Research on the Factors Affecting the Quality of Cross-Border E-Commerce Talent Cultivation and Optimization Strategies of Guangxi University of Finance and Economics

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Abstract

Currently, universities in China urgently need to improve the quality of talent cultivation to meet the rapid development of the cross-border e-commerce industry. In this context, the authors used a questionnaire survey to investigate the current situation of cross-border e-commerce talent cultivation in Guangxi University of Finance and Economics. Based on the descriptive statistical analysis of the obtained data, this paper summarizes the main factors that affect the quality of cross-border e-commerce talent cultivation in the university, and proposes optimization strategies to improve the quality of cross-border e-commerce talent cultivation from seven dimensions: the talent cultivation goals, the construction of teaching staff, curriculum settings, teaching methods, teaching contents, assessment methods, and school-enterprise cooperation, which can provide reference for other universities in this field.

Keywords: *cross-border e-commerce, Guangxi University of Finance and Economics, talent cultivation*

1. Introduction

The development of cross-border e-commerce majors in China is very rapid but there is a mismatch between the demand for talented people from enterprises and the cultivation and supply of talents from universities. Lian Yuanqiang (2021) pointed out that there was a mismatch in China's current cross-border e-commerce talent supply, which has developed from quantity to quality. According to the data released by the Ministry of Commerce of China in October 2021 in the 14th Five Year Plan for E-commerce Development, the number of relevant employees in the e-commerce field in China will reach 70 million by 2025. In the next three years, it is expected that the e-commerce talent gap in China will reach 9.85 million, including 4.5 million cross-border e-commerce talent gaps.

Located in southwest China, Guangxi Zhuang Autonomous Region is a minority region with relatively backward economic and social development compared to other provinces. Cross-border e-commerce education in Guangxi is also correspondingly later than that in other developed provinces.

Most universities have not yet established a systematic and complete cross-border e-commerce talent cultivation model (Lian, 2021). The quantity and quality of talent cultivation cannot meet the requirements of cross-border e-commerce enterprises.

Guangxi University of Finance and Economics is located in Nanning, the capital of Guangxi Zhuang Autonomous Region. The university was founded in 1960 and has three campuses: Xiangsihu Campus, Mingxiu Campus, and Wuming Campus. There are 15 colleges and 59 undergraduate majors. As of June 2022, the university had a total of 1,764 faculty members and 21,989 students. The university started cross-border e-commerce education in 2014 and this gradually improved. At present, a cross-border e-commerce department has been established, with a large number of full-time cross-border e-commerce teachers. This was established earlier than other universities in Guangxi and has good representativeness. The cross-border e-commerce department has a total of 124 staff (116 cross-border e-commerce course teachers and 8 administrative personnel) and 1,021 students, divided into four grades. Compared to other similar universities, this university has a larger number of cross-border e-commerce teachers and students, which is conducive to the development of this study. The university has been collaborating with cross-border e-commerce enterprises on cross-border e-commerce training projects for many years, and has also cooperated with other universities for many years. The university has good representativeness in terms of cross-border e-commerce curriculum design, teacher team construction, assessment and evaluation, and cross-border e-commerce university enterprise cooperation.

Regarding the current situation of talent cultivation in universities, Zheng and Zhao (2020) and Sun and Wang (2018) among others believe that cross-border e-commerce in China currently requires versatile talents, and the quality of talent cultivation in universities deviates from the actual market demand. Hu and Zhang (2021) proposed that the ability composition of cross-border e-commerce talents has evolved from mastering the basic skills of operating cross-border e-commerce platforms to being familiar with relevant laws and policies in the sales market, and using the latest online sales models.

For the model of cultivating cross-border e-commerce talents, Lian (2021) analyzed the cross-border e-commerce majors in applied universities and proposed a dynamic teaching method and a multi-pronged cultivation method of practical teaching. Meanwhile, Cao (2019) believes that the cross-border e-commerce curriculum system should follow the path from orientation to comprehensiveness and ultimately to modularity, guiding students to build internet thinking and embark on the development path of the e-commerce industry.

Regarding the cultivation of cross-border e-commerce talents in Guangxi universities, You and Liu (2020) pointed out that the cultivation of cross-border e-commerce talents in Guangxi universities faces the critical problem of insufficient teaching staff, and suggested increasing cooperation with regions with earlier cross-border e-commerce development such as Guangdong Province. Su (2020) proposed that Guangxi universities have the advantage of non-universal languages and should increase the training direction of foreign languages and internationalization. Other scholars have proposed different perspectives on curriculum design, school enterprise cooperation, and modular teaching. However, current research lacks in-depth research on representative universities for cross-border e-commerce talent cultivation in Guangxi.

This study is based on stakeholder theory and conducts a correlation study on the current situation of cross-border e-commerce talent cultivation at Guangxi University of Finance and Economics. This is intended to provide reference for the development of other universities in Guangxi that involve cross-border e-commerce talent cultivation.

2. Research Objectives and Methods

2.1. Research Objectives

The research objectives of this paper are, first, to analyze the main factors that affect the quality of cross-border e-commerce talent cultivation at Guangxi University of Finance and Economics and, second, to propose an optimization strategy to improve the quality of cross-border e-commerce talent cultivation.

2.2. Research Methods

This study conducted an electronic questionnaire survey on cross-border e-commerce teachers and students of Guangxi University of Finance and Economics in a randomly selected manner. Then descriptive statistical analysis was conducted using the questionnaire data.

2.2.1. Population

The population of this study is cross-border e-commerce teachers and students majoring in cross-border e-commerce at Guangxi University of Finance and Economics. According to the official website of Guangxi University of Finance and Economics, as of June 2022, the Department of Cross border E-commerce has a total of 124 staff (116 teachers and 8 administrative personnel) and 1,021 students (four grades) majoring in Cross border E-commerce.

2.2.2. Sample Group

The research was conducted using a random sampling method. This involved a sample size of 100 teachers and 300 students, based on Krejcie and Morgan (1970). The researchers distributed a total of 100 teacher questionnaires in June 2022, with a recovery rate of 100% and a valid rate of 100%. A total of 300 student questionnaires were distributed, and 298 were collected, with a recovery rate of 99.3%. There were 296 valid questionnaires, with an effective rate of 98.7%.

Based on existing research, researchers have identified seven dimensions that affect the quality of cross-border e-commerce talent cultivation at Guangxi University of Finance and Economics: the talent cultivation goals, the construction of teacher staff, curriculum settings, teaching methods, teaching content, assessment methods, and school enterprise cooperation. On this basis, a Questionnaire on Cross Border E-Commerce Talent Culture of Guangxi University of Finance and Economics was prepared, and reliability and validity analyses were conducted using statistical analysis software.

The Cronbach's α values range from 0.794-0.935 (teachers) and 0.788-0.931 (students), both greater than 0.7. The overall reliability of the questionnaire is 0.931 (teachers) and 0.864 (students), indicating that each dimension of the questionnaire has good reliability (see Tables 1 and 2).

The validity test results show that the KMO value of the teacher questionnaire is 0.910, and the value of the student questionnaire is 0.876, and the Bartlett Sphericity significance test passed.

Table 1: Reliability Analysis Results of Teachers' Questionnaire

Dimension	Questions	Cronbach's α
Talent Cultivation Goals	4	0.853
The Construction of Teaching Staff	3	0.893
Curriculum Settings	4	0.817
Teaching Contents	3	0.794
Teaching Methods	4	0.826
Assessment Methods	4	0.914
School-enterprise Cooperation	3	0.935
Total	25	0.97

The Cronbach's α coefficient of teacher structure, talent training goals, curriculum settings, teaching methods, teaching content, assessment and evaluation, and school-enterprise cooperation are greater than 0.7.

Table 2: Reliability Analysis Results of Students' Questionnaire

Dimension	Questions	Cronbach's α
Talent Cultivation Goals	3	0.798
The Construction of Teaching Staff	3	0.912
Curriculum Setting	3	0.863
Teaching Contents	4	0.788
Teaching Methods	4	0.931
Assessment Methods	3	0.892
School-enterprise cooperation	3	0.879
Total	23	0.98

The Cronbach's α coefficient value of 7 dimensions such as teacher structure and talent training goal are 0.788-0.931, all of which are greater than 0.7.

3. Data Analysis

The reliability analysis of the Cronbach's α of the dimensions of the questionnaire is as shown in Table 3.

Dimensions with higher scores are teaching methods, teaching content, and school enterprise cooperation, with scores of 4.27, 4.12 and 4.09. The lowest score for evaluation is 3.35. It can also be seen that the lowest scoring areas are talent cultivation goals, the construction of teacher staff and assessment methods. This also indicates priorities for future efforts.

Table 3: Mean Rankings from Teachers' Questionnaires

Dimension	N	Min	Max	Mean	SD
Talent Cultivation Goals	100	1	5	3. 92	0.93
The Construction of Teacher Staff	100	1	5	3.82	0.92
Curriculum Settings	100	1	5	3.55	0.91
Teaching Contents	100	1	5	4. 12	0.96
Teaching Methods	100	1	5	4. 27	0.98
Assessment Methods	100	1	5	3.35	0.89
School-enterprise Co-operation	100	1	5	4.09	0.95

As can be seen from Table 3, in the view of students, "school enterprise cooperation" and "teaching methods" are currently doing better, with average values of 4.23 and 4.02. "Teaching content" and "current settings" are closely following. The lowest score is for "assessment methods", which is 3.46. This echoes teachers' evaluation of this aspect, which should become an important area for future activity.

Table 4: Mean Rankings from Students' Questionnaires

Dimension	N	Min	Max	Mean	SD
Talent Cultivation Goals	296	1	5	3.56	0.92
The Construction of Teacher Staff	296	1	5	3.78	0.99
Curriculum Settings	296	1	5	3.87	1.02
Teaching Contents	296	1	5	3.89	1.04
Teaching Methods	296	1	5	4.02	1.03
Assessment Methods	296	1	5	4.02	1.03
School-enterprise Co-operation	296	1	5	3.46	1.09

From Table 5, it can be seen that teachers have a high degree of recognition for using modern information technology to improve teaching quality (Q3), and have reached a good consensus on the formulation of talent cultivation goals (Q17). In terms of school-enterprise cooperation (Q26), more efforts should be made to improve it.

Table 5: Overall Descriptive Statistics of Teachers' Questionnaire

Dimension	N	Min	Max	Mean	SD
Q1 I can clearly and completely understand the talent training goals of this major.	100	1	5	3.67	0.94
Q2 The goal of cross-border e-commerce talent training is consistent with the actual demand for talents in society.	100	1	5	3.80	0.99
Q3 The formulation of cross-border e-commerce talent training goals requires the coordination of schools, governments, enterprises and other parties.	100	1	5	4.25	1.01
Q4 The school can provide a good training mechanism.	100	1	5	3.98	0.96
Q5 The school supports cross-border e-commerce teachers to improve their academic qualifications.	100	1	5	3.95	0.98

Q6 The school provides a good opportunity for teachers to enter the practice of cross-border e-commerce enterprises.	100	1	5	4.23	1.02
Q7 The school has a good reward mechanism for high-level teachers.	100	1	5	3.89	1.05
Q8 The current cross-border e-commerce curriculum is reasonable.	100	1	5	3.73	0.92
Q9 The curriculum is arranged in a reasonable order for each grade.	100	1	5	3.25	0.96
Q10 The ratio of theory class to practical class is appropriate.	100	1	5	3.69	1.01
Q11 Cross-border e-commerce course credits and hours are reasonably allocated.	100	1	5	3.87	0.98
Q12 The teaching content completely covers the requirements of the major.	100	1	5	3.66	0.92
Q13 The content of the course closely follows the reality of the development of the cross-border e-commerce industry.	100	1	5	3.71	1.03
Q14 The current teaching method does not need to be optimized.	100	1	5	3.47	1.00
Q15 I was able to teach according to the actual situation of students.	100	1	5	3.68	0.97
Q16 I will design teaching according to the characteristics of the curriculum and teaching objectives.	100	1	5	3.87	0.92
Q17 Modern information technology can effectively improve the quality.	100	1	5	4.26	1.07
Q18 I use modern information technology to assist teaching.	100	1	5	3.45	0.99
Q19 I am proficient in the use of information technology.	100	1	5	3.21	0.93
Q20 I can clearly and completely understand the cross-border e-commerce teacher assessment and evaluation mechanism.	100	1	5	3.84	0.94
Q21 The assessment and training mechanism of cross-border e-commerce teachers is reasonable and perfect.	100	1	5	3.88	0.97
Q22 The assessment and evaluation mechanism of teachers is conducive to the introduction and retention of high-level talents.	100	1	5	3.53	1.04
Q23 The assessment and evaluation mechanism for students is reasonable and perfect.	100	1	5	3.21	1.01
Q24 The assessment and evaluation mechanism of students needs to increase the collaboration of cross-border e-commerce enterprises.	100	1	5	4.23	0.93
Q25 School-enterprise cooperation can effectively promote the training of cross-border e-commerce talents.	100	1	5	3.97	0.99
Q26 The current school-enterprise cooperation mechanism is reasonable and perfect, and does not need to be modified.	100	1	5	3.16	0.94
Q27 School-enterprise cooperation should increase the depth of cooperation and innovation.	100	1	5	3.87	1.01

The researchers counted the average number of items in the student questionnaire. Students who agree with modern information technology will enhance my interest in learning and learning effectiveness (Q15) have the highest score of 4.57 Teachers should consider this feedback from students in terms of teaching methods. The item with the lowest score is the current assessment method is fair and

reasonable (Q18), with a score of 3.31. This indicates that in the view of students, the current assessment method needs to be further optimized (see Table 6).

Table 6: General Description Statistics of Students' Questionnaire

Item	N	Min	Max	Mean	SD
Q1 The goal of talent training is consistent with my employment direction	296	1	5	3.67	1.01
Q2 The goal of human resource training is in line with the needs of society	296	1	5	3.8	0.99
Q3 The formulation of talent training goals requires the coordination of the school, the government and enterprises	296	1	5	4. 25	0.94
Q4 Your cross-border EC course teachers have practical experience in enterprises	296	1	5	3.32	1.03
Q5 Your cross-border e-commerce course teachers have strong ability	296	1	5	3.85	1.04
Q6 Your cross-border EC course teachers include corporate mentors	296	1	5	3.57	0.94
Q7 The current cross-border e-commerce curriculum is reasonable	296	1	5	3.69	0.96
Q8 The curriculum is arranged in a reasonable order for each grade	296	1	5	3.74	1.06
Q9 The ratio of theory class to practical class is appropriate	296	1	5	3.92	1.03
Q10 Cross-border e-commerce course credits and hours are reasonably distributed	296	1	5	3.57	0.95
Q11 teaching content completely covers the requirements of the major	296	1	5	3.49	1.03
Q12 The content of the course is closely related to the reality of the development of the cross-border e-commerce industry	296	1	5	4. 0	1.07
Q13 The teaching content can meet my learning needs	296	1	5	4.25	0.94
Q14 At present, teachers' teaching methods do not need to be optimized	296	1	5	3.36	0.97
Q15Modern information technology will enhance my learning interest and learning efficiency	296	1	5	4.57	1.02
Q16 Teachers use the latest digital technology to assist lessons	296	1	5	3.93	1.05
Q17 Teachers are proficient in the use of modern teaching equipment	296	1	5	3.66	0.96
Q18 The current assessment method is fair and reasonable	296	1	5	3.31	0.92
Q19 The assessment method should be in line with the characteristics of cross-border e-commerce major	296	1	5	4.36	0.99
The Q20 assessment method can increase the collaboration of cross-border e-commerce enterprises	296	1	5	4.25	1.01
Q21 School-enterprise cooperation can effectively promote my professional learning	296	1	5	3.98	0.98
Q22 The current school-enterprise cooperation is reasonable and perfect, and does not need to be modified	296	1	5	3.42	1.03

Q23 School-enterprise cooperation should increase the depth of cooperation and innovation	296	1	5	4.41	0.89

4. Interpretation of Research Results

4.1. Main Factors Affecting the Quality of Cross-border E-commerce Talent Cultivation in Guangxi University of Finance and Economics

Based on data analysis, the researchers summarized the main factors affecting the quality of cross-border e-commerce talent cultivation in Guangxi University of Finance and Economics.

4.1.1. The Formulation of Talent Cultivation Goals Has Not Kept Pace with the Development of the Industry

The development of cross-border e-commerce industry is very rapid, and relevant platform rules, sales models, payment methods, etc. are in a state of rapid change. Guangxi University of Finance and Economics lacks foresight in formulating talent cultivation plans, lacks sensitivity to the development trends of the industry, and fails to grasp the latest development trends of the industry in a timely manner. As a result, it cannot provide enterprises with the high-quality talent that meets the development requirements of the industry.

4.1.2. The Structure of Teaching Staff Is Unreasonable

The proportion of teachers participating in the questionnaire who have experience in cross-border e-commerce enterprises is 42%, while the proportion of double qualified teachers is only 29%. Such a low proportion is a huge hidden danger for a highly practical profession. The proportion of young teachers under the age of 35 is 87%. There are also situations such as short teaching experience and low professional titles. Such a teacher team structure has become a potential crisis in improving the quality of cross-border e-commerce talent cultivation. This is one of the important reasons hindering the improvement of the quality of cross-border e-commerce talent cultivation at Guangxi University of Finance and Economics.

4.1.3. The Curriculum Settings Are Not Reasonable

One characteristic of cross-border e-commerce courses is that the position of practical courses is relatively prominent. Guangxi University of Finance and Economics has indeed increased the proportion of practical courses in its curriculum, such as establishing a training base, but it lacks pertinence. The requirements of cross-border e-commerce enterprises for innovative practical abilities of talent are constantly improving, but the practical courses of Guangxi University of Finance and Economics still focus on simple platform operation skills, without promptly expanding the depth and breadth of practical content. Consequently, it is difficult to match the enterprise's requirements for talent capabilities.

4.1.4. The Teaching Content and Teaching Methods Lag behind Industry Development Requirements

The compilation and updating of textbooks lags behind what is required At Guangxi University of Finance and Economics, there are problems with cross-border e-commerce teaching, such as outdated

teaching materials, inappropriate teaching content and the development of cross-border e-commerce industry. This is a relatively common phenomenon in colleges and universities in Guangxi. During the survey, researchers found that the cross-border e-commerce textbooks of Guangxi University of Finance and Economics mainly come from purchasing existing textbooks on the market. Firstly, there will be certain restrictions on the selection of teaching materials. Secondly, the updating of teaching materials will become a serious practical problem in teaching. The slow frequency of updates directly results in the decoupling of teaching from the cutting-edge development of cross-border e-commerce.

4.1.5. The Evaluation Mechanism Is Unreasonable

Guangxi University of Finance and Economics mainly focuses on "summative evaluation," ignoring "process evaluation." This is also common in other universities. For example, Guangxi University of Finance and Economics encourages cross-border e-commerce students to innovate and start businesses, but does not provide systematic guidance and support for their innovation processes. However, with the deepening of students' entrepreneurship, the problems and difficulties encountered increase, and the assistance and support provided by the school cannot keep up with this. This increases the risk of student entrepreneurship failure.

4.1.6. The Depth of Cooperation between Schools and Enterprises Is Insufficient

Researchers found that although Guangxi University of Finance and Economics has established cooperation with some cross-border e-commerce enterprises, that has not gone deep. The first reason is from the enterprise side. School-enterprise cooperation produces slow benefits. Many enterprises usually focus more on their own business development and are only willing to engage in high-frequency interactions with schools during talent recruitment. Secondly, cross-border e-commerce enterprises in Guangxi are normally small in scale and do not have more funds to invest in school-enterprise co-operation.

4.2. Optimization Strategies for Improving the Quality of Cross-Border E-Commerce Talent Cultivation at Guangxi University of Finance and Economics

4.2.1. Create a Talent Cultivation Goal Setting Process that Keeps Pace with the Times

When setting talent cultivation goals, Guangxi University of Finance and Economics needs to investigate fully the cross-border e-commerce industry and enterprises, and fully understand the demands of relevant subjects in cross-border e-commerce talent cultivation. At the same time, it is necessary to optimize the formulation process of talent cultivation objectives. Representative enterprises in the cross-border e-commerce industry can be actively invited to participate in the formulation of talent cultivation goals, forming a linkage between relevant entities. Introduce corporate participation at the very beginning of talent development.

4.2.2. Optimizing the Structure of the Teaching Staff

Guangxi University of Finance and Economics should actively develop a good talent introduction and talent training system. Provide more opportunities for further education and training of cross-border e-commerce teachers, encourage teachers to deepen frontline practice in cross-border e-commerce

enterprises, and encourage more teachers to obtain dual qualification teacher qualifications. Secondly, increase capital investment and increase the introduction of high-level talent.

4.2.3. Encourage Enterprise Advantageous Resources to Intervene in Advance and Closely Integrate Them with Curriculum Settings, Teaching Contents, Teaching Methods and Assessment Methods

Guangxi University of Finance and Economics needs actively to establish a linkage mechanism with cross-border e-commerce enterprises in the process of setting up cross-border e-commerce courses, and invite enterprises to participate in various aspects of talent cultivation, including course settings, selection of teaching content and materials, teaching methods and evaluation mechanisms. Establish a pool of assessment and evaluation experts, invite cross-border e-commerce professional managers to serve as experts and issue employment certificates. Let enterprise experts participate in the daily evaluation and assessment of teachers and students, as well as the evaluation and assessment of important competitions, to achieve a more fair and impartial evaluation.

4.2.4. Actively Innovate the Mode of School-Enterprise Co-operation

Guangxi University of Finance and Economics should make full use of relevant regional support policies and strive for multi-channel government financial support. Increase the leading and coordinating role of the government in school-enterprise cooperation. Make full use of the coordination and guidance role of the government. Actively design and propose innovative suggestions for school-enterprise cooperation, break through the conventional cooperation model, innovate cooperation forms through multiple channels and ways, and establish a long-term and short-term cooperation plan centered on projects based on the local characteristics of Guangxi to achieve a win-win situation for cooperation.

5. Discussion

Through the questionnaire, it was found that one of the primary factors affecting the quality of talent cultivation is that the formulation of talent cultivation goals has not been closely aligned with industry development. This is consistent with the views of Cao Dongyan, (2020), Lian Yuanqiang (2021) and others. This also points out a breakthrough for future efforts. Other areas such as the construction of teacher staff and assessment methods are also areas that continue to improve. Su Qiaoqin, (2020）and Beaumont (2020) and others hold the same view.

Based on the above analysis, the researchers have proposed strategies for improvement, including fully understanding the demands of cross-border e-commerce talents and inviting representatives of the cross-border e-commerce industry to participate in the formulation of talent cultivation goals. This is consistent with the views of Peng Wenjuan (2018), Wu Nanzhong (2019) and others.

All stakeholders should focus on optimizing the professional development and teaching evaluation of cross-border e-commerce teaching staff, and do their best to leverage their respective strengths. Encourage enterprises to intervene in advance with advantageous resources and closely integrate them with curriculum design, teaching content, teaching methods, and evaluation methods, which is targeted for improving the quality of talent cultivation.

6. Conclusion

This study focuses on the problem of improving the quality of cross-border e-commerce talent cultivation at Guangxi University of Finance and Economics. Through a questionnaire survey, researchers summarized the main factors affecting its quality improvement and, based on this, proposed optimization strategies. It provides a reference for other universities to improve the quality of cross-border e-commerce talent cultivation.

In future research, the study needs to go further to explore the deep-seated factors that affect the cultivation of cross-border e-commerce talents in universities, such as increasing comparative research on cross-border e-commerce talent cultivation in developed and underdeveloped regions, increasing research on the characteristics of regional cross-border e-commerce enterprises, finding their laws and proposing targeted solutions.

6.1. Limitations

Owing to the limitations of capabilities and environment, the current research has problems such as narrow research scope and single data analysis methods.

There are many universities in Guangxi that are involved in cross-border e-commerce talent cultivation. This study only selected a representative university - Guangxi University of Finance and Economics - to study the current situation of cross-border e-commerce talent cultivation, and did not conduct research on all universities in Guangxi that are involved in cross-border e-commerce talent cultivation.

6.2. Suggestion

In future research, it will be important to explore the deep-seated factors that affect the cultivation of cross-border e-commerce talents in universities, such as increasing comparative research on cross-border e-commerce talent cultivation between developed and underdeveloped regions, increasing research on the characteristics of regional cross-border e-commerce enterprises.

At the same time, more effective research methods should be applied to enhance further research on the impact of cross-border e-commerce talent cultivation quality.

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