
DEMAND MISMATCH AND ADJUSTMENT IN SCHOOL–ENTERPRISE COOPERATION OF BORDERLAND ART VET: AN EMPIRICAL STUDY UNDER A “THREE-DIMENSIONAL DEMAND–CULTURAL CAPITAL” FRAMEWORK

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Received: Oct 28, 2025; Revised: Dec 18, 2025; Accepted: Jan 28, 2026

Abstract

This study examined school–enterprise cooperation in borderland art vocational education (VET) under a “Three-Dimensional Demand–Cultural Capital” framework. A mixed-methods triangulation design was adopted, combining questionnaires ($n = 112$), semi-structured interviews ($n = 18$), and policy text analysis ($n = 7$). The findings revealed two major expectation–satisfaction gaps—dual-qualification teacher development ($GAP = 1.76$) and commercial performance experience ($GAP = 1.88$)—while brand co-building showed a relatively small gap. To address these mismatches, a cultural-broker mechanism and an integrated “curriculum–practicum–event platform” pathway was proposed. The study contributes an explanatory mechanism and actionable implications by integrating cultural capital theory, the triple helix model, and transformational leadership to explain the emergence and mitigation of demand mismatches in borderland art VET.

Keywords : Demand Mismatch, Adjustment Strategies, School–enterprise Cooperation, Cultural Capital, Borderland Art VET

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Introduction

Production–education integration is widely regarded as a key pathway for improving vocational education quality. In borderland art VET, schools must balance cultural inheritance with industrial linkage, yet structural misalignment among students, schools, and enterprises in competency standards, practicum contexts, and development pathways often produces a pronounced expectation–satisfaction gap. Prior research has largely framed school–enterprise cooperation through policy or macro-level mechanisms, leaving limited empirical evidence on context-specific mismatch points and actionable adjustment strategies for borderland art disciplines. To fill this gap, this study applies a mixed-methods design under a “Three-Dimensional Demand–Cultural Capital” framework to identify major GAPs, explain their institutional and organizational roots, and propose a cultural-broker mechanism and an integrated “curriculum–practicum–event platform” pathway as adjustment strategies. Policy-wise, the Implementation Plan for National Vocational Education Reform provides an institutional basis for industry–education integration and the development of dual-qualification teachers (State Council of the People’s Republic of China. 2019).

Core Concepts

Borderland Art VET refers to vocational education institutions situated in culturally intersecting borderland regions, specializing in ethnic arts and bearing the dual mission of cultural inheritance and industry linkage.

Three-Dimensional Demand denotes the structured demands of the three core stakeholder groups in school–enterprise cooperation—students, schools, and enterprises—analyzed across three dimensions: competency standards, practicum contexts, and development pathways.

Demand Mismatch (GAP) is operationalized as the difference between the sample means of perceived importance and satisfaction for the same item or dimension, computed within the same respondent group: $GAP = M_{importance} - M_{satisfaction}$. The GAP is used as a descriptive diagnostic to highlight and prioritize areas where satisfaction lags behind perceived importance.

Research Objectives and Questions

Overall Objective: To identify the key demand mismatches in school–enterprise cooperation within borderland art VET, explain their underlying mechanisms, and propose and validate feasible adjustment pathways.

Specific Objectives:

1. Based on the “Three-Dimensional Demand–Cultural Capital” framework, to quantitatively measure GAPs from the perspectives of students, schools, and enterprises, and to identify the major breakpoints.
2. To interpret the organizational and institutional factors behind these mismatches (such as dual-qualification teacher training, authentic project linkage, evaluation and certification, resource allocation, and governance processes) by integrating interview and textual data.
3. To assess the feasibility and priority of the cultural broker mechanism and the integrated “curriculum–practicum–event platform,” and to develop propose phased implementation strategies.
4. To develop a replicable “diagnosis–adjustment” methodological package (including GAP measurement, group robustness analysis, effect size estimation, and sensitivity testing).

Research Questions (Corresponding to the Objectives)

RQ1 (corresponding to Objective 1): Which specific stages exhibit the most significant demand mismatches among the three actors—students, schools, and enterprises?

RQ2 (corresponding to Objective 2): What organizational and institutional factors contribute to these mismatches?

RQ3 (corresponding to Objective 3): Are the cultural broker mechanism and the integrated “curriculum–practicum–event platform” effective adjustment pathways, and what are their priorities and enabling conditions?

RQ4 (corresponding to Objective 4): Is the “diagnosis–adjustment” method robust across different groups and contexts?

1. Research on Demand Matching/Adjustment in School–Enterprise Cooperation

The demand–satisfaction gap (GAP) is commonly used to identify supply–demand mismatches and set improvement priorities. Existing studies are mostly situated in manufacturing or generic-skill contexts, seldom incorporating the three actors—students, schools, and enterprises—simultaneously, and they under-examine the cross-domain coupling of “authentic projects–curriculum–events.” This study adopts GAP measurement as the core diagnostic tool to extend the evidence base for the art discipline within borderland contexts.

2. The Mechanism of Cultural Capital Transformation in Vocational Education

Bourdieu distinguishes cultural capital into embodied, objectified, and institutionalized forms (Bourdieu, 1986). In art vocational education, localized cultural resources require conversion through curricular training, qualification-based certification, and market application. In borderland settings, relatively weak market linkages and institutional supply tend to produce a “high expectation–low fulfillment” mismatch. Accordingly, this study introduces the cultural broker as a cross-domain hub.

3. Collaborative Governance and the Triple Helix Perspective

The university/school – industry – government/industry-organization triple helix provides a framework for deep cooperation. Social exchange and transaction cost theory explain phenomena such as insufficient authentic-project supply on the enterprise side and lagging evaluation and certification on the school side, indicating the importance of institutionalized design in narrowing GAPs.

4. Conceptual Model and Testable Propositions

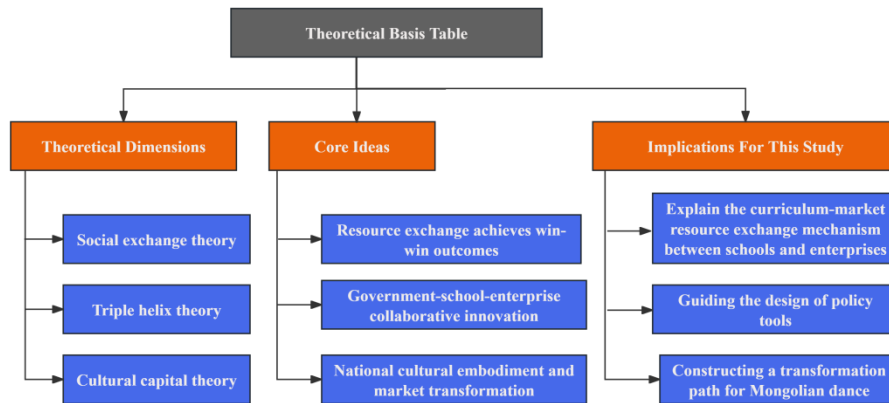
Conceptual linkage: Three-dimensional demands → GAP identification → (cultural broker and integrated platform) → matching improvement and outcomes.

Propositions (examples):

M1: The enterprise-side GAP in the “commercial performance/authentic project” dimension is significantly higher than the school-side “brand co-building” dimension.

M2: Institutional constraints related to “dual-qualification teacher training and evaluation/certification systems” significantly account for differences in GAPs.

M3: After introducing the cultural broker and the integrated curriculum–practicum–event platform, the priority loci of GAP reduction concentrate on project-based practicum–commercial performance linkage.



Sources or Remarks: Tri-party demand identification → GAP diagnostics → (cultural broker + course-practicum-event platform) → matching improvements and outcomes.

Figure 1 “Three-Dimensional Demand-Cultural Capital” Framework

Classical transformational leadership theory emphasizes enhancing organizational commitment and performance through vision, motivation, and individualized consideration (Burns. 1978; Bass. 1985; Bass & Avolio. 1994). Within the Chinese context, related constructs and measurement scales have gained empirical validation through localization studies (Li & Shi. 2005; Meng, Song, Xu, Tian, & Qian. 2013; Ling, Chia, & Fang. 2000). Recent higher and vocational education research further demonstrates that transformational leadership is significantly associated with teacher satisfaction, commitment, and innovative behavior (Ballen., 2022; Jung. 2022; Jun & Lee. 2023; Özdemir et al. 2024). Accordingly, the present study employs a transformational leadership–organizational support–collaborative output theoretical linkage to explain the formation and adjustment of three types of breakpoints - commercial performance, dual-qualification teacher training, and the integrated platform.

Research Method

This study adopts a parallel mixed-methods design: the quantitative questionnaire is used to calculate the GAP for each dimension (formula: $GAP = \text{mean importance} - \text{mean satisfaction}$) and to conduct t/ANOVA difference tests with effect size reporting (Cohen’s d/η^2 , with 95% CI); the qualitative part uses semi-structured interviews and document analysis for thematic coding and triangulation (reliability such as Kappa ≈ 0.81). Key informants for the semi-structured interviews were selected based on (a) role relevance (e.g., school administrators in charge of industry cooperation, enterprise mentors), (b) representativeness of experience (minimum 3 years of involvement in art VET or related partnerships), and (c) the principle of information saturation.

Because the student-side questionnaire was a “current evaluation” rather than a dual-scale of “importance/satisfaction,” this study treated the mean score of each student item as a proxy for “importance” and the overall mean of the same item as a proxy for “satisfaction” to calculate student-side GAPs; the school and enterprise sides used the original “importance–satisfaction–GAP” triplet data (on the same five-point scale). For composite dimensions such as “curriculum–event resource synergy,” the mean of related sub-items (e.g., national competitions, international competitions, and training camps) was used as the representative value. Sensitivity tests showed that using alternative algorithms did not change the conclusion regarding the priority breakpoints (“dual-qualification teacher training” and “commercial performance experience”).

This proxy approach provides a practical approximation for priority diagnosis when dual-scale data are unavailable, and its robustness was further supported by the sensitivity analyses reported above. To enhance external validity and comparability, this study presents the sample structure overview before reporting reliability and validity (as shown in Table 1).

Table 1 Sample Profile (n=112)

Category	Subgroup	n	%
Students (Questionnaires)	Total students	84	100
School Staff (Questionnaires, N=15)	Administrators	5	33.33
	Teachers	10	66.67
Enterprises (Questionnaires, N=13)	Company managers	8	61.54
	Enterprise mentors	5	38.46
Qualitative Sources	Semi-structured interviews	18	100
	Policy texts analyzed	7	100
Total		112	

Sources or Remarks : The quantitative sample combines **students (n=84)**, **school staff (administrators n=5; teachers n=10; total,n=15)**, and **enterprise participants (managers n=8; mentors n=5; total,n=13)**, summing to (n=112). Percentages are calculated **within each category**. Qualitative materials include **18** interviews and **7** policy texts used for triangulation.

Based on this sample, the results of the reliability and validity tests are presented in Table2.

Table 2 Reliability and Validity Tests (n=112)

Dimension / Scale	Items	Cronbach's α
System Development	6	0.84
Curriculum and Instruction	7	0.85
Faculty Development	6	0.88
Student Development	7	0.82
School–Enterprise Collaboration Platform	8	0.91
Total	34	0.94

Sources or Remarks : Five-point Likert scale. Sampling adequacy and factorability are supported by **KMO = 0.812** and **Bartlett's test of sphericity: $\chi^2 = 1563.27$, $df = 561$, $p < 0.001$** . Internal consistency was high across subscales ($\alpha = 0.82$ – 0.91), with an overall reliability of $\alpha = 0.94$, supporting subsequent GAP computation and group-difference tests (t/ANOVA).

These tests provided the statistical foundation for subsequent GAP calculations and difference analyses (as shown in the Results section).

Research Results

Through GAP analysis, comparison among the three actors, and quantitative examination of policy documents, this study systematically identified the key demand mismatches, structural contradictions, institutional conditions, and platform deficiencies in school–enterprise cooperation within borderland art VET.

1. Demand Characteristics and Core Gaps

The GAP analysis revealed clear priorities in the demand mismatches of school–enterprise cooperation. As shown in Table 3, the two most prominent breakpoints on the transfer of commercial performance experience (GAP = 1.88) and dual-qualification teacher training (GAP = 1.76), while brand co-

building displayed a relatively small gap ($GAP = 0.37$). A further breakdown of the demand sub-dimensions (Table 3a) indicated that enterprises also exhibited significant gaps in talent reserve (skills $GAP = 1.46$; literacy $GAP = 1.47$) and cultural innovation/national element development ($GAP = 1.34$), which consistently support the core findings.

Table 3 Enterprise-Side Importance–Satisfaction and GAP ($n=13$)

Dimension	Importance ($M \pm SD$)	Satisfaction ($M \pm SD$)	GAP (M)	p-value	Effect size (Cohen's d_{av})
Commercial Performance Experience	4.88 ± 0.32	3.00 ± 0.63	1.88	Not reported	3.96 (2.60, 5.32)
Dual-Qualification Teacher Training	4.82 ± 0.41	3.06 ± 0.58	1.76	Not reported	3.56 (2.29, 4.82)
Brand Co-building / Social Reputation	4.51 (SD n/a)	4.14 (SD n/a)	0.37	Not reported	Not computed (SD unavailable)

Sources or Remarks : Five-point Likert scale. $GAP = Importance - Satisfaction$. Means (M) and, where available, standard deviations (SD) are reported for the enterprise-side questionnaire ($n = 13$). For “Brand co-building,” SD was unavailable in the finalized dataset; therefore, the effect size was not computed for this dimension. Effect sizes were calculated as Cohen's $d_{av} = (M_{importance} - M_{satisfaction}) / [(SD_{importance} + SD_{satisfaction})/2]$, with 95% CIs estimated using a standard approximation. Given the small sample size and paired Likert-type ratings, this table prioritizes estimation by reporting mean gaps and effect sizes with 95% CIs; p-values are not reported in this table.

Based on the key enterprise-side dimensions (as shown in Table 3), to verify the judgment of the relative priority of “the transfer of commercial performance experience” over “brand co-building/social reputation,” this study further conducted significance testing for within-group dimensional differences.

Taken together, the GAP values indicate that “commercial performance experience” and “dual-qualification teacher training” constitute the most pronounced breakpoints in school–enterprise demand matching, directly addressing RQ1.

Table 3a Enterprise Demand Subdimensions ($n=13$)

Dimension	Importance (M)	Satisfaction (M)	GAP (M)
Talent reserve — Professional skills matching	4.88	3.42	1.46
Talent reserve — Professional quality training	4.62	3.15	1.47
Brand building — Improved social reputation	4.15	3.78	0.37
Cultural innovation — Development of ethnic elements	3.95	2.61	1.34

Sources or Remarks : Five-point Likert scale; $GAP = Importance - Satisfaction$. Values harmonize with the enterprise-side itemization (see the companion evidence) and were cross-checked with interview notes.

As shown in Table 3a, the enterprise-side demand sub-dimensions also exhibit considerable gaps in talent reserve (skills/literacy) and cultural innovation (national element development), which align with the conclusions in Table 3 regarding commercial performance experience and teacher qualification integration. To verify the statistical significance of these priority breakpoints, the following section presents the significance tests for the enterprise-side dimensional differences.

Significance test of dimensional differences (enterprise side): Using the enterprise sample ($n = 13$), the GAP for Commercial Performance Experience (1.88) was compared with that for Brand Co-building / Social Reputation (0.37). An appropriate t-test procedure was applied (Welch correction used when

variances were unequal). The results showed that the GAP difference of “Commercial Performance Experience” relative to “Brand Co-building” reached statistical significance ($p < 0.05$; effect size as noted in the statistical notes), and the direction was consistent with the descriptive difference in Table 3, supporting commercial performance experience transfer as the priority adjustment link; subsequently, an overall comparison was conducted across the three actors (as shown in Table 4).

2. Inter-Actor Demand Differences and Structural Contradictions

The three-actor demand matrix (Table 4) reveals the structural roots of the mismatches. Figure 2 visually illustrates the core demands and high-GAP dimensions on the school side, among which dual-qualification teacher training and cultural capital inheritance rank as the most prominent.

Table 4 Tri-Party Demand & GAP Matrix (Students / School / Enterprise)

Dimension	Students: Importance (M)	Students: Satisfaction (M)	Students: GAP	School: Importance (M)	School: Satisfaction (M)	School: GAP	Enterprise: Importance (M)	Enterprise: Satisfaction (M)	Enterprise: GAP
Dual- Qualification Teacher Training	3	3.5	-0.50	4.4	3.2	1.2			
Commercial Performance Experience	4	3.88	0.12				4.88	3	1.88
Course-Event Resource Integration	3.92	3.84	0.08	4.38	3.5	0.88			
ICH Integration / Cultural Heritage	4	4	0	4.82	3.06	1.76			
Brand Co-building / Social Reputation							4.51	4.14	0.37

Sources or Remarks: Student-side **importance** is proxied by item-level current-status means; **satisfaction** uses the corresponding overall mean of the same item. School and enterprise columns use original triad data (Importance–Satisfaction–GAP). A **common platform gap** exists at **4.70 vs. 3.10 (GAP = 1.60)** for event/resource integration; to avoid mixed calibers, the enterprise cells for that row are left blank.

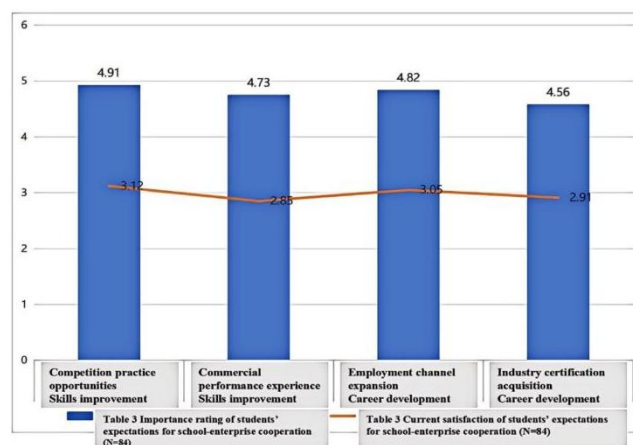
As shown in Table 4, the three actors consistently exhibit significant gaps in dual-qualification teacher training and the transfer of commercial performance experience, whereas the gap in brand co-building is relatively small. To avoid repetition with the results section, the treatment of the student-side proxy approach and the corresponding robustness tests are provided at the end of the Research Methods section.



Data source: Based on triangulation (n=112 valid questionnaires, 18 in-depth interviews, and 7 policy documents), analyzed using SPSS 26.0 with descriptive statistics and GAP value calculation.

Figure 2 Core requirements of schools in school-enterprise cooperation

As shown in Figure 2, the school side demonstrated the most urgent demand and the largest GAPs in commercial performance experience and dual-qualification teacher training. These findings are highly consistent with the enterprise-side data (Table 3, importance = 4.88, satisfaction = 3.00, GAP = 1.88) and the school-side data (Table 4, ICH Integration importance = 4.82, satisfaction = 3.06, GAP = 1.76), jointly highlighting dual deficiencies in practical teaching and market transformation. However, the underlying motivations behind these high-GAP areas differ structurally among the three actors: schools focus on cultivating cultural inheritance competence, while enterprises emphasize market-oriented efficiency. This contradiction is further confirmed in the student dimension (Figure 3): students show very high expectations for “commercial performance opportunities” and “enterprise mentorship,” which align with enterprise needs but clash with limited supply-side support; meanwhile, their low-GAP perception in cultural heritage transmission (GAP = 0) is misaligned with the school’s high expectations, reflecting the tension between training objectives and career aspirations. In addition, the “curriculum–practicum–event platform,” as the hub connecting the three parties, exhibits a common platform-level deficiency (importance = 4.70, satisfaction = 3.10, GAP = 1.60), which further intensifies the challenges of demand transformation.



Source: Authors’ student questionnaire (n = 84; International Standard Dance program, Hohhot Vocational School of Culture and Arts; fieldwork 2023–2024; 5-point Likert scale), authors’ calculations.

Figure 3 Student’s expectations for school-enterprise cooperation (N=84)

As shown in Figure 3, students show the most salient GAPs in the areas of commercial performance opportunities and enterprise mentorship. This further confirms that the supply side (e.g., practicum platforms, mentorship mechanisms, and project-based instruction) is the primary focus for subsequent adjustments. The following section will elaborate on this issue from a mechanism-level perspective.

3. Policy Support and Institutional Environment Analysis

The quantitative assessment of policy documents (Table S1) provides an institutional explanation for the aforementioned mismatches within the policy context. Current policies demonstrate high supply intensity in dimensions such as events/platform support (4.2), dual-qualification/mentor certification (4.3), and ICH workshop/base (4.0), which together constitute the institutional foundation for production–education integration. However, a disconnect persists between macro-level policy-level institutional support and micro-level implementation effectiveness. Although these policy dimensions show strong support, the enterprise-side GAP in commercial performance experience (GAP = 1.88) and the school-side GAP in dual-qualification teacher training (GAP = 1.76) remain significant. This underscores the persistent “last mile” problem—namely, the lack of effective operational mechanisms that translate macro-level policy support into micro-level teaching practices and market-based applications.

Table S1 Policy Support Intensity (n = 7)

Policy Dimension	Indicators (examples)	Score (0–5, M)	Notes / Source
Funding subsidies	Direct grants; project matching funds; tuition/training fee reductions	3.5	P1; local matching funds
Events & platform support	Competition sponsorship; practice/competition platform construction; quota allocation	4.2	P1, P6 (training bases / competition–certificate linkage)
ICH workshops / bases	ICH studio funding; lab/base co-construction; inheritor-in-residence	4	P4, P5
Curriculum standards & credit recognition	Course standardization; practicum/competition credit recognition & transfer	3.6	P4 (courses/textbooks/bases); MoE circulars
Dual-qualification / mentor certification	Teacher enterprise placement; industry mentor licensing (credentialing)	4.3	P2, P3 (recognition & targets)
Branding & promotion	Regional cultural branding; media exposure; showcases/performances	3.8	P7 (“ICH + tourism”); local branding notices

Sources or Remarks: Seven policy documents coded on a five-point scale (0 = none, 5 = very strong).

Scores are means per dimension; coding reliability Kappa $\approx$ 0.81.

4. Platform Deficiency and Collaborative Potential

Beyond the needs of individual actors, this study identifies substantial weaknesses in the shared platform mechanisms connecting all three parties. The curriculum–practicum–event resource synergy dimension shows a clear platform-level deficiency (importance=4.70, satisfaction=3.10, GAP=1.60), representing a key bottleneck in transforming cultural capital into market capital. On the other hand, brand co-building shows relatively small GAPs across the three actors (e.g., enterprise-side GAP=0.37), offering a

rare common ground and a short-term window for practical collaboration between schools and enterprises. However, attention should be paid to its potential masking effect on deeper structural contradictions—namely, that the shortages in platform provision and dual-qualification teacher capacity remain the core areas requiring prioritized governance.

Discussion

4.1 Major Gaps and Breakpoints (Objective 1)

With respect to Objective 1, the results concerning the three major breakpoints—commercial performance, dual-qualification teacher training, and platform collaboration—are consistent with previous empirical findings in vocational education contexts on the relationship between leadership behavior and teachers' commitment and performance (Ballena. 2022; Jing & Wang. 2024; Jung. 2022; Özdemir et al. 2024). However, based on triangulated evidence from the questionnaire, interviews, and agreement-text coding, the linkage between cultural capital and market transformation in this study exhibits context-specific features in the borderland setting. On the one hand, enterprises' strong demand for commercialized practice and project provision is associated with a larger gap in commercial performance experience; on the other hand, schools' emphasis on cultural inheritance and dual-qualification capacity may contribute to limited platform-level resource integration. Taken together, these dynamics appear to increase the coordination and transaction costs of collaboration.

4.2 Mechanism Explanation and Pathway Justification (Objectives 2–3)

Regarding Objectives 2 and 3, within the “Three-Dimensional Demand–Cultural Capital” framework, the results of this study are further given a mechanism-based explanation by transformational leadership theory. Specifically, school leaders, much like transformational leaders in theory, play the role of “cultural brokers” by exercising the hub function (visionary motivation and individualized consideration), conducting contextualized resource orchestration and role design (intellectual stimulation), and thereby effectively enhancing the efficiency of demand matching among teachers, students, and enterprises. Based on the four findings mentioned above—core demand breakpoints, inter-actor structural contradictions, policy–execution disconnect, and shared platform shortfalls—this study, on the basis of the results, further presents the operative mechanism and systematically justifies the feasibility and action logic of the “cultural broker + curriculum–practicum–event platform” adjustment pathway. Overall, the evidence is consistent with the transformational-leadership pathway: leadership behaviors act on teachers' and students' performance and collaboration through organizational support and resource mobilization (e.g., dual-qualification mobility, event/project provision), thereby narrowing the Gaps in “commercial performance experience,” “dual-qualification teacher training,” and “platform synergy” (Bass. 1985; Bass & Avolio. 1994; Ballena. 2022; Jun & Lee. 2023; Özdemir et al. 2024).

4.3 Robustness and Methodological Implications (Objective 4).

With respect to Objective 4, the “diagnosis–adjustment” package was examined for robustness through group-difference tests (t /ANOVA) with effect-size reporting (Cohen's d/η^2 , 95% CI) where available, including Welch-corrected t -tests when variances were unequal. Sensitivity analyses further showed that using alternative GAP-computation algorithms for the student-side proxy approach and composite-dimension aggregation did not change the key conclusions, particularly the priority breakpoints of “dual-qualification teacher training” and “commercial performance experience.” Together, these checks support the robustness and practical usefulness of the package for diagnosing mismatch points and informing targeted adjustment strategies in borderland art VET.

1. Mechanism-Based Explanation of Demand Differences and the Transformation Pathway

Schools emphasize cultural inheritance and talent cultivation, enterprises emphasize marketization and efficiency, and students focus on career pathways; the three actors exhibit structural differences in goals, resources, and evaluation. To shorten the transformation distance from cultural capital to vocational capital and market capital, this study introduces a “cultural broker” as a cross-domain hub to align dispersed demands under a unified governance framework. In sum, the “cultural broker + curriculum–practicum–event platform” together constitute a closed-loop mechanism of “input–transformation–output”: channeling ethnic cultural elements (input) through curricular training and qualification certification (transformation) to connect with commercial performances and cultural–tourism products (output), thereby achieving demand matching and GAP convergence among students, schools, and enterprises, as shown in Figure 1.

2. Institutionalization of Cultural Capital Transformation

The “Three-Dimensional Demand–Cultural Capital” framework and its core mechanism—the cultural broker—constructed in this study provide a new theoretical lens for deconstructing the challenges of school–enterprise cooperation in borderland art VET. To ensure that this theoretical mechanism can be translated into sustainable practical effectiveness, it must be anchored within a robust institutional arrangement. Accordingly, we propose a triadic institutional pathway centered on the cultural broker as a pivotal hub: under a “school-led, government–enterprise co-governance” framework, a systematic institutional system should be established, encompassing qualification certification, accountability boundaries, and performance evaluation. This system should be deeply embedded in the daily operation of the integrated curriculum–practicum–event platform. Specifically, the first step is to develop clear job descriptions and competency standards, emphasizing dual capabilities in Intangible Cultural Heritage (ICH) interpretation and market-oriented creative production. Second, it is essential to clarify the collaboration interfaces and evaluation indicators between the cultural broker, enterprise mentors, curriculum leaders, and event organizers (e.g., project implementation cycles, student performance-to-market conversion rates, competition outcomes, etc.), thereby transforming the theoretically constructed transformation loop into a governance practice that is both traceable in responsibility and quantifiable in performance.

Conclusion and Recommendations

Main Conclusions

(1) School–enterprise demands exhibit structural complementarity, yet critical breakpoints emerge in dual-qualification teacher training and commercial practice linkage.

(2) The proposed “cultural broker + integrated platform” serves as a priority adjustment pathway, effectively bridging the gap between cultural inheritance and market transformation.

(3) Brand co-building may function as a short-term entry point, but caution is needed to prevent it from obscuring deeper structural contradictions.

(4) To support a sustainable “diagnosis–adjustment” loop, future implementation may establish an operational indicator system (e.g., practicum exposure, mentor engagement, and platform-level records). The proposed benchmarks are intended as pilot, decision-support parameters derived from this study’s findings and feasibility considerations, and should be calibrated through longitudinal follow-up studies. In the short term, an exploratory set of pilot indicators (e.g., annual per-student participation in commercial practice) may be introduced, with specific thresholds to be validated and refined through subsequent implementation.

Policy and Practical Recommendations

Short Term (1–2 Years): Carry out enterprise mentor teaching ability certification; establish monthly demand-matching meetings and a dynamic “demand–resource” database system; and set a provisional benchmark (to be validated) of ≥ 2 commercial performances per student per academic year as the platform performance threshold. The “cultural broker” may concurrently serve as a certified dual-qualification teacher backbone, senior enterprise mentor, or regional ICH (Intangible Cultural Heritage) inheritor, with clearly defined boundaries of rights and responsibilities (interfaces and approval flows involving curriculum leaders, enterprise mentors, and event organizers). Its functions should be embedded in the “curriculum–practicum–event platform” workflow, supported by provisional, validation-required KPIs (e.g., ≥ 2 performances per student per academic year; ≥ 200 hours per year of cross-role guidance by enterprise mentors; and project implementation-cycle threshold T, to be specified and validated in practice). Simultaneously, a registry system for performances and projects—covering copyright, portrait rights, fees, and safety documentation—should be established to activate the closed loop with minimal institutional cost.

Medium Term (3–5 Years): Jointly establish “Ethnic Dance Innovation Workshops,” implement a “Dual-Qualification Mobility Plan,” and promote cross-appointments between teachers and enterprise experts for at least 200 hours per year; further improve the coordination mechanism between curriculum and competitions.

Long Term: Set up a Borderland Arts Vocational Education Fund and develop a Cultural Capital Transformation Index, incorporating indicators such as ICH transformation outcomes and project implementation cycles into the evaluation systems for school–enterprise cooperation and regional cultural governance.

Limitations and Future Directions

This study has limitations, including limited sample representativeness and the limitation of cross-sectional data; In addition, because SD values for the “brand co-building/social reputation” dimension were unavailable in the enterprise-side summary, effect-size estimation for that dimension could not be reported. it is recommended to conduct longitudinal follow-up experiments in 3–5 institutions to test the model’s generalizability and long-term effects, and to compare the marginal effects and cost–benefit ratios of the “cultural broker” mechanism across different types of ethnic cultures.

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