of the institutions that make up the education sector. These establishments may be public, non-profit, or a mix of the two. This group includes junior colleges, universities, elementary and secondary schools, and government entities that are responsible for education. It is possible for individuals from low-income backgrounds to escape poverty and become engaged members of their communities via access to quality education. A decent education should be accessible to all people. Formal education is the only way for an individual to reach their full potential. It demonstrates to researchers the proper approach to think, act, and make judgements. Through it, researchers learn about the world and the insights of others. Optimism is encouraged. A person's human capital and skill set are generally thought to be significantly affected by their degree of formal schooling. For the simple reasons that (a) schools are the organisational unit most immediately impacted by policies pertaining to (b) education and (c) "skill creation"—two of the primary declared goals of the government. It is well recognised that the distribution of family income is greatly influenced by educational level. Spending more time in school increases a person's earning potential over the course of their lifetime. Researchers will see these results at some point. A person's income throughout their working years, rather than their income when they are in school or in their first job, is the income that counts. On the other hand, a person's IQ and basic worldview determine how many practical applications schooling has. A life well-lived is the result of a solid educational foundation. Without education, a person's cognitive development is impossible. Knowledge has the potential to greatly enhance many aspects of a person's life, including their career achievement, social status, and mental health. Formal education is the only way for an individual to reach their full potential. Consequently, a wealth of new ideas and discoveries are produced (Guo et al., 2022).

Relationship between Internationalised Higher Vocational Education Industry and Education Industry through China's Belt and Road Strategy

As part of its BRI, China is expanding its education sector into worldwide markets, particularly in Asia, Africa, and Europe, via the internationalisation of higher vocational education. Both sides benefit from the partnership: China wants to increase its worldwide influence, while the other side needs trained workers to build infrastructure and industries. BRI is primarily concerned with massive economic and infrastructural projects; higher vocational education, on the other hand, focusses on practical and

technical abilities. Luban Workshops and Sino-foreign technical schools are examples of China's vocational institutions that export language instruction, technical standards, and certificates in addition to its educational resources. By expanding opportunities for Chinese educational institutions, curriculum, technology, and pedagogical approaches in international markets, these initiatives benefit the education sector as a whole. The first point of contact between China and the nations that are part of the BRI is often vocational training. It promotes trust, capacity-building, and long-term cooperation via collaborations in curriculum development, teacher training, and scholarships. Promotion of the Chinese language and culture, in addition to technical training, serves as a platform for soft power via these programs. Meanwhile, international vocational programs are able to thrive and grow because to the backing of the larger education sector in the form of institutional frameworks, research, and policy. Because of the complementary nature of the two fields, China is able to provide a whole range of educational services to its partner nations, meeting their short-term demands for workers as well as their long-term goals for human capital development. Aligning educational outreach with the economic and diplomatic aims of the BRI, the internationalised higher vocational education industry boosts China's education sector's worldwide influence. In doing so, it establishes a pragmatic and strategic model of international cooperation based on education, which benefits both China and its partner states. As part of its aim for global growth, China uses vocational education, which is influenced by this interconnected system (Guo & Pilz, 2020).

In continuation of the previous point, the researcher put up the following hypothesis in order to investigate the connection between the Internationalised Higher Vocational Education Industry and Education Industry through China's Belt and Road Strategy.

"H₀: There is no significant relationship between Internationalised Higher Vocational Education Industry and Education Industry through China's Belt and Road Strategy."

"H₁: There is a significant relationship between Internationalised Higher Vocational Education Industry and Education Industry through China's Belt and Road Strategy."

Table 2: H₁ ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65752.536	437	5479.378	4395.049	.000
Within Groups	108.464	1062	1.247		
Total	65861.000	1499			

This investigation yields remarkable results. The F value is 4395.049, attaining significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis ***"H₁: There exists a significant relationship between the Internationalised Higher Vocational Education Industry and the Education Industry through China's***

Belt and Road Strategy" is accepted, whereas the null hypothesis is rejected.

DISCUSSION

The internationalisation of higher vocational education has developed as an important component as a consequence of changes that have occurred in education all over the globe in response to linked and continuously changing global requirements. The Belt and Road Initiative of China has assumed a more significant role in the process of internationalising its system. This is due to the fact that the initiative aims to spread its reach throughout Asia, Africa, and several areas across Europe. BRI is an abbreviation that stands for the Belt and Road Initiative, which is a long-term plan for international development. This strategy comprises a network of trade routes as well as other measures to enhance infrastructure, boost economic cooperation, and increase cultural exchange. When it comes to meeting the need for skilled labour, developing their regions, and boosting their economies, countries that are participating in the BRI need to make vocational education and training a top priority. The higher vocational education sector will pay increased attention to analyses and debates of internationalised development models as they apply to the interaction of vocational training, economic growth, and educational reform as China's Belt and Road initiative takes shape. This is because the Belt and Road initiative is a precursor to the Belt and Road initiative. A number of factors, including globalisation, changes in the requirements of the labour market, and the fast development of new technology, have contributed to the increased need for internationalisation. The purpose of higher vocational education is to provide students with the professional, practical, and industry-specific skills that are required for immediate employment following completion from the program. In light of the present situation of the BRI, it is difficult to argue against the significance of vocational education in guaranteeing sustained economic development. This is of utmost significance for the countries that are part of the Belt and Road initiative since they are now facing challenges in modernising their economies, constructing major infrastructure projects, and attracting and retaining a trained workforce to fuel these initiatives. The integrated approach that the BRI takes towards education and industry is something that China, a significant participant in the initiative, is aware of. In light of the fact that vocational education has the potential to equip the labour force with the competencies required to take part in and benefit from the BRI, HVE plays an essential part in the program. The technical and vocational education sector is essential to the implementation of the BRI because of the strong association it has with the industrial and economic demands of every region. It is essential that models for internationalised higher vocational education include some kind of interaction between the industry and educational institutions in order to guarantee that all vocational education systems are able to accommodate the requirements of local labour markets while yet adhering to global norms.

CONCLUSION

The global models of higher vocational education will provide light on how globalisation has transformed the relationship between schools and companies. The research places a major focus on the BRI's mission, which is to integrate business and education. An integral part of China's influence in the higher vocational sector is being expanded via the BRI, which is driving cooperation between industry and academia. For modern economies like China's, this is crucial in maintaining a workforce that can match corporate expectations. More and more countries are working together to build infrastructure and train workers as a result of the BRI. The Belt and Road Initiative's vocational education models are bringing together education, the need for workers, and the growth of industries, which is great for the nations involved. A more dynamic and flexible vocational training system has been developed to meet the demands of both local and foreign markets, as a consequence of China's emphasis on developing strong linkages with Belt and Road Initiative countries. There is a skills gap in manufacturing, renewable energy, and digital technology, and these educational programs may help fill it. Only then can the Belt and Road Initiative be a success. The business and academic sectors must be integral parts of any internationalised paradigm. A school's curriculum should be adjusted to meet the needs of companies so that students are ready for the real world when they graduate. In addition to assisting recent graduates in securing employment, this also benefits the Belt and Road economies and China's economy. Together with local companies, vocational schools may create a curriculum that meets the needs of the community, giving students more marketable skills. An increase in the workforce for Belt and Road activities is the consequence of this method's simplification of the transition from education to work.

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