

GUIDELINES FOR IMPROVING PROFESSIONAL
DEVELOPMENT SUPPORT SYSTEM FOR YOUNG TEACHERS
OF PRIVATE HIGHER EDUCATION IN GUANGXI

HUANG KANMING

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

Academic Year 2025

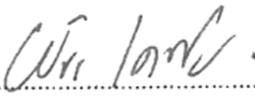
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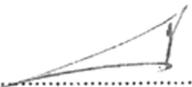
Thesis Title Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

Author Mr.Huang Kanming

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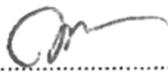

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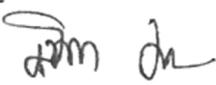

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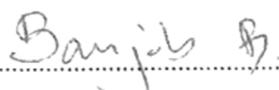

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Thesis	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi
Author	Huang Kanming
Program	Educational Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Associate Professor Dr.Jittawisut Wimuttipanya
Academic Year	2025

ABSTRACT

The objectives of this research were 1) to study the current situation of professional development support system for young teachers of private higher education in Guangxi, 2) to provide the guidelines for improving professional development support system for young teachers, and 3) to evaluate the guidelines for improving professional development support system for young teachers of private higher education. The sample group of this research were 313 young teachers from 6 private colleges and universities in Guangxi. There are 18 interviewees in this research. There are 15 experts in the evaluation group. The research tools include questionnaires, structured interviews, and evaluation forms. The statistical methods used for data analysis are percentage, mean, standard deviation, and content analysis.

The research findings show that the current situation level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level. The mean value of Students' learning outcomes is the highest, followed by Participants' use of new knowledge or skills, while Participants' reactions is the lowest. The researcher proposed the guidelines for improving professional development support system in five aspects, which include 47 measures. The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi were at the highest level.

Keywords: Guidelines for Improving, Professional Development Support System, Young Teacher, Private Higher Education in Guangxi

ชื่อเรื่อง	แนวทางการปรับปรุงระบบสนับสนุนการพัฒนาวิชาชีพ สำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑล กวางสี
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อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของระบบสนับสนุนการพัฒนาวิชาชีพสำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี 2) เพื่อเสนอแนวทางการปรับปรุงระบบสนับสนุนการพัฒนาวิชาชีพสำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี และ 3) เพื่อประเมินแนวทางการปรับปรุงระบบสนับสนุนการพัฒนาวิชาชีพสำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี กลุ่มตัวอย่างในการวิจัย ได้แก่ ครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี จำนวน 6 แห่ง รวมทั้งสิ้น 313 คน ผู้ให้ข้อมูลสัมภาษณ์รวมทั้งสิ้น 18 คน กลุ่มผู้ประเมินแนวทาง ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 15 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และ แบบประเมินผล สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า สภาพปัจจุบันของระบบสนับสนุนการพัฒนาวิชาชีพสำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี โดยภาพรวมอยู่ในระดับสูง จากผลการวิจัย พบว่า ด้านผลลัพธ์การเรียนรู้ของผู้เรียน มีค่าเฉลี่ยสูงสุด รองลงมาคือด้านการใช้ความรู้หรือทักษะใหม่ของผู้มีส่วนร่วม ส่วนด้านการตอบสนองของผู้มีส่วนร่วมมีค่าเฉลี่ยต่ำสุด แนวทางการปรับปรุงระบบสนับสนุนการพัฒนาวิชาชีพ รวมทั้งสิ้น 47 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการปรับปรุงระบบสนับสนุนการพัฒนาวิชาชีพสำหรับครูรุ่นใหม่ในสถาบันอุดมศึกษาเอกชนของมณฑลกวางสี อยู่ในระดับสูงสุด

คำสำคัญ: แนวทางการปรับปรุง ระบบสนับสนุนการพัฒนาวิชาชีพ ครูรุ่นใหม่
สถาบันอุดมศึกษาเอกชนในมณฑลกวางสี

Acknowledgements

Time flies, and the completion of my doctoral journey would not have been possible without countless moments of warm companionship and steadfast support.

First and foremost, I extend my deepest gratitude to my advisors. From your thoughtful guidance during online courses amid the pandemic to patient mentorship during our face-to-face interactions after I arrived in Thailand, you have consistently led me to explore the boundaries of research with your rigorous scholarship and profound academic insight. Whenever I felt lost amidst the demands of traveling between China and Thailand, you always provided timely direction and heartfelt encouragement. Your mentorship and kindness will forever be etched in my memory.

I am deeply grateful to my doctoral classmates. During online learning, we motivated one another and shared resources across screens; after meeting in person, we collaborated side by side in classrooms and libraries to tackle challenging problems; even casual gatherings over laughter and drinks at street-side restaurants made studying abroad feel less lonely. Your enthusiasm and kindness filled my days in a foreign land with warmth and made me feel less alone on this academic path.

Special thanks go to the leaders and colleagues at my workplace. Throughout the demanding period of balancing work and studies, my leaders consistently offered understanding and support, adjusting schedules and creating flexible arrangements so I could focus on research. My colleagues actively shared workloads, extended timely help, and repeatedly assisted me in navigating urgent work challenges when I was overwhelmed with academic commitments. This spirit of empathy and cooperation in the workplace provided essential strength to balance both responsibilities and move forward steadily.

Finally, my heartfelt appreciation goes to my beloved partner. Your care during the pandemic, unwavering support after I went to Thailand, thoughtful reminders during my travels, and countless sacrifices for our family—you have been my strongest anchor. It is your selfless love and understanding that allowed me to navigate academic pursuits and daily responsibilities without hesitation and face every challenge with courage.

This educational journey—spanning borders and bridging cultures—was made whole by your presence. Once again, I express my sincerest thanks to all who supported me along the way.

Huang Kanming

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Chapter 1

Introduction

Rationale

Nowadays, Under the background of globalization, education has become an important manifestation of national competitiveness. If a country can provide a strong professional development support system for college teachers, it can train more high-quality talents and enhance the international competitiveness of the country.

According to the World Economic Forum report (2024, p.4-5), the world stands at the intersection of five transformative shifts: from the industrial age to the intelligent age, from a unipolar to a multipolar world, from a high-carbon to a green economy, from a young to an ageing society, and from consensus to a polarized society. These shifts bring both opportunities and risks, requiring the education system to reconfigure its functions. In this context, early-career teachers are redefined as critical nodes connecting knowledge production, social reproduction, and global governance, and the continual renewal and iteration of their professional capabilities have become a prerequisite for cushioning transformational shocks and maintaining the resilience of the education system. The report (2023, p.3-4) also notes that the exponential development of generative artificial intelligence, quantum computing, synthetic biology, and other technologies is reshaping business models and social structures. Through the "Education 4.0 Alliance," the World Economic Forum advocates (2024, p.12-35) a new educational paradigm that is personalized, digital, collaborative, and lifelong, and emphasizes that teachers must transform from single-subject specialists into cross-disciplinary learning designers. The 2023–2024 annual report (2024, p.13-37) reiterates that this paradigm shift requires teachers to master emerging capabilities such as AI ethics, data literacy, and blended virtual–physical teaching. As the last-mile implementers of the new paradigm, the speed and depth of early-career teachers' professional development directly determine the threshold of success for global education reform.

The World Economic Forum (2024) report further warns that rising global mobility of young talent and intensifying cross-sector competition mean high-potential early-career teachers face multidimensional contests among industry, government, and academic institutions. If higher-education institutions lack systematic professional-development support, the loss of early-career teachers will weaken the

academic blood-making function and, in turn, impair knowledge innovation and regional competitiveness. This assertion provides dual justification—external legitimacy and internal necessity—for constructing support systems for early-career teachers. Consequently, the upgrading of early-career teachers' capabilities has transcended an intra-educational issue to become the pivotal lever for realizing global systemic transformation, technological-ethical governance, educational-paradigm revolution, talent-competition dynamics, and sustainable-development goals.

China's Ministry of Education and other six departments issued the Guiding Opinions on Strengthening the Reform of the Construction of University Teachers in the New Era (2021). It is mentioned that colleges and universities should improve the teachers' development system, improve the teachers' development training system, security system, incentive system and supervision system, and create a benign environment conducive to the sustainable development of teachers. It focus on improving the professional quality and ability of teachers, improving the management system of modern college teachers, effectively guaranteeing the treatment of college teachers, optimizing and improving the talent management service system, fully supporting the growth of young teachers and strengthening the construction guarantee of college teachers. Zou Hongsen & Liu Jianyin (2024, p.40-45) believes that faculty development is a crucial pathway for private universities to enhance talent cultivation quality and constitutes the core task for their high-quality development. The evolution of faculty in private universities has traversed three stages: "from scratch," "from existence to stability," and "from stability to quality." The primary characteristics of each stage are respectively characterized as filling gaps and addressing deficiencies, increasing quantity for stability, and talent leadership. Consequently, faculty construction should focus on part-time teachers, full-time teachers, and high-level talents. Faculty development in private universities has embarked on a new journey of high-quality development. Moving forward, it should center on the "conception-action" axis, revolving around "high-caliber," "dual-qualified," and "innovative" faculty. Efforts should focus on enhancing professional ethics, building professional development systems, and renewing responsibilities for academic research to propel the high-quality development of faculty in private universities. This, in turn, will advance the intrinsic development of private universities and promote the high-quality development of private higher education.

The "14th Five-Year Plan" for the Development of Education in Guangxi (2021) states that education in Guangxi has entered a new historical stage. There is a growing and diverse public demand for education, making it more urgent to accelerate the development of higher-quality, more equitable education that serves lifelong learning for all. The new wave of technological revolution is emerging, placing new and higher demands on learners' competencies and literacy. Prioritizing educational development, promoting high-quality education, vigorously developing human resources, and cultivating a large number of innovative talents have become crucial to achieving high-quality development. However, unbalanced and inadequate development remains the principal challenge in Guangxi's education sector. There is a shortage of educational resources, particularly high-quality resources, and the teaching workforce still faces structural shortages, with overall capabilities and quality needing improvement. The document proposes building a high-level teacher training and development system and comprehensively implementing training programs to enhance the teaching abilities of higher education faculty. It also emphasizes strengthening the development of the teaching workforce in private schools, encouraging public schools to support private institutions through pairing assistance, aiding weaker schools, conducting teacher training, and other methods. In the Fourteenth Five-Year Plan for the Construction of Teachers in Guangxi issued by Guangxi Department of Education (2021), it is pointed out that teachers are the foundation of education, the source of education prosperity and the first resource of education development. It is necessary to vigorously improve the quality of teachers, consolidate the support and service system for the development of college teachers, and build exemplary teacher development centers; Give full play to the exemplary role of famous teachers and excellent teaching achievements in colleges and universities. It is important to strengthen the training and support of young teachers in colleges and universities and broaden the space for their growth and development, thus to build a team of high-quality, professional and innovative college teachers to promote the high-quality development of education in Guangxi.

In conclusion, teachers' professional development is an important part of education reform and development, which is of great significance for improving the overall quality of teachers and promoting the improvement of education quality. However, at present, the professional development of teachers in private colleges and universities in China is faced with many difficulties, such as insufficient professional development opportunities, unsystematic teacher development system, poor pertinency and effectiveness of teacher training, and imperfect teacher

development support service system. Therefore, it is of great significance to construct an effective support system for teachers' professional development in private colleges and universities to promote teachers' professional growth and improve education quality.

Research Questions

1. What is the current situation of professional development support system for young teachers of private higher education in Guangxi?
2. What are the guidelines for improving professional development support system for young teachers of private higher education in Guangxi?
3. Are the guidelines for improving professional development support system for young teachers of private higher education in Guangxi adaptability and feasibility?

Objectives

1. To study the current situation of professional development support system for young teachers of private higher education in Guangxi.
2. To provide the guidelines for improving professional development support system for young teachers of private higher education in Guangxi.
3. To evaluate the guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population of this research were 1695 young teachers from 6 private colleges and universities at undergraduate level in Guangxi.

The Sample Group

According to Krejcie and Morgan sampling table, the sample group of this research were 313 young teachers from 6 private colleges and universities at undergraduate level in Guangxi. By using systematic random sampling and sample random sampling was also used by drawing from private colleges and universities.

The Interviewee

The interviewees in this research were 18 young teachers from private colleges and universities in Guangxi. The qualifications of interviewees are as follows: 1) graduated with master's degree or above; 2) At least one year of teaching

experience in private colleges and universities; 3) Always full of enthusiasm for teaching and desire to improve.

The Variable

According to the analyzed of related theories and researches, the research of professional development support system of young teachers should be carried out from the following dimensions:

1. Participants' reactions
2. Participants' learning
3. Organization support and change
4. Participants' use of new knowledge or skills
5. Students' learning outcomes

Advantages

1. By providing guidelines for improving the professional development support system, the research can offer practical solutions to help young teachers thrive in their careers.

2. By offering guidelines for enhancing the professional development support system, the research can contribute valuable insights and recommendations to the field of education.

3. By optimizing the professional development environment of private higher education teachers, to improve the teaching quality and satisfaction of teachers, and ultimately to promote the improvement of education and teaching level.

Definition of Terms

1. The professional development support system refers to the structured framework and resources provided to educators to enhance their knowledge, skills, and teaching practices. It is designed to support teachers throughout their careers by offering various opportunities for professional growth, continuous learning, and improvement in their instructional abilities.

2. Participants' reactions refers to teachers' feelings, attendance, perceptions, and satisfaction with participating in professional development experiences. The reaction to this experience can be the adjustment and preparation of one's own mentality before participation, or the views on the project organization, environmental facilities, learning atmosphere, learning content, learning methods, interaction, time arrangement, instructor level, etc. of the experience project and

training course during the participation process, or it can be satisfaction with the experience or suggestions for improvement after participation.

3. Participants' learning refers to participants' learning is the comprehensive development and enhancement of teachers' knowledge, skills, attitudes, emotions, and beliefs when they engage in professional development activities. This includes their acquisition of new teaching theories and methods, scientific research ability, improvement of classroom and management skills, positive changes in attitudes towards teaching, as well as increased confidence, professional identity, and commitment to student learning. Through experiences such as workshops, courses, seminars, and research groups, teachers strive to achieve expected learning goals including cognitive goals, psychomotor goals, and emotional goals, ultimately improve their overall professionalism and teaching effectiveness.

4. Organization support and change refers to the resources investment and change in supporting the professional development of teachers, including policy support, cultural support, resource support, leadership support, cooperation support, professional development funds, training facilities, educational technology support, organizational restructuring, technological change, personnel structure and cultural change, etc.

5. Participants' use of new knowledge or skills refers to the process by which teachers, as participants in professional development activities, apply the newly acquired knowledge and skills to their actual teaching practice. This process is evaluated based on multiple dimensions, including the implementation degree, the implementation quality, the duration of application, the scope of application, and the behavior of self-directed professional development. Additionally, it also considers whether the application of new knowledge and skills has caused changes in teachers' professional behaviors or activities, and how these changes are perceived and sustained over time.

6. Students' learning outcomes refers to the comprehensive impact of teachers' professional development activities on students. These outcomes encompass not only cognitive achievements such as knowledge acquisition, skills improvement, and understanding enhancement, but also emotional developments like attitudes, beliefs, emotions, and intentions formed by students. Furthermore, psychological activity outcomes, including behaviors, actions, and learning strategies adopted by students, are also crucial indicators. The ultimate goal of teachers' professional development is to equip educators with the professional knowledge and skills necessary to elevate students' learning experiences and outcomes.

7. Young teachers refers to teachers aged 35 and under who are engaged in teaching and scientific research activities at least for one year in private colleges and universities with undergraduate and above degree training levels. Young teachers in higher education are an important force in the teaching staff of colleges and universities. They are related to the future of college development, the future of personnel training, and the future of education.

Research Framework

Drawing upon the foundational work of scholars including Donald L. Kirkpatrick (1998), Guskey, T. R. (2000), and Desimone, L. M. (2009), and further supported by subsequent studies from Wang Dongling (2011), Li Na (2016), Zheng Zhenfeng (2017), Zhang Xia (2020), Cao Maojia (2021), and Zhang Ying (2022) et al., the dimensions of effectiveness evaluation for professional development support system encompassed therein include: young teachers' learning responses and satisfaction levels before and after participating in professional development activities, the acquisition and application of knowledge and skills, the extent of institutional and societal resource and cultural support, as well as the impact of teaching practices on students' ultimate learning outcomes. These dimensions collectively function to facilitate the achievement of career goals among employees, optimize job performance, strengthen resilience, and enhance professional well-being and satisfaction, thereby driving enhanced organizational performance. According to the analysis of related theories, the research framework is as follows:

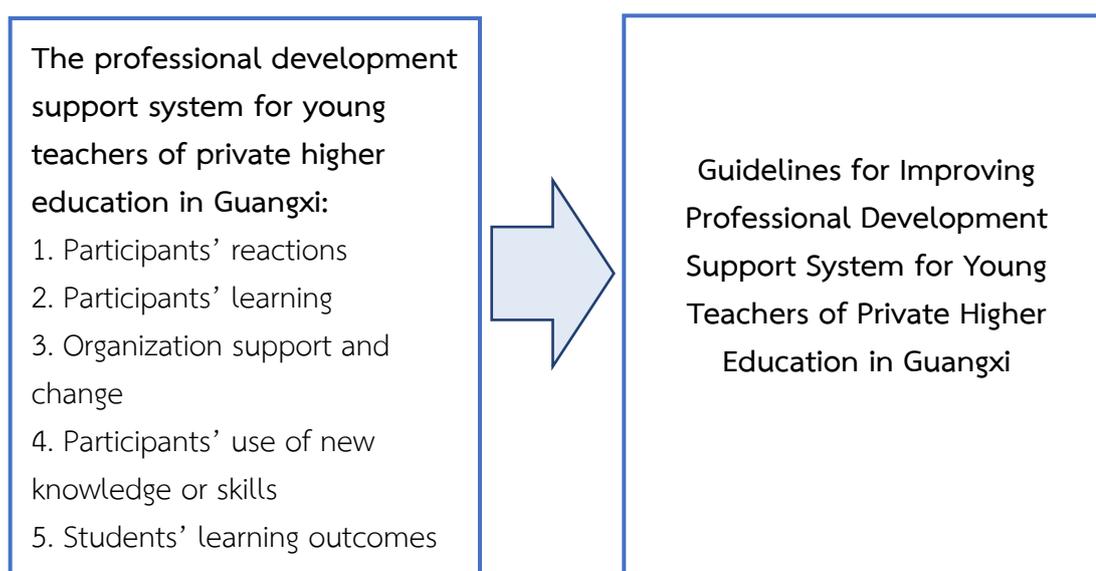


Figure 1.1 Research Framework

Chapter 2

Literature Review

Professional development plays a crucial role in enhancing the knowledge, skills, and pedagogical abilities of young teachers, particularly those in the early stages of their careers. This literature review explores existing documents, concepts, theories and researches related to the topic of improving the professional development support system for young teachers of private higher education in Guangxi. The aim is to identify key findings, gaps, and potential guidelines for enhancing the effectiveness of the support system and ultimately fostering the growth and success of young teachers.

1. Concepts and theories of educational administration
2. Concepts and theories of professional development support system
3. Context of private higher education
4. Related Research

The details are as follows

Concepts and theories of Educational Administration

Amadi, E. C. (2008) conceptualizes administration as a systematic process involving the arrangement and coordination of human and material resources within any organization, with the primary objective of achieving its stipulated goals. When applied specifically to the educational context, this process is termed Educational Administration or School Administration. While the term "administration" often connotes governmental operations, Amadi emphasizes its universal applicability across all organizations, underscoring that its fundamental aim is the accomplishment of defined objectives through effective action. Focusing on the school system, Amadi defines Educational Administration as the process that facilitates the effective integration of human and material resources to enable functional teaching and learning. Consequently, the core focus of educational administration lies in the enhancement of teaching and learning outcomes. More formally, it can be understood as the process through which school administrators organize and coordinate available educational resources to attain the overarching goals of the educational system. Amadi further contends that the scope of educational administration is delineated by its core administrative functions. Identifying the key task areas for educational administrators, he outlines five principal domains:

Curriculum and Instructional Functions, Staff Personnel Functions, Student Personnel Functions, Financial and Physical Resources Functions, School-Community Relations Functions.

Chen Xiaobin, Gao Hongyuan (2008, p.26) posit that educational administration, operating within the political, economic, and cultural constraints of a nation or region and guided by the educational values of its leadership, employs scientific methodologies to execute core functions. These include predicting and planning, organizing and guiding, supervising and coordinating, as well as motivating and controlling subordinate educational institutions. The primary objectives of this process are to develop and rationally allocate limited educational resources, thereby enhancing educational quality, improving institutional efficiency, stabilizing instructional order, optimizing operational conditions, and advancing educational development. Within the contemporary context of a learning society, the authors further note that educational administration extends beyond dedicated education departments. Non-educational governmental bodies also undertake educational tasks and consequently share administrative responsibilities. Crucially, educational administration serves teachers and students by cultivating a conducive educational environment. This environment encompasses three dimensions: the physical infrastructure of schools, their cultural milieu, and the information ecosystem. Chen and Gao emphasize that every educational administrator operates in a dual capacity as both manager and educator. In fulfilling administrative duties, they continuously exert educational influence through their personal ethics and exemplary conduct. Ultimately, the authors identify enhancing educational quality as the central mission of educational administration, while stimulating the initiative and creativity of teachers is deemed paramount to effective educational governance.

Sindhu, I. H. (2012) conceptualizes educational administration as the dynamic dimension of education, fundamentally concerned with implementing educational practices to fulfill societally-defined objectives. Its scope comprehensively spans institutions from schools to central administrative bodies (e.g., secretariats), engaging multifaceted elements including: human resources (teachers, students, parents, staff), material resources (infrastructure, finances, equipment), and contextual factors (ideologies, regulations, community needs). Sindhu emphasizes that the essence of educational administration lies in integrating these elements into a cohesive whole, as all significantly bear on educational outcomes. This process exhibits ten defining characteristics: (1) an integrated nature synthesizing components; (2) a human-centric focus on relationships; (3) a functional

and controlled operational mode; (4) dual structural existence in centralized/decentralized forms; (5) inherent dynamism; (6) an improvement-oriented objective for school effectiveness; (7) a utilitarian role prioritizing measurable utility; (8) practicability emphasis on feasible solutions; (9) professional development commitment for educators; and (10) collaborative policy formulation requiring stakeholder cooperation.

Fu Shujing (2015, p.6) defines educational administration as a state-driven continuum of purposeful activities — systematically planning, organizing, and controlling educational systems — to implement national policies and achieve mandated talent development objectives. This conceptualization establishes Party and state educational policy as the operational foundation, requiring administrative bodies and institutions to execute these functions through scientifically-grounded principles for effective talent cultivation. Crucially, Fu identifies educational human resource management (HRM) as the pivotal element in administrative practice, framing it as the strategic development, rational utilization, and scientific optimization of human capital to attain educational goals. This process employs modern methodologies aligned with pedagogical talent growth patterns and regional/national development targets, integrating core functions: strategic workforce planning, recruitment, competency-based training, performance assessment, incentive structures, and career pathway management. The primary aim is to maximize educator engagement, activate professional agency, and fully actualize human potential to advance educational outcomes. Central HRM imperatives include: (1) translating latent teacher capabilities into operational competencies; (2) systematically leveraging existing skills through evidence-based deployment; and (3) continuously cultivating multifaceted professional abilities. Consequently, Fu underscores that robust educational HRM is imperative for facilitating systemic reform, invigorating educational stakeholders, and advancing quality education initiatives.

In conclusion, educational administration is an activity process in which the administrator realizes the goal of educational administration efficiently by organizing and coordinating the educational team, giving full play to the role of educational manpower, financial resources, material resources and other information, and utilizing various favorable conditions within education. Educational administration is purposeful, which results in the realization of talent training and cultural inheritance and development. It is not a simple accumulation of various elements, but a reasonable combination, a process of continuous coordination of the relationship formed by various elements, an act of doing things according to the basis, a bilateral

act of mutual influence between managers and the managed, with natural and social attributes. Educational administration exists in all fields and levels of educational activities. Where there is education, there is education administration. The realization of educational goals, the improvement of educational quality and the improvement of educational benefits are inseparable from effective educational administration.

Concepts and theories of Professional Development Support System

Definition of Professional Development Support System

The National Staff Development Council defines professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for students.

The Organization for Economic Co-operation and Development defines professional development as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher.

The National Education Association describes professional development as the process of acquiring the skills and knowledge necessary to provide effective instruction to students.

The Learning Policy Institute defines professional development as a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

The American Federation of Teachers states that professional development is the process of acquiring the knowledge and skills educators need to improve student learning.

The United Nations Educational, Scientific and Cultural Organization defines professional development as a continuous process of individual and collective learning that encompasses formal and informal means such as courses, conferences, mentoring, coaching, study visits, and team teaching.

The International Society for Technology in Education describes professional development as the use of diverse tools and strategies that improve educator effectiveness and student achievement.

The National Center for Education Statistics defines professional development as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher, principal, or other education personnel.

Fullan (1990, p.3) proposed that the professional development of teachers is a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles.

Heideman, C. (1990, p.4) proposed that the professional development of teachers goes beyond a merely informative stage; it implies adaptation to change with a view to changing teaching and learning activities, altering teacher attitudes and improving the academic results of students. The professional development of teachers is concerned with individual, professional and organizational needs.

Oldroyd & Hall (1991, p.3) proposed that teachers' professional development implies the improvement of control skills of the actual working conditions, a progression of professional status within the teaching career.

Guskey, T. R. (2000) defined teachers' professional development as: "Teachers continuously improve their teaching skills and knowledge through participation in targeted and systematic learning activities to improve students' learning outcomes."

Valenčič Zuljan, M (2001, p.122) defined the professional development of teachers as the process of meaningful and lifelong learning, in which teachers develop their conceptions and change their teaching practice, it is a process that involves the teachers' personal, professional and social dimension and represents the teachers' progress towards critical independent, responsible decision-making and behavior.

Desimone's (2009, p.181) defined the definition of professional development is a process involving the interaction of teacher knowledge and beliefs, in-class teaching practices, and students' learning outcomes.

Mushayikwa and Lubben (2009, p.375) developed a model for self-directed professional development in their research. They defined professional development as the process of accumulating skills, professional knowledge, values, and personal qualities that enables teachers to continually adapt within the educational system.

Marcelo, C. (2009, p.5) proposed that the professional development of teachers is regarded as an individual and collective process that should be accomplished in the workplace of the teacher, i.e. the school. Furthermore, it is looked upon as a contribution to the development of the teacher's professional skills, by means of a variety of both formal and informal experiences. It evolves throughout their career and may be influenced by the school, political reforms and settings, is based on personal commitment. The availability to learn to teach, beliefs, values, knowledge on the subjects they teach and how they teach them, past experiences as well as professional vulnerability.

Li Zhifeng, Gao Hui (2013, p.66) proposed that the professional development of college teachers is a process in which the professional level of teachers is constantly improved to meet the needs of the development of schools and society. Its core lies in the ability development of teachers in the process of academic work, which mainly includes the ability development of professional activities of college teachers in the aspects of educating ability, teaching ability, scientific research ability and social service ability. These capabilities encompass the support system of the main objects of a university teacher's professional work - students, knowledge, schools and society - acting in concert.

Xu Xiongwei (2015) proposed that the professional development of college teachers has the following connotations: First, the professional development of college teachers is an activity to improve teachers' teaching ability and research ability. To a large extent, the development of college teachers is equivalent to the development of teaching, and the development of college teachers is to improve their ability of education and research. Second, the professional development of college teachers is a comprehensive and comprehensive activity, including teaching development, professional development and organizational development. The professional development of teachers is restricted by various factors. Third, the professional development of college teachers should not only refer to the improvement and perfection of the activities of college teachers to complete various roles, but more importantly, include the comprehensive development of teachers as a person, covering career development, personal physical and mental development and other aspects.

Yurtseven, N., & Bademcioglu, M. (2016, p.214) proposed that professional development is a dynamic process, which continues throughout a person's career and extends to receiving training, starting a profession, and retirement. A successful professional development depends on working conditions of teachers and how they perceive themselves within this framework. The primary aims of professional development as follows: to increase the range of teachers' implementations; to meet the students' needs concertedly or individualistically by giving feedback about their experiences, researches and implementations; to contribute to the school's professional life; to keep the information about current educational practices alive; to take into account the educational policy and try to raise standards; to increase teachers' knowledge on society and communication technologies.

Xu Yanhong (2017) proposed that the professional development of university teachers refers to a systematic project that enhances teachers' capabilities and realizes their personal values through academic activities such as teaching, research and social services. Promoting the professional development of university teachers and stimulating their initiative and initiative in work can improve the effectiveness of human resources of university teachers, thus promoting the development of the overall academic and cultural level of schools and improving the overall quality of education in society.

Luo Zengyi (2017) pointed out that teachers' professional development refers to the continuous improvement of individual professional quality (professional method, professional knowledge, professional ability and professional belief) of teachers through communication, cooperation, reflection, dialogue and training in professional life such as education, teaching, scientific research and management on the premise of taking care of the existence and living conditions of individual teachers and groups, so as to realize the value of professional life. And then promote the overall development of teachers. Such development follows the combination of individual development and group development, autonomy and norms.

Zhu Peiyu (2014, p.31–32) conceptualizes the teacher professional development support system as an organic integration of components—human, material, financial, temporal, spatial, and informational resources—that collectively sustain growth. Its construction requires tripartite foundations: (1) institutional optimization to safeguard developmental rights and efficacy through scientifically designed evaluation and incentive mechanisms; (2) resource provisioning of essential supports including information access, protected time, funding streams, and dedicated agencies; (3) cultivating learning-oriented ecologies by fostering collaborative cultures via professional learning communities, expert mentorship, peer interaction, and case-based inquiry. This systemic architecture ultimately promotes continuous enhancement of professional competencies, thereby addressing higher education demands and enhancing quality assurance.

Pang Haishao, Zhang Yixin, Song Wen (2017, p.50) conceptualize teacher development as a tiered synergy where institutional, disciplinary, and individual agents collaboratively scaffold growth through: (1) Macro-level professionalization via specialized agencies consolidating fragmented training into reform-responsive projects that cultivate pedagogical scholarship and teaching excellence cultures; (2) Meso-disciplinary mediation leveraging subject platforms to advance knowledge exploration-integration-application capacities while mobilizing teaching collectives for

clinical praxis guidance; (3) Micro-agentic empowerment through developmental consultancy enabling career self-navigation and literacy enhancement—collectively delivering policy-structural-resource enablers that catalyze teaching mastery, professional actualization, and sustainable career trajectories.

Chen Tao (2019, p.146-148) conceptualizes the professional development support system as an integrated matrix of services targeting frontline educators, encompassing support resources alongside administrative and institutional frameworks operationalized through four pillars: (1) refining cultivation-incentive-accountability systems to safeguard developmental integrity; (2) prioritizing resource infrastructure through disciplinary platforms, mentorship teams, and professional learning communities; (3) cultivating supportive cultures that enhance academic climates and well-being metrics; (4) strengthening administrative specialists to ensure human, material, and fiscal investments for developmental efficacy.

Du Xizhou, Li Yongxia (2021, p.85) pointed out that the core goal of the support system for the development of college teachers is to cultivate excellent teachers. Its content includes carrying out professional development and providing service support for teachers at the school and secondary college levels; dividing college teachers into three levels of teacher groups, namely new teachers, young and middle-aged backbone teachers, and famous teachers according to their years of employment and professional development stage, to provide targeted assistance and support for teacher development at different levels; promoting the professional development and improvement of teachers based on the dimensions of teaching development, professional development, organizational development and psychological growth; and building support in five aspects, namely school system, management, organization, funding, and culture.

Li Qiong, Wang Qing (2022, p.20) conceptualize the teacher development support system as a multi-tiered institutional architecture that sustains pedagogical growth through four functionally interdependent dimensions: (1) Structural safeguarding via policy frameworks, resource provisioning, and personnel coordination; (2) Resource optimization through stakeholder collaboration to calibrate supply-demand equilibrium of high-quality developmental assets; (3) Agentic empowerment fostering lifelong learning trajectories and autonomous professional advancement as the system's teleological core; (4) Praxis-oriented translation conducting strategic research aligned with national imperatives, transforming outcomes through dual pathways—policy instrumentation for institutional scaffolding and pedagogical implementation to enhance scientific rigor in teaching praxis.

Yang Wanjie (2024, p.119) conceptualizes the teacher professional development support system as a dynamically adaptive ecosystem requiring strategic consolidation of multi-stakeholder actors, institutional forces, and developmental resources through systems thinking to enable synergistic allocation of pedagogical capital. This holistically configured framework necessitates: policy recalibration of pre-service preparation and credentialing mechanisms, including tiered competency frameworks; structural integration via inter-organizational linkage systems; and evidence-based career-stage-aligned training regimes—operationalized synergistically across national governance (policy formulation), industry associations (standards alignment), institutional implementation (resource coordination), and teacher development centers (praxis support).

To sum up, Teachers' professional development refers to a wide range of activities and processes aimed at enhancing the knowledge, skills, attitudes, and practices of educators. These activities are designed to support teachers' growth and continuous improvement as professionals, ultimately leading to improved student learning outcomes. In addition, support systems are crucial components of various domains, providing individuals with the necessary resources, assistance, and guidance to navigate challenges and achieve their goals. According to the research results of different scholars mentioned above, the researchers of this paper believe that the professional development support system refers to a system in which an organization or institution provides employees or members with comprehensive support and resources to enhance their knowledge, skills and expertise in their respective fields and help them succeed, progress and grow in their careers. This system is designed to provide continuous learning, training and development opportunities to meet individual career goals and align with the organization's strategic goals.

Importance of Teachers' Professional Development

Guskey, T. R. (1994) proposed that an important lesson learned from the past is that we cannot improve schools without improving the skills and abilities of the teachers within them. In other words, we must see change as an individual process and be willing to invest in the intellectual capital of those individuals who staff our schools. Success in any improvement effort always hinges on the smallest unit the organization and, in education, that is the classroom teacher. Teachers are the ones chiefly responsible for implementing change. Therefore, professional development processes regardless of their form, must be not only relevant to teachers, but must directly address their needs and concerns.

Millis (1994, p.454) identified five reasons for the importance of professional development:(1) changes in expectations about the quality of undergraduate education; (2) changing student populations;(3) societal needs; (4) decreasing resources; and (5) the widespread use of technology in education, business, and industry. Renewed societal concern for the quality of teaching and learning, multiculturalism, curriculum reform, increased use of technology in education, and demands for increased faculty productivity are examples of the complex changes underway in higher education. These challenges are especially stressful to new faculty.

The impact of technology on teaching cannot be overemphasized. Faculty learning needs in this area will continue to grow as technology grows and changes. Diminishing resources for faculty development programs should be balanced with the over-whelming need for ongoing faculty learning in this area. Farsighted strategic planning is important for the support of faculty development programs.

Day (1999, p.4) proposed that professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, groups or school, which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Darling-Hammond (2005, p.22) proposed that most countries have been engaged in intensive reform of their education systems, and many have focused especially on improving teacher education, recognizing that preparing accomplished teachers who can effectively teach a wide array of learners to high standards is essential to economic and political survival. As the result, teachers must make progress in the course of their profession development, first of all, because of the many innovations and developments introduced in their fields of expertise over the years, and secondly, as a result of the essential nature of the teaching profession, which not only enables, but also requires development, due to the dynamic and ever-changing work environment.

Marcelo, C. (2009, p.5) proposed that it has been always known that the teaching profession is a "knowledge profession". Knowledge has been the legitimising aspect of the teaching profession and the justification of its work has been based on

the commitment to transform such knowledge into relevant learning for students. In order for this commitment to be renewed, as is the case with many other professions, teachers have always been required to display conviction towards the need to broaden, further and improve their personal and professional skills. Thus, being a teacher in the 21st century is based on the assumption that knowledge and students (the raw material with which they work) are being transformed at a far greater speed to what we were formerly used to. Therefore, the teacher will have to make an extra effort to continue to learn in order to suitably foster students' right to learn.

Avidov-Ungar, O. (2016, p.653) proposed that teachers' professional development is a means to improve schools, increase teaching quality, and improve students' academic achievements. Also, teaching is a profession; it is dynamic and ever-changing. A teacher who stands still and does not relate to the changing nature of this work cannot succeed and it can even have a detriment effect on the students. Professional development is an essential part of being a teacher.

Danijela, M. (2018, p.33) proposed that when talking about a teacher in his professional development, we cannot pass certain definitions that explain some necessary characteristics of a proper teacher, highly important for their development and their pursuit of this profession. A teacher must have skills such as a developed personal vision, the ability to explore and collaborate with others, and be mature. In addition to mastering the professional and didactic knowledge necessary for a teacher's career, and skills that include a commitment to personal development.

Sancar, R., Atal, D., & Deryakulu, D. (2021) proposed that rapid change in the educational land-scape, demand for high pedagogical standards, and the need for high-quality education have raised expectations for teacher skills and professionalism, On the other hand, teachers' own expectations of themselves have also heightened with the knowledge society's intensification of new ways of thinking and educational innovations (Collinson et al, 2009). Certainly, there is a need for teachers to constantly learn, note that this process of continuous improvement requires them to encounter new expertise, receive strong support, and have access to new opportunities (Al-Hinai2007: Collinson et al, 2009). To facilitate these conditions, many policies have been put in place to encourage teachers' colleges and other educational organizations related to teacher training to develop teachers' existing knowledge and practices to enhance student outcomes and school quality.

To sum up, it is worth pointing out that various scholars may have different perspectives and emphases, and the professional development support system itself is also a broad and complex topic, and its component and research may vary in different disciplines and fields. Therefore, researchers explore this topic from different theoretical frameworks and methods and provide us with a more comprehensive understanding.

Component of Teachers' Professional Development Support System

Guskey, T. R. (2000) proposed that teacher's professional development is a process and activity designed to enhance the professional knowledge, skills and attitudes of educators. It covers different levels of the organization and is influenced by content, process and context. Its purpose is to enable educators to promote the learning progress of students and improve the quality and level of teaching. Teachers' professional development has the following three clear characteristics: conscious; Continuous; Systematic. It includes training, observation/assessment, participation in the development/improvement process, research groups, inquiry/action research, individual mentoring activities, tutoring and other seven main development modes. In order to improve the effectiveness evaluation of teachers' professional development, professional development evaluation should be carried out at the following five levels: Teachers' reactions to professional development activities; Teacher's learning; Support and change from the teacher's organization; Teachers' use of new knowledge and skills; The learning outcomes of the students taught by the teacher. The order of these five levels is from simple to complex, and success at the former level is necessary for success at the latter level.

Harwell, S. H. (2003) proposed that professional development can succeed only in settings, or contexts, that support it. Also, it cannot succeed without strong content. The content of the professional development that is associated with high-performing schools is always focused and serves a well-planned long-term strategy. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning and, just as important, students' ability to learn. In addition, professional development should: (1) deepen teachers' knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields, and in education generally, (4) generate and contribute new knowledge to the profession; and (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

Eisenschmidt, E. (2006) proposed that teachers' professional development needs support from four aspects: (1) Support from school leaders. School leaders are creators of environments that support teacher learning and professional development and designate mentors for novice teachers. (2) Tutor support. Mentors are the closest partners of novice teachers, supporting their adaptation and professional growth. (3) Novice teachers support themselves. (4) Support from the University Teachers' Development Center. The Development Centre conducts mentor training, hands-on teacher support programme seminars and ongoing monitoring of its training process.

Desimone, L. M. (2009) proposed a basic model and recommended its use in all empirical causal studies of professional development. The model represents interactive, nonrecursive relationships between the critical features of professional development, teacher knowledge and beliefs, classroom practice, and student outcomes. As reflected in the figure, a core theory of action for professional development would likely follow these steps: (1) Teachers experience effective professional development. (2) The professional development increases teacher's knowledge and skills and/or changes their attitudes and beliefs. (3) Teachers use their new knowledge and skills, attitudes, and beliefs to improve the content of their instruction or their approach to pedagogy, or both. (4) The instructional changes foster increased student learning.

Wang Dongling (2011, p.4–8) conceptualizes teacher training as a systematic initiative wherein effect evaluation constitutes its pivotal component. Developing a scientifically rigorous and practical evaluation model—grounded in training objectives, adult learning principles, and professional development theories—is essential for enhancing training efficacy and advancing training professionalism. Integrating Kirkpatrick's four-level evaluation model from corporate performance assessment with teacher training praxis, the author advocates a comprehensive six-dimensional framework encompassing: participant reactions, learning outcomes, behavioral application, organizational impact, student feedback, and training provider effectiveness. This approach necessitates dual assessment foci (trainees and institutions) and multi-temporal evaluation (in-process monitoring and post-training workplace tracking).

Zhou Jianhua (2014) pointed out that the factors affecting teachers' professional development include individual factors, group factors, school factors and social factors. Among them, individual factors are the key factors that affect teachers' professional development, including teachers' understanding and pursuit of professional value, teachers' demand and motivation for independent development,

teachers' professional structure and so on. The group factor means that whether or not a learning teaching and research group can be formed is crucial to the professional development of teachers. Teachers' work style, interpersonal relationship, self-cultivation level, mutual learning, communication, cooperation and competition among teachers directly affect the psychological environment of teachers' individual growth. Learning factors refer to leadership, learning material culture, school system and so on. Social factors refer to education reform, the policy orientation of education departments for teacher development, reward and punishment mechanism, social culture, social and economic development level, etc.

Geeraerts and Tynjälä (2015) conceptualize early-career teacher support through a dynamically coupled framework integrating expert-guided development (mentoring via observational coaching, didactic training, and reflective counseling), horizontal collegial alliances (physical/virtual peer networks enabling vulnerability-normalized collaboration), metacognitive praxis (self-reflective scaffolding targeting developmental gap diagnosis and lifelong learning dispositions), and specialized capacity building (seminar-curated expertise for evidence-based refinement)—collectively addressing professional, personal, and social dimensions through synergistic permeability wherein mentoring and peer systems constitute the transdimensional backbone, operationalized via tiered interventions from individual metacognition to institutional resource calibration.

Chen Liang and Wang Guangxiong (2015, p.26–33) posit that optimizing professional development pathways for faculty during institutional transformation at regional universities necessitates tripartite interventions: constructing an integrated framework encompassing goal setting, curriculum design, evaluation systems, and cultural cultivation; calibrating intrinsic mechanisms through which teachers leverage experiential knowledge, critical reflection, and conceptual theorization to achieve core objectives of cultivating students' learning competencies, holistic mentorship, and community engagement; and establishing macro-level enablers including policy support, financial safeguards, practice-oriented platforms, and pedagogical recognition schemes.

Li Na(2016, p.79–83) asserts that universities must implement five strategic dimensions to comprehensively support faculty professional development: establishing learning organizations to facilitate the acquisition, transfer, practice, and sharing of knowledge and skills; refining evaluation systems to leverage assessment for driving improvement and learning, thereby enhancing professional competence; securing resources and time while providing consultation and guidance to increase

engagement in professional activities, thus alleviating or resolving professional stress and burnout; forming professional learning communities that enable sustained development through experience sharing, knowledge/skill transmission, and observational learning, concurrently cultivating institutional expertise; and fostering innovative organizational cultures that internalize learning to develop multidimensional professional qualities—including knowledge, competencies, values, and attitudes essential to teaching professionalism.

Yurtseven, N., & Bademcioglu, M. (2016) reconceptualize professional development as a dialectical integration of corporate objectives and teacher self-actualization, manifesting through six interconnected domains when prioritizing individual growth: (1) Pedagogical content knowledge refinement targeting discipline-specific competencies (e.g., grammatical deconstruction, methodological innovation); (2) Expertise augmentation through novel subject mastery and existing knowledge optimization; (3) Self-cognizance cultivation involving critical introspection into professional strengths/weaknesses; (4) Learner-responsive adaptation diagnosing accessibility barriers and cognitive obstacles; (5) Curriculum co-creation focusing on alternative instructional frameworks and material development; (6) Career scaffolding building advancement-ready capacities in specialized knowledge, mentorship, and supervisory leadership—collectively forming an adaptive differentiation continuum that mediates organizational imperatives and self-determined growth trajectories.

Xu Yanhong (2017) proposed that the professional development of young university teachers is shaped by a triad of factors: social environment, workplace environment, and individual attributes, which interact through teaching, research, and social services, as well as societal and institutional policies. At the individual level, factors such as career planning, professional identity, educational philosophy, professional knowledge, work ethics, physical health, work-family balance, and working hours significantly impact their growth. The workplace level involves resource availability, cultural atmosphere, organizational structure, and institutional support, including funding, hardware facilities, development opportunities, decision-making involvement, interdisciplinary teams, and training systems. Social environmental factors encompass policies, economic and social development, cultural values, and technological advancement, such as higher education investment, social development, educational reform, the status of teachers, and modern educational technology. These elements collectively create a complex web of influences that drive or constrain the professional development of young university teachers.

Zheng Zhenfeng (2017, p.116–121) posits that university faculty professional development requires a multi-stakeholder support system grounded in five entities: faculty, institutions, families, industries, and government. This multidimensional framework centers on professional development with tripartite sustenance—domain knowledge, professional skills, and professional ethos—operating through faculty-led initiatives, institutional-industrial-family collaboration, and governmental coordination. Specifically: faculty should enhance self-awareness and implement self-directed learning; institutions must leverage educational resources to provide robust training systems fostering professional growth; industries offer practice-oriented opportunities and sector intelligence for knowledge renewal and applied competence; families support through managing domestic responsibilities to secure developmental time/space; governments cultivate enabling institutional environments via policy guidance and fiscal interventions. Crucially, faculty development constitutes a synergistic outcome of these stakeholders' concerted efforts, necessitating enhanced cross-sector communication to maximize systemic efficacy.

Zhang Xia (2020, p.34–46+77) conceptualizes teacher professional development as an agentic process of meaning negotiation wherein educators exercise subjectivity and agency to interact with social structures. These structures encompass both institutional frameworks that scaffold professional roles and resource ecologies—integrating knowledge repositories, organizational architectures, cultural milieus, learning communities, and technological environments—that constitute the support system. Through agentic engagement with structural elements (rules and resources), teachers achieve multidimensional growth in professional cognition, knowledge systems, pedagogical competencies, affective dispositions, and volitional resilience via role enactment and resource mobilization.

Cao Maojia, Jiang Hua (2021, p.89-96) conceptualize early-career academics' professional development motivation as an integrated system comprising four interrelated dimensions—environment-driven, efficacy-driven, affect-driven, and value-driven factors—operationalized through external stimulation, needs alignment, professional identity, and integrative value mechanisms. To enhance such motivation, they advocate: reforming evaluation systems toward developmental assessment with sustained mentorship; recognizing faculty agency by tailoring learning pathways to developmental needs to bolster self-efficacy; cultivating supportive ecologies that fortify professional identity through resource allocation (time/space) to elevate well-being and engagement; and synchronizing intrinsic-extrinsic values via material

security, achievement-contingent incentives, and achievement motivation activation through academic salons, early-career forums, and cross-disciplinary collaborations.

Zhang Ying (2022, p.101–106) emphasizes that universities should provide targeted systemic support for faculty, encompassing psychological, organizational, institutional, and resource-based dimensions, prioritized through four key initiatives: (1) strengthening top-level design with innovative developmental paradigms that position student development as the foundation, advancing professional growth through professional ethics cultivation, teaching-research capacity building, learning innovation, psychological development, and skill enhancement; (2) refining administrative systems by establishing differentiated evaluation mechanisms, ensuring equitable resource allocation, and constructing participatory decision-making structures to amplify professional agency; (3) building collaborative platforms to fortify teaching-research teams and foster self-directed professional learning communities; (4) advancing organizational infrastructure through integrated training systems that consolidate developmental resources, while designing career-stage-specific programs delivering robust support for ethical development, pedagogical-scholarly advancement, community engagement, and psychological resilience.

Symeonidis, Vasileios (2023) proposed that here are three basic areas of teachers' professional development support: the personal area, the social area and the professional area. Individual support should help develop their teacher's professional identity and personal teaching capacity, including three important factors, namely tutor and peer support, a safe environment and reduced workload; Social support refers to the support needed to help teachers become members of school and professional groups, and school culture is an important factor in social support, which can create and support collaborative learning environments within the school and among relevant stakeholders. Elements of social support include tutor support, introduction of teachers into school organization and culture, and collaborative forms of work; Professional support is mainly the support needed to help teachers develop their disciplinary abilities, build a bridge for lifelong learning, and improve their personal professional level. Professional support includes contributions from experts such as teacher educators from institutions, organized through formal courses or masterclasses, and the exchange of practical knowledge between early career and more experienced teachers through collaborative learning communities.

Duan Daiping, Wang Xinyu (2024) proposed that teachers' professional development needs relevant theoretical basis to evaluate the effectiveness of its implementation. In their study, the sample literature is divided into four effectiveness levels according to the theory of Kirkpatrick evaluation model. The first level is Reaction, which mainly evaluates the participants' reactions to the teaching development projects of teachers, including their satisfaction and motivation and willingness to apply what they have learned to teaching practice. The second level is Learning, which mainly assesses the change of attitude and the mastery of knowledge and skills of the participants after receiving training. The third level is Behavior, which mainly assesses the application of what the participants have learned in the work scene and the continuous change of teaching behavior. The fourth level is the Result level, which mainly measures the change of other stakeholders in teacher development, including the change of the organization of the participant, the change of the college management, the change of the student learning behavior and achievement, and the change of the participant's colleagues. It is found that most teacher professional development projects can effectively promote the improvement of teachers' knowledge and skills and the change of practical behavior.

Lv Yuanyuan and Liu Zhentian (2024, p.73–79) propose that enhancing teachers' focus on instructional quality and student learning outcomes requires multidimensional interventions: reforming evaluation systems to emphasize tangible teaching achievements through comprehensive assessment of teaching norms, classroom effectiveness, pedagogical innovation, and teaching awards; scientifically integrating AI tools with multidimensional evaluation mechanisms incorporating student feedback and peer review to ensure holistic assessment of teaching effectiveness; promoting practice-oriented knowledge translation by encouraging teachers to transform research findings into instructional content to strengthen students' practical skills and innovative thinking. This should be complemented by establishing robust faculty development systems with increased resource allocation to enhance teachers' practical and innovative capacities, fostering peer collaboration mechanisms, strengthening disciplinary teaching-research offices as foundational academic communities, and exploring effective implementation pathways for virtual teaching-research groups. Additionally, recognizing outstanding educators through honorific title systems can stimulate endogenous motivation, while enhanced supervision and guidance of teaching practices—including regular teaching demonstration activities—can facilitate professional exchange. Ultimately, cultivating

a school culture and social ethos that values teaching excellence remains fundamental.

Table 2.1 The dimensions of professional development support system of young teachers

Author Dimensions of professional development support system of young teachers	Participants' reactions	Participants' learning	Organization support and change	Participants' use of new knowledge or skills	Students' learning outcomes	training agency	Teachers' ethics
Donald L.Kirkpatrick (1998)	√	√		√	√		
Guskey, T. R (2000)	√	√	√	√	√		
Desimone, L.M (2009)	√	√		√	√		
Wang Dongling (2011)	√	√	√	√	√	√	
Li Na (2016)	√	√	√	√	√		√
Yurtseven et al. (2016)	√	√	√	√			
Xu Yanhong (2017)	√	√	√	√			√
Zheng Zhenfeng (2017)	√	√	√	√	√	√	
Zhang Xia (2020)	√	√	√	√	√	√	
Cao Maojia et al. (2021)	√	√	√	√	√		
Zhang Ying (2022)	√	√	√	√	√		√
Duan Daiping et al. (2024)	√	√		√	√		
Lv Yuanyuan et al. (2024)	√	√	√	√	√		
Total	13	13	10	13	11	3	3

To sum up, extant studies on professional development support systems highlight the organization's pivotal role in fostering employees' career growth through policies, resource allocation, mentorship, training, and learning opportunities, alongside peer collaboration and knowledge sharing. These elements include the

learning response and satisfaction of young teachers before and after participating in professional development activities, the acquisition and application of knowledge and skills, the support of school and social resources and cultural support, and the impact on students' final learning outcomes in teaching practice, and collectively help employees achieve career goals, boost performance, enhance resilience, and improve professional well-being and satisfaction, thereby uplifting organizational performance. The teaching professional development support system comprises five key components: a power system to motivate teachers and drive their professional development; a course system designed to meet teachers' professional learning needs; a training system to enhance teachers' professional quality through diverse training activities; a platform system offering online and offline learning and communication environments; and an internal organization system to provide a conducive working and developmental environment for teachers. To effectively evaluate the implementation of teacher professional development and its support system, this study adopts Guskey's five-level evaluation theory. The five dimensions are: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge or skills, and students' learning outcomes. These dimensions provide a framework to comprehensively assess the effectiveness and impact of professional development initiatives.

Participants' Reactions

Guskey, T. R. (2000) propose that participant reaction is the initial level of teacher professional development evaluation, which focuses on participants' initial satisfaction with the activity.

Using the three dimensions of content questions, process questions, and context questions, it examines whether those teachers who participated in the project or activity enjoyed the experience, found the activity valuable, and found the time spent reasonable. This process may seem simplistic, but it is an important and necessary first step. It is also the foundation of the teacher professional development evaluation process.

Information about participants' responses to professional development activities serves several important purposes: first, this information indicates how participants perceive the content of the professional development programme or activity. Participants' responses to questions about the relevance, utility, and effectiveness of the content provide those planning the activity with important evidence of what they understand to be the value of the activity. This information is also useful in determining what might be needed for subsequent activities and what

other important topics might be explored in the future. Another use is to guide improvements in the design of professional development programmes and activities, particularly in terms of process and context. An effective professional development activity is a successful learning experience for participants. Information about the processes and activities that facilitate participants' learning and may also inhibit their learning is quite important. It provides a basis for improving the organization, design and delivery of future professional development activities.

Yang Manman (2020) proposed that participants' reactions is the initial feedback of the effect of teachers' participation in professional development. It is mostly used as an important reference for decision-making, and it is the assessment of teachers' impression and basic attitude towards the project. Specifically, through surveys and other forms, students' overall reaction and feelings after conducting teacher professional development projects are gradually understood. It includes the project curriculum (project theme, project content, project form, project lecturer), project support and service (management and service of teachers' teaching development center, teaching facilities), project time and space arrangement (project time arrangement, project space arrangement), and the overall feeling of project participants (overall project satisfaction, students' involvement, students' willingness to accept continuing education), etc.

Nie Weijin, Wang Weiping (2021) proposed that participants' reactions is the first stage of teacher training evaluation, which measures the degree of satisfaction and response of trainees to the training program, and it should be measured from three dimensions: participation, correlation and satisfaction:

Participation refers to the degree of investment in the training program of the college, which directly affects the training effect, and can be measured by the attendance rate, the completion of course work, the interaction between teachers and students in the classroom, the interaction between students and other indicators.

The correlation degree refers to the correlation between the training content and the teachers' own knowledge structure and work content. It mainly examines the correlation between the training program and themselves perceived by the students. The higher the correlation degree, the more interested the students will be in learning.

Satisfaction is the overall evaluation of the trainees on the training program, including the training teachers, teaching content, learning atmosphere, course time, learning environment, learning support links and other multi-dimensional satisfaction.

Duan Daiping, Wang Xinyu (2024) proposed that the reactions level is the primary assessment of the effectiveness of the implementation of teacher professional development projects. It mainly assesses the teacher's satisfaction with the project setting, content and method, as well as the teacher's motivation and willingness to use the learned content in the future curriculum. It is found that the degree of teachers' support for the project, the degree to which the project responds to the needs of the participants, the degree to which the project is useful for the improvement of teachers' ability, and the willingness of teachers to apply what they have learned in the setting of teaching content, the selection of teaching methods or the change of teaching mode all have an important impact on the effectiveness of teachers' professional development.

In summary, participants' reactions refers to teachers' feelings, attendance, perceptions, and satisfaction with participating in professional development experiences. The reaction to this experience can be the adjustment and preparation of one's own mentality before participation, or the views on the project organization, environmental facilities, learning atmosphere, learning content, learning methods, interaction, time arrangement, instructor level, etc. of the experience project and training course during the participation process, or it can be satisfaction with the experience or suggestions for improvement after participation.

Participants' Learning

Guskey, T. R. (2000) proposed that participants' learning is an important indicator of the effectiveness of teachers' professional development activities. Studying participants' learning can be used to guide the improvement of the content, arrangement and organization of professional development activities. If the result of a professional development activity is that the participant does not learn or does not increase the skill level, then the activity is ineffective. True professional development should be a successful learning experience and experience for all participants. It is a purposeful and conscious process aimed at enhancing the professional knowledge, skills, and attitudes or beliefs of the teacher so that the educator may promote the learning of all students accordingly.

Therefore, participants' learning mainly focuses on whether participants' expected learning goals can be successfully achieved in the process of participating in professional development activities, namely cognitive goals, psychomotor goals and emotional goals. This includes :(1) exploring and clearly understanding the theory and underlying principles behind new ideas and strategies; (2) demonstrating or shaping relevant skills or concepts; (3) opportunities to practice skills or concepts

under simulated conditions; (4) appropriate feedback: (5) improved implementation of coaching.

Shaha, S., Lewis, V., O'Donnell, T., & Brown, D. (2004) proposed that this measurement area includes measures of educational efficacy related to cognition or achievement. It involves measures of knowledge gained, skills achieved, or teaching-relevant behaviors acquired. Scores on content tests are examples of measures of learning impact, and measurements can include norm-referenced and criterion-referenced assessments of achievement, progress, and mastery. Traditionally learning impacts assessed in conjunction with professional or staff development offerings focused on what participating teachers acquired. The methodology presented here, on the other hand, is additionally based on the premise that optimal professional development will also produce documentable improvements in student learning. Arguably, learning impacts are the most important single metrics and domain of educational decision making for evaluating program success.

Yang Manman (2020) proposed that learning refers to teachers' understanding and mastery of principles, skills, concepts and other content, which is conducive to enhancing the learning motivation of teachers participating in teacher professional development projects. The ultimate purpose of learning is to promote the professional development of individual teachers and groups. The connotation of teacher professional development includes three aspects: professional knowledge, professional skills and professional affection. The learning of teachers is mainly to measure the acquisition of teachers' knowledge, the improvement of skills and the change of attitudes. It mainly includes the following three dimensions: knowledge (subject knowledge, teaching theory), skills (classroom teaching skills, class management ability, scientific research ability) and emotional attitude values (career happiness, personal career planning, career mission).

Nie Weijin, Wang Weiping (2021) proposed that students' learning focuses on the change of students' knowledge, skills, attitude, confidence and commitment in the training program. "Knowledge" emphasizes "I know it." "Skills" emphasizes "I can do it right now." "Attitude" emphasizes "I believe this will be worthwhile to do on the job." "Confidence" expresses the student's confidence in the results after participating in the training, that is, "I think I can do it on the job". And "commitment" expresses the emotion of students who want to apply their knowledge and skills to their work, that is, "I intend to do it on the job".

Duan Daiping, Wang Xinyu (2024) proposed that the learning level is to assess the change of attitude and the degree of knowledge and skills acquired by teachers after they participate in teacher professional development projects. The influencing factors mainly include teachers' self-confidence, professional identity, change of self-worth, curriculum design, use of information technology and mastery of professional development knowledge and skills after participating in the project.

In summary, participants' learning is the comprehensive development and enhancement of teachers' knowledge, skills, attitudes, emotions, and beliefs when they engage in professional development activities. This includes their acquisition of new teaching theories and methods, scientific research ability, improvement of classroom and management skills, positive changes in attitudes towards teaching, as well as increased confidence, professional identity, and commitment to student learning. Through experiences such as workshops, courses, seminars, and research groups, teachers strive to achieve expected learning goals including cognitive goals (understanding and theory), psychomotor goals (skills demonstration), and emotional goals (attitude and emotional development), ultimately improve their overall professionalism and teaching effectiveness.

Organization Support and Change

Guskey, T. R. (2000) proposed that all professional development takes place in the context of the environment. Policy and organizational factors at the school, school district, district, state, and national levels influence the content, process, and outcome of professional development. Organizational support and change are important for all forms of professional development. Although these aspects come in different forms, they can ensure the smooth completion of formal training tasks, and are even very important for course development plans, activity survey plans, and individual guidance activities. These include: organizational policies, resources, protection of activities from interference, openness to experimentation and reduction of fear, collaborative support, leadership and support from principals, leadership and support from higher-level managers, recognition of success, and assurance of time.

Evers, A. T., Kreijns (2011) proposed that a teacher's professional development takes place in the environment in which he or she works every day and requires the support of the school organization at multiple levels. The characteristics, structural elements, cultural elements and interpersonal relationships of school organizations that promote workplace learning are closely related to teacher professional development. In a series of studies on organizational learning, professional learning communities, and schools as learning organizations, many have

linked the structure, culture, and politics of school organizations to professional learning. The results show that school organizational elements, such as teacher participation in decision making, team spirit, teacher interaction and cooperation, open and trusting atmosphere and transformational leadership can foster teachers' professional learning in schools.

Han Weiwei (2017) proposed that organizational support and change focuses on the degree of organizational support and change associated with specific professional development activities, including policies, resources, cooperation, leadership and support of managers, decision making and platform building. The support and change information at the organizational level mainly includes policy documents, record analysis questionnaires, interviews, student files, etc., which can record the organizational status related to teacher professional development in order to explain the influence of the organizational level on teacher professional development. The questionnaire survey on professional development was carried out in the research, including personal information, current situation of professional development, intention and demand for professional training, and suggestions on teacher training activities. In terms of "What support do you want the school or superior department to provide for you?" The top three are "providing more opportunities to visit, visit and study", "providing financial support and institutional guarantee for carrying out education and teaching research" and "organizing more training activities to promote professional development".

Li Na (2016) proposed that the continuous improvement of college teachers' professional ability is obtained in teaching practice, and their professional development cannot be separated from the external support of the organization. Through multi-faceted and comprehensive organizational reform, fully mobilize all available resources and environmental support, coordinate the relationship between various environments, achieve the maximum benefit of various resources, and realize the positive interaction between organizational development, teaching development, professional development and personal development.

Luo Zengyi (2017) proposed that for teacher professional development to be successful, a supportive culture must be established. School organizational change refers to the improvement or adjustment of one or several aspects of organizational environment, organizational stage tasks, organizational structure, organizational technology and organizational culture in a planned way in order to achieve the goal of organizational development under internal pressure or external pressure or both.

Among them, organizational structure, technology and culture are the main dimensions and core elements of organizational change.

In the face of the new trend of teacher professional development, the development subject is more extensive, and the concern from the individual to the whole; The development content is more comprehensive, from single knowledge to comprehensive knowledge; The way of development is more school-based, from focusing on external training to school-based research and training. With the development of The Times, the characteristics of school organization, such as administration, instrumentalization and segmentation, formed in the development process, cannot better adapt to the new trend of teacher professional development. It is necessary to combine the contents, influencing factors, models and paths of teacher professional development with the motivation, vision, content, methods and evaluation of school organizational change, and explore the ideas, methods and strategies of school organizational change. It is not only the requirement of social transformation education reform, but also the requirement of the development of school organization itself to change the parts and links that the professional development of teachers does not adapt to.

Zhang Ying (2022) proposed that in the process of teaching and scientific research, college teachers not only exist as individuals, but also need emotional, institutional and material support from the school. They have a particularly strong expectation of organizational support in the process of pursuing their own development. When they feel the sufficient support from the school, college teachers will constantly update their knowledge reserve, improve their ability to teach, research and serve the society, and make contributions to the high-quality development of the school. Therefore, In order to clarify the internal logical relationship between teacher professional development and organizational support, it is helpful to follow the principles of putting ethics first, cultivating the whole cycle, combining overall promotion with key breakthroughs, and constructing a service support system for teacher professional development in colleges and universities with the main contents of strengthening the top-level design of teacher professional development, improving the school management system, creating a culture of teacher cooperation, and promoting the construction of teacher professional development organizations To promote the professional development level of college teachers.

In summary, organization support and change refers to the resources investment and change in supporting the professional development of teachers, including policy support, cultural support, resource support, leadership support, cooperation support, professional development funds, training facilities, educational technology support, organizational restructuring, technological change , personnel structure and cultural change, etc.

Participants' use of New Knowledge or Skills

Guskey, T. R. (2000) proposed that the use of new knowledge and skills by participants mainly focuses on whether what teachers have learned through professional development practice has affected their professional practice, which involves two aspects: the implementation degree and implementation quality of the application of new knowledge and skills by teachers. This process includes the following four dimensions: The first is to determine accurate, appropriate and sufficient application indicators. In other words, be clear about which behaviors should or should not occur in relation to the newly acquired knowledge and skills. Second, when determining these indicators, it is necessary to clarify the dimensions of quantity (frequency and regularity of application) and quality (appropriateness and adequacy of application). Third, it must be determined whether there is enough time to devote to the relevant work. Fourth, you must have enough flexibility to adapt to the environment.

Desimone, L. M. (2009) proposed that recent research reflects a consensus about at least some of the characteristics of professional development that are critical to increasing teachers' knowledge and skills and improving their practice, and which hold promise for increasing student achievement: (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation. Very recent studies are already including this set of core features as critical components of effective professional development.

Han Weiwei (2017) proposed that the application of new knowledge and new skills is mainly to evaluate whether the teachers have applied the new knowledge and new skills learned in the professional development activities to the teaching practice, or whether it has caused the change of their professional behavior, and how to apply or change their professional behavior. Evaluation information at this level is generally collected after a period of time after training, after teachers reflect on what they have learned and apply new ideas to a specific environment, through observation, teaching and research activities, lectures and evaluations, communication, summary and discussion, etc., to obtain relevant information about

teachers' application of new knowledge and skills in teaching practice to promote their own professional development. Case studies also demonstrate the effectiveness of this approach.

Yang Manman (2020) proposed that participants apply new knowledge and skills by observing the degree of improvement of knowledge, ability and attitude in practice, and then judge the influence of the knowledge and skills they have learned on the actual work. Specifically, direct migration and indirect migration. Direct transfer means that teachers can directly apply what they have learned to actual teaching situations, including the use of the consciousness learned in the project, the flexible use of the knowledge learned, the output of scientific research, teaching and research results, and the adjustment of mentality. Indirect transfer refers to teachers applying into practice the contents unconsciously acquired in the learning process, which are usually not directly related to the training objectives, including self-efficacy, communication ability, information literacy, etc.

Nie Weijin, Wang Weiping (2021) proposed that participants' application of new knowledge and skills needs to measure whether the knowledge and skills learned by teachers in the training process, as well as the emotional attitude and values formed, can be truly applied to the actual work from four dimensions, namely, the depth of knowledge application, the scope of application, the duration and the behavior of independent professional development.

First of all, "depth of knowledge application" refers to the effect of the knowledge and skills learned in the training program in the actual work. That is, whether the knowledge and skills trained by the students can really be applied to school teaching, scientific research, social services and other fields, and how much effect it can play.

"Knowledge and skill application duration" measures how long the knowledge learned in training can be maintained in practical work, or how quickly the training effect fades in the process of time change.

"Knowledge application scope" refers to whether the knowledge and skills learned in the training program can break through the individual, achieve transfer, demonstration radiation, and diffusion of knowledge to others in the organization. This index is mainly used to measure the learning effect of the knowledge and skills updating of teacher training on other members of the organization, and these trained teachers can better demonstrate and lead other members.

"Self-directed professional development" refers to whether students can develop learning habits and behaviors that promote their professional development after participating in training programs. Teachers participate in the teaching content of the training unit as students, and whether they can form the concept and habit of lifelong learning and independent learning, and whether they can still have a strong interest in their own professional development after returning to the original unit.

Duan Daiping, Wang Xinyu (2024) proposed that the assessment of the use of new knowledge and skills by participants is to observe the practical behavior of the participating teachers for a period of time after the end of the project, which mainly examines the changes in the teachers' behavior before and after the project, the persistence of the changes in behavior and the self-awareness of the changes in behavior. It includes the application of new teaching strategies, new technological tools, the time to apply what they have learned, the formation of habits, the change of teaching behavior consciousness, the change of participation in learning community consciousness and the change of teachers' professional consciousness.

In summary, Participants' use of new knowledge or skills refers to the process by which teachers, as participants in professional development activities, apply the newly acquired knowledge and skills to their actual teaching practice. This process is evaluated based on multiple dimensions, including the implementation degree (such as the accuracy, appropriateness, and sufficiency of application indicators, as well as the quantity and quality of application), the implementation quality (including the effectiveness of the application in various fields like teaching, research, and social services), the duration of application (how long the knowledge and skills can be maintained in practical work), the scope of application (whether the knowledge and skills can be transferred, demonstrated, radiated, and diffused to others in the organization), and the behavior of self-directed professional development (whether the teachers can form learning habits and behaviors that promote their professional growth after training). Additionally, it also considers whether the application of new knowledge and skills has caused changes in teachers' professional behaviors or activities, and how these changes are perceived and sustained over time.

Students' Learning Outcomes

Guskey, T. R. (2000) proposed that the real purpose and ultimate goal of teachers professional development is to provide educators with a professional knowledge and skills that help all students learn at a high level. It focuses on the changes in students caused by educators' involvement in professional development

programs, and in particular on how these activities affect students' knowledge, skills, attitudes, beliefs, and behaviors. At the same time, clear benchmarks based on student learning outcomes shed new light on old issues, prompted higher expectations and more rigorous standards, expanded understanding of the factors that influence professional development, and empowered professional developers to do what they thought was important.

Therefore, it is particularly important to identify the types of students' learning outcomes, including cognitive outcomes (knowledge, ability, skills, understanding), emotional outcomes (attitudes, beliefs, intentions), and psychological outcomes (behaviors, actions, strategies).

Department of Teacher Education, Ministry of Education (2003) proposed that whether students' academic progress has become a basic indicator to judge the effectiveness of teacher training. In other words, if teachers can help students achieve their teaching goals after attending training, it shows that training is effective, and the more students' academic performance is improved, the more effective and quality the training will be.

Shaha, S., Lewis, V (2004) proposed that the value of professional development programs should also measure the impact they ultimately produce for students. Best programs will prepare teachers to be more impactful for students, measured in improvements in student learning results and student attitudes. Programs should be preferred that result in a balanced set of improvements in student scores and attitudes toward themselves, school and the subject area.

Han Weiwei (2017) proposed that it is the ultimate goal of teachers' professional development to have an impact on students' learning, so this level mainly studies the specific impact of teachers' behavior changes on students, that is, whether professional development activities benefit students in some way. However, it is not easy to objectively evaluate the impact of specific teacher professional development activities on students' learning outcomes, so it is particularly important to collect information from multiple perspectives in the selection and application of evaluation tools.

In addition, the evaluation and monitoring of students' learning results cannot be based on grades as the only measure, because the process of teachers' professional growth effectively affecting students' learning results is slow and long.

Yang Manman (2020) proposed that the ultimate purpose of teacher participation in professional development is to provide educational practitioners with professional knowledge and skills that can help all students learn more effectively,

create a good class atmosphere, stimulate students' learning enthusiasm, and then improve students' academic performance, that is, teacher professional development projects aim to promote the learning of all students.

Duan Daiping, Wang Xinyu (2024) proposed that the influencing factors on students' learning behavior and achievement mainly come from whether students are influenced by teachers to get in touch with new technical tools, expand their knowledge, improve their learning methods and enhance their enthusiasm in class participation.

In summary, students' learning outcomes refer to the comprehensive impact of teachers' professional development activities on students. These outcomes encompass not only cognitive achievements such as knowledge acquisition, skills improvement, and understanding enhancement, but also emotional developments like attitudes, beliefs, emotions, and intentions formed by students. Furthermore, psychological activity outcomes, including behaviors, actions, and learning strategies adopted by students, are also crucial indicators. The ultimate goal of teachers' professional development is to equip educators with the professional knowledge and skills necessary to elevate students' learning experiences and outcomes. This involves not only direct improvements in academic performance but also positive shifts in students' attitudes towards learning, school, and subject areas. Additionally, the influence of teachers' professional growth on students' engagement with new technical tools, knowledge expansion, learning method refinement, and classroom participation enthusiasm should also be considered as key factors affecting students' learning behavior and achievements.

Young Teachers

There are different standards for defining the age limit of youth in different research fields. From an international point of view, the more authoritative definitions of the upper limit of youth age include: first, the definition of the upper limit of youth age by UNESCO is 34 years old (1982); second, the definition of the upper limit of youth age by the World Health Organization is 44 years old (1992); Third, the United Nations Population Fund defines the upper limit of youth age as 24 years old (1998).

In the documents of relevant departments of China and the research of scholars, the definition of the upper limit of youth age mainly includes: The age range of youth referred to in the "Medium and Long-term Youth Development Plan (2016-2025)" is 14-35 years old, The National Bureau of Statistics of China (NBS) definition of the upper limit of youth age is 35 years old. The National Social Science Foundation Youth Project and the National Natural Science Foundation Youth Project stipulate

that the applicant's age shall not exceed 35 years old. The age limit for applicants is 35 years old (inclusive), and some colleges and institutions limit the age of applicants to 35 years old and below in the recruitment process. In some selection conditions for outstanding youth and talent projects, the definition of the upper limit of youth age is generally The National Youth Federation regards 40 years of age as the upper limit for the selection of committee members. In the declaration of youth projects of important national scientific research fund projects, the age of applicants for youth projects is generally not more than 40 years old. In the education system and academic circles, there are also two understandings of the age definition of young teachers: 35 years old and 40 years old. Li Yijiang (2013) also specifically explored the identity and age of young teachers in colleges and universities, and finally defined the age of young teachers as below 40 years old; Hu Jiao and Wang Xiaoping (2015) believed that in addition to age, teaching experience is also a very important reference factor, They defined young teachers in colleges and universities as "personnel in teaching positions who are under 40 years old and have less than 15 years of teaching experience in colleges and universities." Combined with the reality of this study, young teachers in this study refer to teachers aged 35 and under who are engaged in teaching and scientific research activities at least for one year in ordinary colleges and universities with undergraduate and above degree training levels.

Young teachers in colleges and universities are an important force in the teaching staff of colleges and universities. They are related to the future of college development, the future of personnel training, and the future of education. They often have the following characteristics:

New entry into the workplace: Young teachers are usually just starting to engage in education, and may be relatively inexperienced in teaching and education management.

Educational qualifications and majors: Young teachers usually have a relatively high academic background and have obtained degrees in education-related majors, such as pedagogy, educational psychology, and subject education.

Original intention and enthusiasm: Young teachers usually have original intention and enthusiasm for education, and are eager to contribute to the growth and development of students. They have a vision for education and hope to change the lives and futures of students through education.

Learning and growth: young teachers are still in the stage of learning and growing in the early stage of professional development. They are willing to continue to learn and improve their teaching ability and professional knowledge to adapt to the challenges and changes in the field of education.

Facing challenges: young teachers may face some challenges, such as lack of teaching experience and communication skills with students. However, they usually grow and improve gradually through positive attitude and hard work to overcome difficulties.

Seek support and guidance: young teachers often need to seek support and guidance from schools, leaders, and senior teachers early in their professional development. A good mentoring system and training program is essential for their growth.

Exploration and innovation: young teachers often have a strong thirst for knowledge and a sense of innovation, and are willing to try new teaching methods and educational technologies to improve teaching effects and students' learning experience.

Educational ideals: young teachers embrace educational ideals and hope to influence and change the lives and futures of students through education. They regard education as a sacred cause, not only paying attention to students' academic performance, but also paying more attention to the cultivation of students' moral character and personality.

Professional development: The development and growth of young teachers in the field of education has also received extensive attention. Cultivating and supporting the professional growth of young teachers and improving their teaching ability and educational literacy are important directions for educational reform and development.

These characteristics make young teachers an important force full of vigor and vitality in education, and they also need to be continuously cultivated and developed to adapt to the challenges and changes in the field of education. Although young university teachers are full of enthusiasm for education and teaching, have strong plasticity and a large space for development, but at the same time they may still face the following problems in work, study and life:

Lack of teaching experience: Young teachers who have just started teaching usually lack teaching experience and practice. They may not feel mature and confident in teaching methods and classroom management. They need a lot of time and opportunities to gradually accumulate experience and improve teaching skills.

Insufficient subject knowledge: Some young teachers may not have a solid grasp of knowledge in their professional fields, especially in the aspects of curriculum design and lesson preparation. They still feel great pressure and anxiety. and the quality of the method in order to better impart knowledge to students.

Balance between research and teaching: Young teachers usually need to find a balance between teaching and research. On the one hand, they may hope to make achievements in the field of scientific research, but on the other hand, teaching work also requires time and energy to affect the quality of teaching and the output of research results.

Academic pressure and evaluation: Young teachers often face evaluation pressure from academics and schools. They need to meet the school's teaching requirements and academic level, and may face assessments in teaching evaluation, scientific research results evaluation, etc., and they often feel anxious and uneasy about this.

Student Relationships and Challenges: Relationships with students can be a challenge, especially for younger teachers, who need to communicate and interact effectively with students during the teaching process, understanding students' learning needs and problems. But with less experience, building a good teacher-student relationship takes time and patience, and may involve dealing with students' different personalities and needs.

Competition in academia: In academia, competition may be fierce, such as publishing papers, hosting or participating in project research, attending academic conferences, etc. Young faculty may need to seek out opportunities and partnerships in their field in order to publish research and enhance academic reputation.

Work pressure and balance: While pursuing professional development, young teachers also face the problem of work-life balance. Teaching, research, and administrative tasks may co-exist and require proper scheduling to avoid overwork.

Career development planning: Some young teachers may still be exploring their career development direction, not sure whether to continue teaching, or whether to focus on scientific research or other fields.

Insufficient teacher training: Some schools may lack a comprehensive teacher training program and fail to provide young teachers with the necessary professional training and development opportunities.

Education and teaching reform: Education and teaching reform is an ongoing process. Young teachers may need to adapt to changes in education policies and teaching methods, and constantly update teaching concepts and methods.

Despite these problems, most young teachers can gradually overcome these problems, and through the continuous improvement of the professional development system for young teachers, young teachers will surely be trained to become excellent educators.

Context of Private Higher Education

The origin of private higher education can be traced back to medieval Europe. During this period, education was mainly provided by churches and monasteries, but over time, a number of academic centers of non-ecclesiastical background emerged, which later evolved into modern private universities. Private universities are usually owned and managed by private organizations, foundations or individuals. These institutions do not rely on government funding and are primarily funded by private sources such as tuition fees, endowments and research grants. Compared with public universities, private universities are more financially independent and usually have greater flexibility and autonomy in running their schools.

From a legal perspective, China's earliest regulations on the establishment of private higher education was the Provisional Regulations on setting up private colleges and Universities issued by the State Education Commission in 1993, which clarified that private colleges and universities School-running policies, setting standards, review and approval, management, changes and adjustments, etc. Among them, private colleges and universities are defined as "educational institutions that implement higher degree education established in accordance with these regulations by various social organizations other than state agencies and state-owned enterprises and institutions, as well as individual citizens, with self-raised funds."

In addition, relevant private education laws and regulations also stipulate the scope of private education. For example, the "People's Republic of China Private Education Promotion Law" (2003) stipulates that private education refers to "social organizations or individuals other than state institutions, using Non-state financial funds, to organize activities of schools and other educational institutions for the society"; In addition, "Several Opinions of the State Council on Encouraging Social Forces to Establish Education to Promote the Healthy Development of Private Education" (2016) also clarified that "social forces to establish education means Various social forces organize or participate in the establishment of various levels and types of schools and other educational institutions permitted by laws and regulations in the form of donations, capital contributions, investments, and cooperation."

China's private higher education develops rapidly along with the process of popularization of higher education. In the past 30 to 40 years, China's private higher education has grown from nothing to more, and has developed into an important part of the higher education system with Chinese characteristics. According to the 2024 National Education Development Statistical Bulletin released by China's Ministry of Education, there were 3,119 higher education institutions nationwide in 2024. Among them, 1,257 were regular undergraduate institutions (including 154 independent colleges), 51 were vocational undergraduate institutions, 1,562 were higher vocational (specialized) colleges, and 249 were adult higher education institutions. The country had a total of 2.1635 million full-time teachers in higher education. There were 152,800 private schools of all types and levels, accounting for 32.52% of the total number of schools nationwide. Among these, 803 were private higher education institutions, representing 25.75% of all higher education institutions. This included 388 regular undergraduate institutions, 23 vocational undergraduate institutions, 390 higher vocational (specialized) colleges, and 2 adult higher education institutions. It has played a positive role in improving the demand for higher education, alleviating the financial pressure of public education, and promoting the reform of the higher education system and mechanism.

To sum up, private higher education in the scope of this research refer to higher education institutions in Guangxi that are invested, operated and funded by private or non-governmental organizations and have the right to confer bachelor's degrees and above, including independently established private colleges and universities and independent colleges. Including private colleges and private higher vocational colleges. According to the statistical data from the Guangxi Education Development Report, in 2024, Guangxi had a total of 9,549 private schools of all types and levels, including 27 private higher education institutions (12 of which were undergraduate institutions), accounting for 29.03% of all higher education institutions in the region. The total number of full-time teachers in higher education institutions across the region was 68,401, with 14,430 employed by private institutions. Among the full-time teachers in private higher education institutions, 4,134 were aged 35 and below, representing 42.8% of the total. In some institutions, young teachers accounted for nearly 80% of the teaching staff.

Guangxi private higher education mainly adhere to the modern university system and internal governance system and mechanism of the board of directors' decision-making, the political core of the party committee, the principal's responsibility, professors' scholarship, and democratic management. Taking the

operation and management system of Guangxi B University as an example, the board of directors is the decision-making body of the school, and its members are composed of 9-11 people including the sponsor or its representative, the principal, the secretary of the party committee, and representatives of the faculty and staff; the school implements that the principal under the leadership of the board of directors is responsible. Under the leadership of the board of directors, the principal is fully responsible for the school's education, teaching and administrative management; the principal's office meeting is the basic form for the principal to exercise his powers. The principal's office meeting is chaired by the principal or other school leaders authorized by the principal in accordance with its rules of procedure., Discuss and deal with important matters in the school's administrative work. The principal will make decisions on the matters discussed and studied on the basis of fully promoting the spirit of democracy and extensively listening to the opinions of the participants; The construction of disciplines and majors requires the establishment of several secondary colleges and timely adjustments according to development needs. The secondary colleges are the basic units for the school to implement professional management and construction, organize and implement school-running activities, and implement independent management within the scope of school authorization.

In addition, private higher education in Guangxi also have the following main characteristics:

Private funding support: Private colleges and universities rely primarily on private funding to sustain operations, including tuition, donations, sponsorships, and other non-government funding. They are not as dependent on government funding as public colleges and universities.

Higher Tuition Fees: Due to the lack of government funding support, private colleges and universities usually have higher tuition fees. However, some private colleges and universities also provide rich scholarships and grants to help students relieve financial pressure.

Teachers: The teaching staff of private colleges and universities in Guangxi is generally dominated by young teachers, with vitality and creativity. Most of the private colleges and universities have young teachers accounting for more than 40%, and even a relatively high proportion of nearly 80%.

Teaching Quality: Some private colleges and universities are known for providing high-quality education. They may have smaller class sizes and a more individualized approach to teaching, allowing students to better interact with and learn from their teachers.

Flexible subject setting: Private colleges and universities usually have relatively strong subject setting flexibility, and can adjust and launch new academic courses more quickly to meet the changing needs of the job market.

Rapid Decision-Making Process: With autonomous decision-making processes, private colleges and universities can often make decisions and implement changes more quickly to improve teaching quality and school management.

Integration of social resources: Some private colleges and universities cooperate closely with enterprises and community organizations, integrate social resources, and provide students with services such as internship opportunities and career development guidance.

Diversity and innovation: Private colleges and universities usually have strong diversity and innovation in curriculum and teaching methods, and can more flexibly adapt to the needs of different types of students.

Social influence: Some private colleges and universities have positive social influence on local communities and economic development due to their characteristics and advantages.

However, in the process of development, private colleges and universities in Guangxi also face many challenges and deficiencies:

For example, the management system and mechanism of private higher education need to be further optimized and improved; private colleges usually have high tuition fees due to the lack of government funding, which may pose a certain burden on some students from poor families; the structure of the teaching staff is not reasonable enough, and young teachers account for The ratio is too large, the teaching level is not high, the teacher development system is not perfect, and the teaching team is unstable; the quality of education and teaching in different schools may vary, and some low-quality private colleges and universities may not be able to provide a good educational and academic environment; Colleges and universities are relatively young and lack a long history and tradition, which affects their popularity and reputation to a certain extent; private colleges and universities that rely on private funds such as tuition fees may face greater financing pressure in economic operations, especially in the face of In the case of fierce market competition; compared with some public universities, some private universities may lack sufficient research resources and funds, thus limiting scientific research activities and innovation capabilities. The above status quo provides a more valuable reference for this study.

Related Research

Liu Daoping et al. (2013, p.76-81) conceptualizes self-directed faculty development as a multidimensional hierarchical process integrating skills, knowledge, consciousness, and action, sustained by tripartite support systems—institutional, resource-based, and cultural—operating through dual feedback loops: goal-outcome alignment and action-process interaction. System construction necessitates: (1) Institutional reengineering: reforming management strategies/procedural frameworks/performance systems to eliminate autonomy barriers while establishing developmental evaluation and managerial flexibility; (2) Resource orchestration: implementing faculty development center models that deliver proactive programs addressing multilayered/diversified professional needs; (3) Cultural cultivation: fostering environments encouraging innovation, collaboration, mutual scaffolding, and collective growth—collectively forging a synergistic ecosystem for autonomous professional advancement.

Darling-Hammond, L. (2017) emphasizes that teachers' professional development is essential for developing 21st-century student competencies—deep content mastery, critical thinking, complex problem-solving, communication/collaboration, and self-direction—requiring sophisticated pedagogies enabled by effective professional development (PD). Despite this imperative, research indicates most PD fails to improve teaching practices or student outcomes. Analysis of 35 methodologically rigorous studies defines effective PD as structured professional learning that changes teaching practices and improves student outcomes, characterized by seven features: content-focused design, active learning incorporation, collaborative support, modeling effective practices, coaching/expert support, feedback/reflection mechanisms, and sustained duration. As a core component of educational systems, well-designed PD must link to teacher preparation, induction, standards, and evaluation while bridging leadership opportunities to ensure coherent professional growth across career continuums.

Zheng Hui (2020, p.26-28) contends that professional development is the essential pathway for role actualization, requiring teachers to advance student learning for existential fulfillment. This necessitates a paradigm shift from subject instructors to learning architects, mandating development programs to: prioritize role transformation; align pedagogical practices (linguistic expression, content organization, instructional methods) with cognitive mechanisms to position teaching as learning's external catalyst; and center on teaching-research praxis where objectives, outcomes, motivations, and evaluations revolve exclusively around instruction. Consequently,

development must realign: goals from classroom delivery perfection → to learning facilitation; skills from teaching techniques → to learning facilitation competencies; theoretical foundations from pedagogical theories → to learning sciences principles; assessments from teaching capability → to demonstrable learning advancement—completing the transition from pedagogical to learning scholarship.

Sancar et al. (2021) establish teacher professional development (PD) as critically influential for student outcomes yet definitionally complex due to its multidimensional, lifelong nature. Through analysis of four core teacher education journals, they conceptualize PD as "a continuum initiating in teacher preparation, persisting throughout careers, and shaped by teacher characteristics, instructional content (what), and pedagogical strategies (how)"—a process directly impacting student outcomes wherein reforms, school contexts, curricula, collaborations, and formal/informal supports are integral components. Effective PD necessitates attentiveness to: (1) formative assessment processes; (2) large-scale research designs; (3) scope diversification across individual/institutional/governmental levels; (4) dissemination mechanisms; (5) longitudinal orientation over short-term studies; (6) collaboration among individuals/institutions/organizations; (7) context-responsive adjustments; (8) sustained support and supervision. This framework synthesizes extant definitions to optimize PD application.

Yan Xiaoli et al. (2022, p.107-115) emphasize that teacher professional development is intrinsically linked to instructional quality and talent cultivation outcomes, making educator competency advancement paramount for private institutions pursuing high-quality connotative development. The professional development needs of young teachers require: financial investment, temporal support, professional development opportunities, library/digital resources, and expert guidance. Achieving these necessitates: (1) investors adopting sound educational philosophies and increasing capital allocation; (2) administrators establishing "concurrent utilization and cultivation" pathways; (3) faculty enhancing autonomous development consciousness/capabilities; (4) administrative bodies strengthening policy support, implementation, and experiential referencing—forming a quadripartite responsibility matrix essential for sustainable institutional advancement.

Song Huan, Hu Xin (2022, p.10-14) propose that confronting the Fourth Industrial Revolution's exigencies, teachers must evolve into future-oriented exemplars by cultivating students' key competencies through tripartite transformations: First, leveraging learning analytics to implement evidence-driven instruction that dynamically diagnoses and scaffolds learning trajectories; Second,

architecting student-centered curricular progressions within engineered environments integrating physical, affective, cultural, and technological dimensions to activate authentic epistemic engagement; Third, pursuing agentic professional development via practice-embedded reflection and practical knowledge co-construction within negotiated communities of practice, harnessing collective efficacy for recursive growth. This trifecta—pedagogical responsiveness, environmental orchestration, and communal praxis—constitutes the essential framework for educator excellence in the post-digital epoch.

Fernández-Batanero et al. (2022, p.512-531) posit that digital competence as pivotal for enhancing teacher development efficacy and improving instructional/learning processes, necessitating three core components in initial/ongoing training: general knowledge on digital competence, TPACK understanding, and effective ICT integration in subject pedagogy. Qualified teachers require training to both acquire digital competencies and leverage technologies for developing students' digital-era capabilities. Concurrently, the study emphasizes school management leadership as catalysts for educational innovation and strategic technology integration as critical priorities—given their decision-making leverage, administrators must recognize teacher digital training's imperative for institutional and student capacity development.

Bai Shengnan et al. (2024, p.142-151) categorized the research on factors influencing teacher professional development into three main types: first, the impact of personal factors (internal factors); second, the impact of school factors (external factors); and third, the interplay between internal and external factors. Among these, external factors such as school management, school climate, and teacher culture serve as prerequisites for teachers' participation in professional development. Internal factors, including teachers' professional needs and self-assessment, play a positive role in their engagement in professional development activities. Therefore, enhancing attention to teachers' teaching efficacy, designing effective professional development activities, and reducing barriers to professional development, while encouraging principals to actively participate in professional development to foster an innovative school environment, are identified as pathways to increasing teachers' participation in professional development.

Peng Zeping et al. (2024, p.98-105) assert that AI-education integration triggers transformative disruptions in educational ecosystems, where technologies like educational robots and intelligent expert systems drive innovation while posing crises—particularly challenging teacher development. Administrators must resolve

three dilemmas: inadequate policy frameworks causing AI-literacy deficits, excessive non-instructional burdens undermining sustainability, and insufficient endogenous motivation perpetuating technological gaps. This necessitates: fortifying institutional infrastructures for foundational support; alleviating non-instructional burdens to expand developmental space; cultivating technological consciousness to enhance agency. Concurrently, teachers as educational protagonists must embrace adaptive responsibility by: reorienting development trajectories toward era-specific demands; cognizing, comprehending, and appropriately utilizing AI; actualizing students' holistic growth to advance educational excellence in the intelligent age.

Li Yuting et al.(2024, p.50-55) contend that the intelligent era necessitates reconfigured faculty development objectives, demanding: (1) top-down institutional design refining human-AI symbiosis mechanisms for educator reskilling; (2) technologically scaffolded learning-teaching commons leveraging big data/IoT/VR to create hybrid third spaces (virtual-physical nexus) transcending spatiotemporal constraints; (3) innovation capacity elevation integrating praxis-theory in teaching/research/design/autonomous learning/data analytics; (4) agentic consciousness cultivation fostering teacher agency, self-efficacy, and identity reconfiguration; (5) educational teleology return through bidirectional teacher-student symbiosis—collectively forging an adaptive development ecosystem for AI-era academia.

Stavermann, K. (2024, p.1-38) asserts that digital training holds significant potential for teacher professional development, demonstrating positive impacts—albeit varying in magnitude—on teachers' skills/knowledge, instructional practices, and student competencies. Additional benefits of Online Teacher Professional Development (OTPD) include enhanced student academic performance, attitudes, and motivation, alongside improvements in teachers' digital literacy and self-efficacy. Despite divergent scholarly perspectives and improvement recommendations, OTPD programs have gained widespread acceptance among educators.

Researchers contend that through a systematic review of the relevant studies by the aforementioned scholars, contemporary research on teacher professional development (PD) has formed several core consensuses and demonstrates clear developmental trends. First, effective teacher PD is widely defined as a complex process characterized by content focus, collaborative engagement, sustained duration, and integration of practical reflection. Its design must adhere to specific principles (e.g., modeling, coaching, feedback). Second, the research underscores a fundamental paradigm shift: the teacher's role must transition

from a knowledge transmitter to a learning designer. The core objective of PD should be anchored in promoting students' verifiable learning progress, and its theoretical foundation must shift from traditional pedagogy to learning sciences. Third, the successful implementation of PD highly depends on constructing a multi-dimensional support ecosystem. This encompasses institutional restructuring (optimizing management and evaluation), resource assurance (funding, time, platforms), and cultural cultivation (fostering innovation and collaborative atmospheres). Critically, the cultivation of digital literacy (TPACK) and addressing AI-driven educational transformation have emerged as core issues and urgent challenges for current and future teacher development. This necessitates systematically resolving issues such as policy support, workload reduction, and the stimulation of endogenous motivation. Simultaneously, research profoundly reveals that the effectiveness of PD results from the dynamic interplay and synergistic interaction between teachers' individual internal factors (agency, self-efficacy, identity, needs) and external environmental factors (school leadership, management, policies, resources, culture). Online PD models also demonstrate significant potential. Overall, research on teacher PD exhibits a clear evolutionary trajectory: moving from a focus on structure and effectiveness, towards centering on the learning-centered paradigm, and then advancing to the deep integration of intelligent technologies. Its success increasingly relies on the synergistic interplay of well-designed activities, robust support ecosystems, the assertion of teacher agency, and proactive engagement with technological transformation.

This provides a crucial theoretical foundation for this study's exploration of the support system for the professional development of young faculty in Guangxi private universities. It also highlights the urgency and research value of refining and enhancing this support system for young faculty in Guangxi's private higher education institutions.

Chapter 3

Research Methodology

This research focuses on improving professional development support system for young teachers of private higher education in Guangxi. To study the current situation and provide guidelines and evaluation guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The research has the following procedures.

1. The Population / Sample Group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: To study the current situation of professional development support system for young teachers of private higher education in Guangxi.

The Population / Sample Group

The Population

The population of this phase is 1695 young teachers from 6 private colleges and universities at undergraduate level in Guangxi.

The Sample Group

According to Krejcie and Morgan sampling table (1970), the sample group of this phase is 313 young teachers from 6 private colleges and universities at undergraduate level in Guangxi. By using proportion sampling and simple random sampling.

Table 3.1 Lists of university and sample size

No	Private university in Guangxi	Population	Sample Group
1	Nanning University	321	59
2	Beihai University of Art and Design	512	95
3	Liuzhou Institute of Technology	210	39
4	Guilin University	242	45
5	Guilin University of Information Technology	285	52
6	Nanning Institute of Technology	125	23
Total		1,695	313

According to table 3.1, it showed that in order to analyzing the current situation of the professional development support system for young teachers of private higher education in Guangxi. 313 young teachers were selected as a sample from 6 private colleges and universities in Guangxi.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of professional development support system of young teachers in Guangxi private colleges and universities was questionnaire. The questionnaire was designed based on professional development support system in five following aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes. The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by age, gender, educational background and years of work experience .

Part 2: Survey about the current situation of professional development support system of young teachers in Guangxi private colleges and universities. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of professional development support system of young teachers at highest high level

4 express the level of professional development support system of young teachers at high level

3 express the level of professional development support system of young teachers at medium level

2 express the level of professional development support system of young teachers at low level

1 express the level of professional development support system of young teachers at lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a Questionnaire Process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to professional development support system of young teachers.

Step 2: Constructing the questionnaire about the current situation of professional development support system of young teachers in Guangxi private colleges and universities. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The Index of Objective Consistency (IOC) ranges from 0.80 to 1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 young teachers in private universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient, with a reliability score of 0.993.

Step 6: The questionnaire was applied to 313 young teachers from 6 private colleges and universities at undergraduate level in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of professional development support system for young teachers of private higher education in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 313 young teachers in private higher education in Guangxi.

Step 2: The researcher distributed the questionnaire to 313 young teachers. A total of 313 questionnaires.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by age, gender, education background and work experience.

Step 2: The current situation of professional development support system for young teachers of private higher education in Guangxi in five following aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes was analyzed by Mean and standard deviation.

Phase 2: To provide guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Key Information

The Interviewees

The interviewee in this research is 18 young teachers from 6 private colleges and universities in Guangxi. The qualifications of interviewees are as follows: 1) graduated with Bachelor's degree or above; 2) At least one year of teaching experience in private colleges and universities; 3) Always full of enthusiasm for teaching and desire to improve.

Research Instruments

Structured Interview

The instrument to collect the data for objective two is to provide the guidelines for improving professional development support system of young teachers in Guangxi. The interview was designed based on professional development support system in five following aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes. The structured interview is divided into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestions for improving the current situation of professional development support system based on five aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes, for young teachers of private higher education in Guangxi.

Constructing a Structured Interview Process

The construction process of structured interview is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to professional development support system of young teachers.

Step 2: Constructing the interview about the suggestions for improving the current situation of professional development support system based on five aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes. Then send the outline of the structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to provide guidelines for improving professional development support system for young teachers of private higher education in Guangxi, as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview young teachers from 6 private higher education in Guangxi.

Step 2: The researcher interviews the young teachers one by one through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

The structured interview about guidelines for improving professional development support system for young teachers of private higher education in Guangxi was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Key Information

Expert Group

The experts for evaluating the suitability and feasibility of guidelines is 15 experts from higher education in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of teaching experience in higher education, 2) have extensive experience in teachers' professional development, 3) academic title is associate professor or above.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The evaluation form designed based on guidelines for improving professional development support system for young teachers

of private higher education in five following aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the model at the highest level

4 refers to the suitability and feasibility of the model at a high level

3 refers to the suitability and feasibility of the model at a medium level

2 refers to the suitability and feasibility of the model at a low level

1 refers to the suitability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932).

The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing an Evaluation form Process

The construction process of the evaluation form is as follows:

Step 1: Construct the evaluation form about provision guidelines for improving professional development support system for young teachers of private higher education in Guangxi. .

Step 2: The evaluation form was applied to 15 high-level administrators in higher education in Guangxi.

Data Collection

The data collection for objective 3: to evaluate the guidelines for improving professional development support system for young teachers of private higher education in Guangxi, as following procedure:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation forms.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the guidelines for improving professional development support system for young teachers of private higher education in Guangxi is analyzed by Mean and standard deviation.

Chapter 4

Data Analysis Results

This research was to study the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- N refers to Sample group
 \bar{X} refers to Mean
S.D. refers to Standard deviation

Presentation of Data Analysis

Part 1: The analysis results of the personal information of the respondents, classified by gender, age, educational background and work experience. The researcher presented the data by frequency and percentage.

Part 2: The analysis results of the current situation and level of professional development support system for young teachers of private higher education in Guangxi. The researcher presented the data by Mean and standard deviation.

Part 3: The analysis results of interview data about the guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The researcher presented the data by Mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: The analysis results of the personal information of the respondents, classified by gender, age, educational background and work experience. The researcher presented the data by frequency and percentage.

Table 4.1 Personal information of the survey respondents

(N = 313)

	Personal Information	Frequency	Percentage
Gender	Male	108	34.50
	Female	205	65.50
	Total	313	100
Age	25-30 years old	211	67.41
	31-35 years old	102	32.59
	Total	313	100
Educational background	Associate Degree and Others	2	0.64
	Bachelor's degree	82	26.20
	Master's degree	227	72.52
	Doctor's degree	2	0.64
	Total	313	100
years of work experience in private higher education	1-3 years	198	63.26
	4-6 years	96	30.67
	7-9 years	14	4.47
	10 years and above	5	1.60
	Total	313	100

According to table 4.1, a total of 313 valid questionnaires were collected in this study. Among them, male respondents accounted for 34.5% of the total sample, with 108 individuals; female respondents accounted for 65.5% of the total sample, with 205 individuals. This indicates that female teachers constitute a larger proportion among young teachers in Guangxi's private higher education institutions, possibly reflecting the higher participation of female teachers in this field.

In terms of age distribution, respondents aged 25-30 accounted for 67.41% of the total sample, with 211 individuals; respondents aged 31-35 accounted for 32.59% of the total sample, with 102 individuals. This suggests that the majority of young teachers are concentrated in the 25-30 age group, indicating that they are in the early stages of their careers and may require more support and guidance for professional development.

Regarding educational background, respondents with a master's degree accounted for 72.52% of the total sample, with 227 individuals; those with a bachelor's degree accounted for 26.2% of the total sample, with 82 individuals; those

with an associate degree or other qualifications accounted for 0.64% of the total sample, with 2 individuals; and those with a doctoral degree also accounted for 0.64% of the total sample, with 2 individuals. This indicates that the majority of young teachers have a higher educational background, mainly at the master's level, reflecting the higher educational requirements for teachers in private higher education.

In terms of work experience in private higher education, respondents with 1-3 years of experience accounted for 63.26% of the total sample, with 198 individuals; those with 4-6 years of experience accounted for 30.67% of the total sample, with 96 individuals; those with 7-9 years of experience accounted for 4.47% of the total sample, with 14 individuals; and those with 10 years or more of experience accounted for 1.6% of the total sample, with 5 individuals. This indicates that the majority of young teachers have relatively short work experience in the field of private higher education, mainly concentrated in the 1-3 year range, and may need more support and guidance to adapt to the work environment and enhance their professional capabilities.

Part 2: The analysis results of the current situation of professional development support system for young teachers of private higher education in Guangxi. The researcher presented the data by Mean and standard deviation.

Table 4.2 Mean and standard deviation of the level of professional development support system for young teachers of private higher education in Guangxi in five aspects

(N = 313)

Professional development support system for young teachers of private higher education in Guangxi		\bar{X}	S.D.	Level	Order
1	Participants' reactions	4.12	0.85	high	5
2	Participants' learning	4.16	0.84	high	3
3	Organization support and change	4.14	0.88	high	4
4	Participants' use of new knowledge or skills	4.17	0.82	high	2
5	Students' learning outcomes	4.18	0.83	high	1
Total		4.15	0.84	high	

According to table 4.2, found that the current situation level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level ($\bar{X} = 4.15$). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows:

Students' learning outcomes: The mean score is 4.18 with a standard deviation of 0.83, indicating a high level of support. This suggests that the support system is positively impacting students' learning outcomes.

Participants' use of new knowledge or skills: The mean score is 4.17 with a standard deviation of 0.82, indicating a high level of support. This shows that participants are effectively using new knowledge or skills acquired through the support system.

Participants' learning: The mean score is 4.16 with a standard deviation of 0.84, also indicating a high level of support. This shows that participants feel they are learning effectively through the support system.

Organization support and change: The mean score is 4.14 with a standard deviation of 0.88, indicating a high level of support. This suggests that the organization is providing strong support and is open to changes that benefit the professional development of young teachers.

Participants' reactions: The mean score is 4.12 with a standard deviation of 0.85, indicating a high level of support. This suggests that participants generally have positive reactions to the support system.

Table 4.3 Mean and standard deviation of the level of professional development support system for young teachers in participants' reactions

(N = 313)

	Participants' reactions	\bar{X}	S.D.	Level	Order
1	Administrators support young teachers adjust and prepare themselves before participating in professional development programs.	4.14	0.82	high	4
2	Administrators actively pay attention to the attendance rate and participation rate of young teachers in professional development projects.	4.28	0.73	high	1

Table 4.3 (Continue)

	Participants' reactions	\bar{X}	S.D.	Level	Order
3	Administrators provide necessary and comfortable environmental facilities and scene conditions for young teachers to promote professional development.	4.11	0.85	high	6
4	Administrators create a positive, friendly and harmonious learning environment for young teachers to develop professionally.	4.15	0.83	high	2
5	Administrators have set up sufficient and effective interaction links for young teachers in professional development programs (such as teacher-student exchanges, student-student exchanges).	4.15	0.84	high	2
6	Administrators provide young teachers with learning content that meets the needs of professional development, and the curriculum arrangement is reasonable.	4.09	0.89	high	9
7	Administrators have applied appropriate and effective teaching methods and skills in professional development project activities to guide young teachers to improve their professional learning ability.	4.13	0.84	high	5
8	Administrators provide professional and knowledgeable instructors for the professional development of young teachers.	4.02	0.92	high	11
9	Administrators rationally arrange and effectively use the time of professional development activities to ensure that young teachers complete relevant learning and training tasks.	4.11	0.88	high	6

Table 4.3 (Continue)

	Participants' reactions	\bar{X}	S.D.	Level	Order
10	Administrators carefully plan and organize professional development programs for young teachers.	4.07	0.88	high	10
11	Administrators attach importance to the reasonable suggestions put forward by young teachers on professional development activities, and adjust and improve them in time.	4.11	0.88	high	6
Total		4.12	0.85	high	

According to table 4.3, the professional development support system for young teachers in Guangxi's private higher education is generally perceived as having a high level of support based on participants' reactions. The overall mean score is 4.12 with a standard deviation of 0.85, suggesting a consistent and positive perception among respondents.

Specifically, the highest mean score is for the item "Administrators actively pay attention to the attendance rate and participation rate of young teachers in professional development projects" with a mean of 4.28, indicating that administrators' attention to participation is highly valued by young teachers. The lowest mean score is for the item "Administrators provide professional and knowledgeable instructors for the professional development of young teachers" with a mean of 4.02, suggesting that while still perceived as high, there is room for improvement in providing professional instructors.

The standard deviations range from 0.73 to 0.92, indicating a moderate variation in responses. The relatively low standard deviations suggest that the responses are fairly consistent across the sample, reinforcing the overall positive perception of the support system.

In summary, the analysis shows that the professional development support system is well-received by young teachers, with administrators' active involvement and attention being particularly appreciated. However, there are areas such as the provision of professional instructors where further enhancement could be beneficial.

Table 4.4 Mean and standard deviation of the level of professional development support system for young teachers in participants' learning

(N = 313)

	Participants' learning	\bar{X}	S.D.	Level	Order
1	Administrators organize professional development activities to enable young teachers to have a more comprehensive and in-depth understanding of the subject knowledge in this field.	4.11	0.85	high	10
2	Administrators organize professional development activities to support young teachers to enhance their theoretical knowledge of teaching.	4.18	0.82	high	3
3	Administrators organize professional development activities to support young teachers in improving classroom teaching skills and methods.	4.19	0.82	high	1
4	Administrators organize professional development activities to support young teachers to train their class organization and management abilities.	4.17	0.83	high	7
5	Administrators organize professional development activities to support young teachers in improving their scientific research ability.	4.18	0.83	high	3
6	Administrators organize professional development activities to enhance young teachers' sense of career gain, happiness and self-confidence.	4.07	0.89	high	12
7	Administrators support young teachers to provide high quality teaching and guidance to students, ensuring that students are able to acquire the required knowledge and skills.	4.18	0.82	high	3

Table 4.4 (Continue)

	Participants' learning	\bar{X}	S.D.	Level	Order
8	Administrators support young teachers to participate in workshops, seminars, lesson groups, etc., and achieve the expected learning goals.	4.18	0.81	high	3
9	Administrators organize professional development activities to support young teachers in exploring and understanding the rationale and implementation strategies behind new ideas or innovations.	4.17	0.82	high	7
10	Administrators organize professional development activities to support young teachers in their understanding of students' physical, emotional and psychological development.	4.14	0.85	high	9
11	Administrators provide more opportunities for young teachers to practice skills or apply concepts under simulated conditions.	4.11	0.90	high	10
12	Administrators help young teachers to recognize their own shortcomings in teaching ability and support them to make timely adjustments and improvements.	4.19	0.80	high	1
Total		4.16	0.84	high	

According to table 4.4, the professional development support system for young teachers in Guangxi's private higher education is highly effective in enhancing participants' learning. The overall mean score is 4.16 with a standard deviation of 0.84, indicating a high level of support and suggesting a consistent and positive perception among respondents.

Specifically, the highest mean score is for the item "Administrators help young teachers to recognize their own shortcomings in teaching ability and support them to make timely adjustments and improvements" with a mean of 4.19, indicating strong support in this area. The lowest mean score is for the item "Administrators organize professional development activities to enhance young teachers' sense of career gain, happiness and self-confidence" with a mean of 4.07, suggesting that while still perceived as high, there is room for improvement in enhancing the career satisfaction and confidence of young teachers.

The standard deviations range from 0.80 to 0.90, indicating a moderate variation in responses. The relatively low standard deviations suggest that the responses are fairly consistent across the sample, reinforcing the overall positive perception of the support system.

In summary, the analysis shows that the professional development support system is well-received by young teachers, particularly in areas such as improving teaching skills, enhancing theoretical knowledge, and providing support for recognizing and addressing teaching shortcomings. However, there are areas such as enhancing career satisfaction and confidence where further enhancement could be beneficial.

Table 4.5 Mean and standard deviation of the level of professional development support system for young teachers in organization support and change
(N = 313)

	Organization support and change	\bar{X}	S.D.	Level	Order
1	Administrators have fully considered the professional development needs of young teachers in formulating educational policies.	4.15	0.87	high	6
2	Administrators' formulation of educational policies plays a positive role in promoting the professional growth of young teachers.	4.14	0.85	high	8
3	Administrators create a harmonious, open, inclusive and mutual trust school culture for young teachers.	4.19	0.87	high	1
4	Administrators give priority to and meet the professional development needs of young teachers in the allocation of school resources.	4.16	0.87	high	3
5	Administrators have given full support and attention to the professional development and growth of young teachers from the leadership.	4.17	0.88	high	2
6	Administrators provides a strong team/subject group cooperation atmosphere for young teachers to support each other's professional growth.	4.12	0.88	high	9
7	Administrators provide young teachers with sufficient funds (such as research funds, training expenses, etc.) and resources to support their teaching research and reform.	4.05	0.98	high	11

Table 4.5 (Continue)

	Organization support and change	\bar{X}	S.D.	Level	Order
8	Administrators provide comprehensive training facilities (such as classrooms, laboratories, studios, etc.) to support the professional development of young teachers.	4.1	0.89	high	10
9	Administrators provide educational technology support (such as instructional software, online resources, online learning platforms, etc.) for the professional development of young teachers.	4.16	0.87	high	3
10	Administrators should timely adjust and improve the school's reform measures (such as organizational structure adjustment, introduction of new technologies, etc.) to facilitate the professional development of young teachers.	4.15	0.86	high	6
11	Administrators have the flexibility to adjust staff structure and cultural changes to meet the new needs of teacher professional development.	4.16	0.86	high	3
Total		4.14	0.88	high	

According to table 4.5, the professional development support system for young teachers in Guangxi's private higher education is highly effective in terms of organization support and change. The overall mean score is 4.14 with a standard deviation of 0.88, indicating a high level of support and suggesting a consistent and positive perception among respondents.

Specifically, the highest mean score is for the item "Administrators create a harmonious, open, inclusive and mutual trust school culture for young teachers" with a mean of 4.19, indicating strong support in creating a positive school culture. The lowest mean score is for the item "Administrators provide young teachers with sufficient funds (such as research funds, training expenses, etc.) and resources to support their teaching research and reform" with a mean of 4.05, suggesting that while still perceived as high, there is room for improvement in providing sufficient funds and resources.

The standard deviations range from 0.85 to 0.98, indicating a moderate variation in responses. The relatively low standard deviations suggest that the responses are fairly consistent across the sample, reinforcing the overall positive perception of the support system.

In summary, the analysis shows that the professional development support system is well-received by young teachers, particularly in areas such as creating a harmonious school culture, providing comprehensive training facilities, and offering educational technology support. However, there are areas such as providing sufficient funds and resources where further enhancement could be beneficial.

Table 4.6 Mean and standard deviation of the level of professional development support system for young teachers in participants' use of new knowledge or skills

(N = 313)

Participants' use of new knowledge or skills	\bar{X}	S.D.	Level	Order
1 Administrators organize professional development activities to support young teachers in clearly identifying which new knowledge or skills can be applied to teaching practice.	4.18	0.83	high	4
2 Administrators organize professional development activities to support young teachers to determine the frequency and regularity of their application of new knowledge or skills.	4.14	0.83	high	9
3 Administrators provide support for young teachers to apply new knowledge or skills appropriately and adequately in their teaching practice.	4.17	0.81	high	5
4 Administrators give young teachers enough time to support them in integrating new knowledge or skills into their daily teaching work.	4.21	0.83	high	1
5 Administrators support young teachers to flexibly adjust their teaching practices to meet the application needs of new knowledge or skills.	4.15	0.82	high	8
6 Administrators set up professional development content for young teachers that is closely related to their teaching practice.	4.17	0.83	high	5
7 Administrators support young teachers in professional development activities to acquire new knowledge and skills that are directly applied to teaching practice.	4.16	0.84	high	7

Table 4.6 (Continue)

Participants' use of new knowledge or skills	\bar{X}	S.D.	Level	Order
8 Administrators support young teachers to directly transfer new knowledge or new skills to actual teaching situations, such as using new teaching consciousness and flexibly applying learned knowledge.	4.19	0.81	high	3
9 Administrators support young teachers to put their new knowledge or skills into play in school teaching, scientific research, social services and other fields.	4.20	0.79	high	2
10 Administrators support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination.	4.13	0.83	high	10
Total	4.17	0.82	high	

According to table 4.6, the professional development support system for young teachers in Guangxi's private higher education is highly effective in supporting participants' use of new knowledge or skills. The overall mean score is 4.17 with a standard deviation of 0.82, indicating a high level of support and suggesting a consistent and positive perception among respondents.

Specifically, the highest mean scores is for the items "Administrators give young teachers enough time to support them in integrating new knowledge or skills into their daily teaching work" with a mean of 4.21. This indicates strong support in providing sufficient time for young teachers to apply new knowledge or skills in various contexts. The lowest mean score is for the item "Administrators support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination" with a mean of 4.13, which still falls within the high level category, indicating that while support is strong, there may be slight variations in the effectiveness of certain support measures.

The standard deviations range from 0.79 to 0.84, indicating a moderate variation in responses. The relatively low standard deviations suggest that the responses are fairly consistent across the sample, reinforcing the overall positive perception of the support system.

In summary, the analysis shows that the professional development support system is well-received by young teachers, particularly in areas such as providing sufficient time to integrate new knowledge or skills into teaching practice and supporting the application of new knowledge or skills in various fields. The results suggest that the support system is effective in facilitating the use of new knowledge or skills by young teachers, contributing to their professional growth and development.

Table 4.7 Mean and standard deviation of the level of professional development support system for young teachers in students' learning outcomes

(N = 313)

	Students' learning outcomes	\bar{X}	S.D.	Level	Order
1	Administrators regularly follow up and supervise the mastery of subject knowledge of young teachers' students.	4.17	0.83	high	5
2	Administrators regularly supervise and follow up on the progress of young teachers' students in learning skills and problem solving.	4.17	0.83	high	5
3	Administrators regularly supervise and follow up on how young teachers' students understand and apply new knowledge or methods in the classroom.	4.17	0.83	high	5
4	Administrators regularly follow up and supervise young teachers to improve levels of student academic performance (such as test scores or the quality of academic assignment completion).	4.22	0.80	high	1
5	Administrators regularly follow up and supervise the performance of young teachers' students in terms of personal confidence and motivation.	4.16	0.85	high	10
6	Administrators provide support for young teachers to effectively improve students' learning attitudes and interest in the curriculum.	4.15	0.84	high	11
7	Administrators provide support for young teachers to promote students to collaborate with others and participate in group activities in the classroom.	4.17	0.82	high	5

Table 4.7 (Continue)

	Students' learning outcomes	\bar{X}	S.D.	Level	Order
8	Administrators regularly follow up and supervise the willingness and extent to which young teachers' students are committed to their future academic or career goals.	4.18	0.84	high	4
9	Administrators regularly follow up and pay attention to the effect of young teachers' students' use of learning strategies, such as making learning plans or adjusting learning methods.	4.17	0.84	high	5
10	Administrators regularly follow up and pay attention to the organized and self-disciplined learning behavior of young teachers' students in and out of the classroom.	4.2	0.83	high	2
11	Administrators support young teachers to significantly improve student participation in the classroom (e.g., asking questions, discussing, completing classroom tasks).	4.19	0.82	high	3
Total		4.18	0.83	high	

According to table 4.7, the professional development support system for young teachers in Guangxi's private higher education is highly effective in terms of students' learning outcomes. The overall mean score is 4.18 with a standard deviation of 0.83, indicating a high level of support and suggesting a consistent and positive perception among respondents.

Specifically, the highest mean score is for the item "Administrators regularly follow up and supervise young teachers to improve levels of student academic performance (such as test scores or the quality of academic assignment completion)" with a mean of 4.22, indicating strong support in enhancing student academic performance. The lowest mean score is for the item "Administrators provide support for young teachers to effectively improve students' learning attitudes and interest in the curriculum" with a mean of 4.15, which still falls within the high level category,

indicating that while support is strong, there may be slight variations in the effectiveness of certain support measures.

The standard deviations range from 0.80 to 0.85, indicating a moderate variation in responses. The relatively low standard deviations suggest that the responses are fairly consistent across the sample, reinforcing the overall positive perception of the support system.

In summary, the analysis shows that the professional development support system is well-received by young teachers, particularly in areas such as enhancing student academic performance, promoting student participation in the classroom, and supporting students to collaborate with others. The results suggest that the support system is effective in facilitating positive learning outcomes for students, contributing to the overall quality of education provided by young teachers.

Part 3: The analysis results of interview data about guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Table 4.8 Personal information of the interviewee

Interviewee	Personal information	Interview Date	Interview time
Interviewee 1	Education: Master's degree Work experience: 2 years	June 20, 2024	9:00 am GMT +8 35 minutes
Interviewee 2	Education: Doctor's degree Work experience: 2 years	June 20, 2024	10:00 am GMT +8 35 minutes
Interviewee 3	Education: Master's degree Work experience: 3 years	June 20, 2024	11:00 pm GMT +8 35 minutes
Interviewee 4	Education: Master's degree Work experience: 3 years	June 20, 2024	15:00 pm GMT +8 35 minutes
Interviewee 5	Education: Master's degree Work experience: 1 years	June 20, 2024	16:00 pm GMT +8 35 minutes
Interviewee 6	Education: Master's degree Work experience: 5 years	June 20, 2024	17:00 pm GMT +8 35 minutes
Interviewee 7	Education: Master's degree Work experience: 4 years	June 21, 2024	9:00 am GMT +8 35 minutes

Table 4.8 (Continue)

Interviewee	Personal information	Interview Date	Interview time
Interviewee 8	Education: Master's degree Work experience: 2 years	June 21 , 2024	10:00 am GMT +8 35 minutes
Interviewee 9	Education: Bachelor's degree Work experience: 6 years	June 21 , 2024	11:00 pm GMT +8 35 minutes
Interviewee 10	Education: Master's degree Work experience: 4 years	June 21 , 2024	15:00 pm GMT +8 35 minutes
Interviewee 11	Education: Doctor's degree Work experience: 3 years	June 21 , 2024	16:00 pm GMT +8 35 minutes
Interviewee 12	Education: Doctor's degree Work experience: 2 years	June 21 , 2024	17:00 pm GMT +8 35 minutes
Interviewee 13	Education: Master's degree Work experience: 1 years	June 22 , 2024	9:00 am GMT +8 35 minutes
Interviewee 14	Education: Bachelor's degree Work experience: 8 years	June 22 , 2024	10:00 am GMT +8 35 minutes
Interviewee 15	Education: Master's degree Work experience: 6 years	June 22 , 2024	11:00 pm GMT +8 35 minutes
Interviewee 16	ducation: Master's degree Work experience: 5 years	June 22 , 2024	15:00 pm GMT +8 35 minutes
Interviewee 17	ducation: Bachelor's degree Work experience: 9 years	June 22 , 2024	16:00 pm GMT +8 35 minutes
Interviewee 18	ducation: Master's degree Work experience: 3 years	June 22 , 2024	17:00 pm GMT +8 35 minutes

According to Table 4.8, it shows that the personal information of 18 interviewees is classified by interviewee, work experience, education background, interview date, and interview time.

Through conversations with 18 Interviewees, combined with literature review and questionnaire data, the researcher proposes the following development guidelines:

Table 4.9 guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Guidelines	How to
Participants' reactions	<ol style="list-style-type: none"> 1 Mentor Assignment: Optimize the selection, training, and exit mechanisms for mentors, establish a diversified mentoring model, adopt a "dual-track mentor system," and strengthen the incentives and assessment of mentors. 2 Needs Assessment: Establish a pre-training needs survey system to gain an in-depth understanding of the actual needs and goal expectations of young teachers, ensuring that professional development activities are more targeted and attractive. 3 Diverse Formats: Design diverse activity formats, such as workshops, seminars, and mobile micro-training modules, to accommodate fragmented learning needs and meet the learning preferences and needs of different teachers. 4 Feedback Mechanism: Establish an effective feedback mechanism, such as an online feedback platform, to collect and process teachers' suggestions and opinions, and promptly communicate improvement results to teachers, enhancing their sense of participation and satisfaction.

Table 4.9 (Continue)

Guidelines	How to
5	Mindset Adjustment: Provide psychological counseling and pre-training needs diagnosis to help teachers adjust their mindset and increase their participation enthusiasm.
6	Time Assurance: Develop a detailed professional development plan, reasonably schedule training and learning activities to avoid conflicts with teaching tasks, and ensure that teachers can fully participate.
7	Effect Evaluation: Regularly evaluate the effectiveness of activities, collect teachers' feedback, and add peer review sessions to form a problem improvement loop, promptly adjusting and improving the content and format of activities.
8	Promotion and Mobilization: Strengthen the promotion and mobilization of activities through various channels such as campus website, posters, and emails to increase teacher participation.
9	Organizational Participation: Encourage teachers to jointly participate in the organizing and planning of activities, clarify training objectives, and enhance their sense of ownership and participation.
10	Interactive Communication: Increase interactive sessions such as group discussions, role-playing, and collaborative learning to promote communication and cooperation among teachers and improve the quality of interaction.

Table 4.9 (Continue)

Guidelines	How to
Participants' learning	1 Career Planning Guidance: Provide career development planning guidance, design diverse career development paths, and offer learning opportunities in areas such as administration, teaching innovation, and international exchange, in addition to traditional teaching and research paths, to meet the diverse development needs of young teachers.
	2 Psychological Support: Build a professional psychological counseling network both on and off campus to provide timely psychological counseling for young teachers. Establish a mental health support system, conduct regular mental health assessments and counseling, help teachers cope with professional stress, and enhance their self-confidence.
	3 Content Deepening: Invite experts and scholars to conduct special lectures, increase and update training on cutting-edge knowledge and skills in the discipline, optimize the depth and breadth of learning content, and broaden teachers' horizons.
	4 Diverse Methods: Use various teaching methods such as case analysis, role-playing, and simulated teaching to provide more opportunities for skill training and concept application, improving learning outcomes.
	5 Learning Assessment: Establish a comprehensive learning effect evaluation system, including exams, assignments, and classroom performance, to help teachers understand their learning progress and address shortcomings, enhancing their sense of professional achievement.

Table 4.9 (Continue)

Guidelines	How to
6	Learning Resources: Provide abundant learning resources, such as online courses, teaching videos, educational management, scientific research, and academic papers, to support teachers' self-directed learning.
7	Outcome Output: Regularly organize teaching competitions to encourage young teachers to showcase their teaching innovations and applied teaching skills, reinforcing learning outcomes and stimulating learning enthusiasm and motivation.
8	Time Management: Provide time management training for teachers to help them better balance teaching, research, and professional development activities.
9	Learning Feedback: Regularly collect teachers' learning feedback, promptly adjust teaching content and methods, and ensure that teachers receive high-quality educational and instructional guidance.
10	Growth Community: Organize study groups, build a professional growth community for teachers, promote communication and cooperation among teachers, and collectively improve learning outcomes.
11	Incentive Mechanism: Innovate evaluation and incentive mechanisms, establish a tiered honor system, and provide differentiated material rewards and professional privileges to reward outstanding teachers, increasing learning motivation and enhancing professional happiness.

Table 4.9 (Continue)

Guidelines	How to
Organization support and change	1 Policy Support: Increase policy support for young teachers at the government and school levels, providing more funding and resource investment.
	2 Funding Sources: Broaden diversified funding sources, strengthen cooperation with society and enterprises, and secure funding and resources from society and enterprises, while offering talent development and research collaboration opportunities to enterprises.
	3 Funding Allocation: Establish a scientific funding allocation mechanism, regularly assess the funding needs of young teachers, ensure the rationality and effectiveness of funding allocation, and provide resource guarantees for the most needed projects and teachers.
	4 Resource Sharing: Create a resource sharing platform, integrate teaching resources from both on and off campus, such as course syllabi, teaching videos, and academic papers, to facilitate the acquisition and sharing of resources by young teachers, improve teaching efficiency, and foster collective growth.
	5 Training Platform: Develop a virtual reality training platform, introduce an artificial intelligence mentor system, and allow young teachers to undergo training in teaching methods and classroom management techniques through immersive experiences.
	6 Decision Participation: Establish effective communication channels to involve young teachers in important school decisions and changes, such as teaching policy formulation and curriculum reform, enhancing their sense of participation and belonging.

Table 4.9 (Continue)

Guidelines	How to
	7 Health Services: Provide psychological counseling, stress management training, etc., to help young teachers cope with work pressure, maintain good mental health, and create an atmosphere that values teachers' psychological well-being.
	8 Environment Improvement: Improve training facilities and equipment, foster a positive, harmonious, and cohesive campus culture, and optimize teachers' learning experiences.
	9 Feedback Innovation: Establish an effective feedback mechanism, encourage teachers to propose innovative ideas and suggestions, ensure that young teachers' opinions and suggestions are promptly communicated to school management and fully considered in decision-making.
Participants' use of new knowledge or skills	1 Knowledge Sharing: Establish a knowledge sharing platform, encourage teachers to share and exchange the application of new knowledge and skills in daily teaching work, and promote the storage, sharing, and dissemination of knowledge through technological means.
	2 Practical Opportunities: Provide more practical platforms and opportunities, such as teaching reform projects, research projects, and social services, to allow teachers to apply new knowledge and skills in practice.
	3 Skill Training: Regularly organize training and guidance on skill application to help teachers master knowledge sharing techniques and methods, enhancing their ability to apply and share knowledge.

Table 4.9 (Continue)

Guidelines	How to
4	Team Collaboration: Organize team projects and workshops to promote collaboration among teachers, collectively apply new knowledge and skills, and improve application effectiveness.
5	External Exchange: Organize teachers to participate in off-campus academic exchange activities, promote communication between teachers and external experts and scholars, broaden horizons, and achieve a wider application and sharing of knowledge.
6	Feedback Improvement: Regularly collect teachers' feedback, promptly adjust and improve training content and methods.
7	Content Update: Regularly update training content to ensure its cutting-edge nature and practicality, maintaining teachers' learning interest.
8	Application Incentives: Establish an application reward system to reward teachers who excel in applying new knowledge and skills, increasing application enthusiasm.
9	Application Assessment: Establish an application effect evaluation system, regularly assess teachers' application effectiveness, provide improvement suggestions, and help teachers continuously improve their application capabilities.

Table 4.9 (Continue)

Guidelines	How to
Students' learning outcomes	1 Outcome Assessment: Establish a comprehensive student learning outcome assessment system, including exam scores, classroom performance, and assignment completion, for multi-dimensional evaluation.
	2 Personalized Guidance: Provide personalized learning guidance and support based on students' learning situations and needs, helping students improve learning outcomes and enhance personal confidence.
	3 Resource Support: Provide abundant learning resources, such as online courses, teaching videos, and academic papers, to support and guide students' self-directed learning, strengthening their learning self-discipline.
	4 Home-School Cooperation: Strengthen home-school cooperation, maintain close communication with parents, jointly focus on students' learning behaviors and outcomes, and form an educational synergy.
	5 Joint learning: Organize study groups to promote communication and cooperation among students, collectively improving learning outcomes.
	6 Teaching Update: Regularly update teaching content to ensure its cutting-edge nature and practicality, maintaining students' learning interest and increasing classroom participation.
	7 Learning Reward: Establish a learning reward system to reward outstanding students with material and spiritual incentives, increasing learning motivation.
	8 Outcome Tracking: Establish a learning outcome tracking mechanism, regularly assess students' learning outcomes, provide improvement suggestions, and help students continuously improve their learning performance.

According to Table 4.9, the researcher proposed the guidelines for improving professional development support system in five aspects, which include 47 measures. There are 10 measures for Participants' reactions, 11 measures for Participants' learning, 9 measures for Organization support and change, 9 measures for Participants' use of new knowledge or skills, and 8 measures for Students' learning outcomes. The framework of the guidelines is as follows:

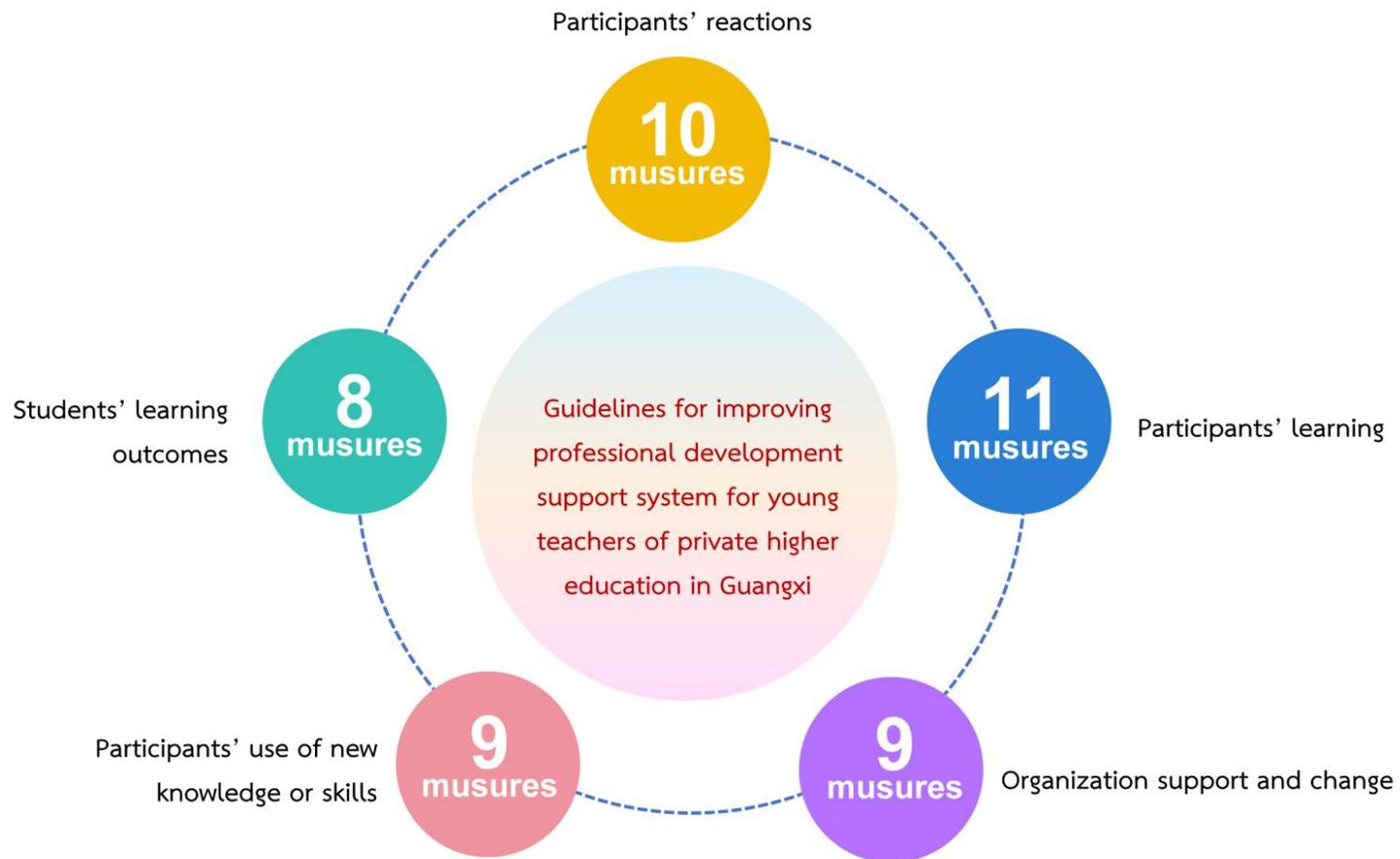


Figure 4.1 guidelines for improving professional development support system for young teachers of private higher education in Guangxi



Figure 4.2 Guidelines for improving Participants' reactions



Figure 4.3 Guidelines for improving Participants' learning



Figure 4.4 Guidelines for improving Organization support and change



Figure 4.5 Guidelines for improving Participants' use of new knowledge or skills

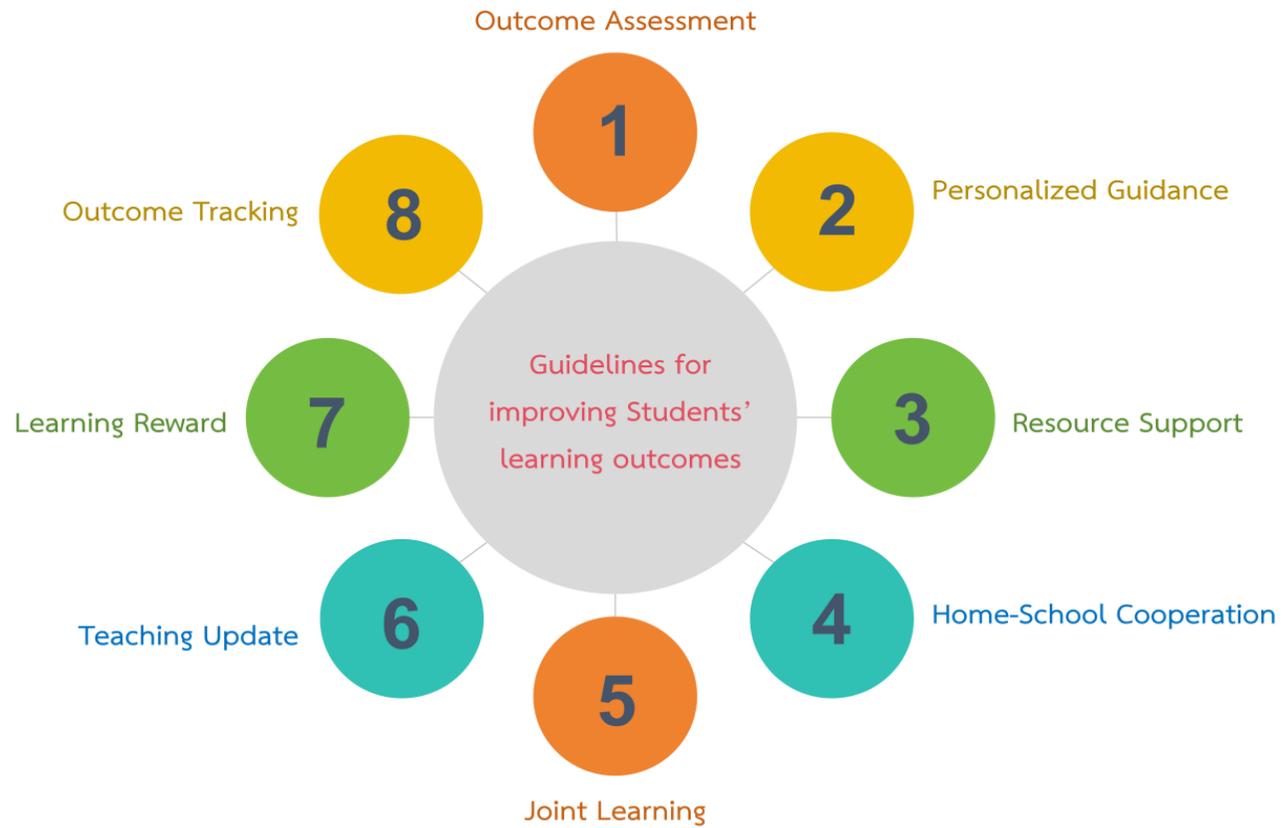


Figure 4.6 guidelines for improving Students' learning outcome

Part 4: The analysis results of the evaluation of the suitability and feasibility of the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The researcher presented the data by Mean and standard deviation.

Table 4.10 Mean and standard deviation of the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Participants' reactions	4.92	0.24	highest	4.87	0.33	highest
2 Participants' learning	4.88	0.29	highest	4.79	0.43	highest
3 Organization support and change	4.95	0.18	highest	4.85	0.39	highest
4 Participants' use of new knowledge or skills	4.98	0.06	highest	4.86	0.37	highest
5 Students' learning outcomes	4.91	0.28	highest	4.81	0.46	highest
Total	4.93	0.21	highest	4.84	0.40	highest

According to Table 4.10, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

Table 4.11 Mean and standard deviation of the suitability and feasibility of guidelines in participants' reactions

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Participants' reactions						
1 Mentor Assignment: Optimize the selection, training, and exit mechanisms for mentors, establish a diversified mentoring model, adopt a "dual-track mentor system," and strengthen the incentives and assessment of mentors.	4.93	0.26	highest	4.87	0.35	highest
2 Needs Assessment: Establish a pre-training needs survey system to gain an in-depth understanding of the actual needs and goal expectations of young teachers, ensuring that professional development activities are more targeted and attractive.	4.93	0.26	highest	4.87	0.35	highest

Table 4.11 (Continue)

	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
3	Diverse Formats: Design diverse activity formats, such as workshops, seminars, and mobile micro-training modules, to accommodate fragmented learning needs and meet the learning preferences and needs of different teachers.	4.93	0.26	highest	4.93	0.26	highest
4	Feedback Mechanism: Establish an effective feedback mechanism, such as an online feedback platform, to collect and process teachers' suggestions and opinions, and promptly communicate improvement results to teachers, enhancing their sense of participation and satisfaction.	4.87	0.35	highest	4.87	0.35	highest

Table 4.11 (Continue)

	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	Mindset Adjustment: Provide psychological counseling and pre-training needs diagnosis to help teachers adjust their mindset and increase their participation enthusiasm.	4.87	0.35	highest	4.87	0.35	highest
6	Time Assurance: Develop a detailed professional development plan, reasonably schedule training and learning activities to avoid conflicts with teaching tasks, and ensure that teachers can fully participate.	5.00	0.00	highest	5.00	0.00	highest
7	Effect Evaluation: Regularly evaluate the effectiveness of activities, collect teachers' feedback, and add peer review sessions to form a problem improvement loop, promptly adjusting and improving the content and format of activities.	5.00	0.00	highest	4.93	0.26	Highest

Table 4.11 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
8 Promotion and Mobilization: Strengthen the promotion and mobilization of activities through various channels such as campus website, posters, and emails to increase teacher participation.	4.87	0.35	highest	4.60	0.74	highest
9 Organizational Participation: Encourage teachers to jointly participate in the organizing and planning of activities, clarify training objectives, and enhance their sense of ownership and participation.	4.87	0.35	highest	4.80	0.41	highest
10 Interactive Communication: Increase interactive sessions such as group discussions, role-playing, and collaborative learning to promote communication and cooperation among teachers and improve the quality of interaction.	4.93	0.26	highest	4.93	0.26	highest
Total	4.92	0.24	highest	4.87	0.33	highest

According to Table 4.11, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' reactions were at the highest level with values between 4.50 and 5.00, which means the guidelines for improving professional development support system for young teachers is suitability and feasibility.

Table 4.12 Mean and standard deviation of the suitability and feasibility of guidelines in participants' learning

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Participants' learning						
1 Career Planning Guidance: Provide career development planning guidance, design diverse career development paths, and offer learning opportunities in areas such as administration, teaching innovation, and international exchange, in addition to traditional teaching and research paths, to meet the diverse development needs of young teachers.	4.93	0.26	highest	4.67	0.62	highest
2 Psychological Support: Build a professional psychological counseling network both on and off campus to provide timely psychological counseling for young teachers. Establish a mental health support system, conduct regular mental health assessments and counseling, help teachers cope with professional stress, and enhance their self-confidence.	4.87	0.35	highest	4.73	0.46	highest

Table 4.12 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
3 Content Deepening: Invite experts and scholars to conduct special lectures, increase and update training on cutting-edge knowledge and skills in the discipline, optimize the depth and breadth of learning content, and broaden teachers' horizons.	4.93	0.26	highest	4.47	0.74	highest
4 Diverse Methods: Use various teaching methods such as case analysis, role-playing, and simulated teaching to provide more opportunities for skill training and concept application, improving learning outcomes.	5.00	0.00	highest	4.93	0.26	highest
5 Learning Assessment: Establish a comprehensive learning effect evaluation system, including exams, assignments, and classroom performance, to help teachers understand their learning progress and address shortcomings, enhancing their sense of professional achievement.	4.80	0.41	highest	4.73	0.46	highest
6 Learning Resources: Provide abundant learning resources, such as online courses, teaching videos, educational management, scientific research, and academic papers, to support teachers' self-directed learning.	5.00	0.00	highest	4.80	0.56	highest

Table 4.12 (Continue)

	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
7	Outcome Output: Regularly organize teaching competitions to encourage young teachers to showcase their teaching innovations and applied teaching skills, reinforcing learning outcomes and stimulating learning enthusiasm and motivation.	4.87	0.35	highest	4.80	0.56	highest
8	Time Management: Provide time management training for teachers to help them better balance teaching, research, and professional development activities.	4.73	0.59	highest	4.87	0.35	highest
9	Learning Feedback: Regularly collect teachers' learning feedback, promptly adjust teaching content and methods, and ensure that teachers receive high-quality educational and instructional guidance.	4.73	0.59	highest	5.00	0.00	highest
10	Growth Community: Organize study groups, build a professional growth community for teachers, promote communication and cooperation among teachers, and collectively improve learning outcomes.	5.00	0.00	highest	4.87	0.35	highest

Table 4.12 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
11 Incentive Mechanism: Innovate evaluation and incentive mechanisms, establish a tiered honor system, and provide differentiated material rewards and professional privileges to reward outstanding teachers, increasing learning motivation and enhancing professional happiness.	4.87	0.35	highest	4.80	0.41	highest
Total	4.88	0.29	highest	4.79	0.43	highest

According to Table 4.12, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' learning were at the highest level with values between 4.50 and 5.00, which means the guidelines for improving professional development support system for young teachers is suitability and feasibility.

Table 4.13 Mean and standard deviation of the suitability and feasibility of guidelines in organization support and change

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Organization support and change						
1 Policy Support: Increase policy support for young teachers at the government and school levels, providing more funding and resource investment.	5.00	0.00	highest	4.73	0.59	highest
2 Funding Sources: Broaden diversified funding sources, strengthen cooperation with society and enterprises, and secure funding and resources from society and enterprises, while offering talent development and research collaboration opportunities to enterprises.	4.93	0.26	highest	4.87	0.35	highest
3 Funding Allocation: Establish a scientific funding allocation mechanism, regularly assess the funding needs of young teachers, ensure the rationality and effectiveness of funding allocation, and provide resource guarantees for the most needed projects and teachers.	4.93	0.26	highest	4.87	0.35	highest

Table 4.13 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
4 Resource Sharing: Create a resource sharing platform, integrate teaching resources from both on and off campus, such as course syllabi, teaching videos, and academic papers, to facilitate the acquisition and sharing of resources by young teachers, improve teaching efficiency, and foster collective growth.	4.93	0.26	highest	4.87	0.35	highest
5 Training Platform: Develop a virtual reality training platform, introduce an artificial intelligence mentor system, and allow young teachers to undergo training in teaching methods and classroom management techniques through immersive experiences.	4.93	0.26	highest	4.93	0.26	highest
6 Decision Participation: Establish effective communication channels to involve young teachers in important school decisions and changes, such as teaching policy formulation and curriculum reform, enhancing their sense of participation and belonging.	4.87	0.35	highest	4.80	0.41	highest

Table 4.13 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
7 Health Services: Provide psychological counseling, stress management training, etc., to help young teachers cope with work pressure, maintain good mental health, and create an atmosphere that values teachers' psychological well-being.	4.93	0.26	highest	4.87	0.35	highest
8 Environment Improvement: Improve training facilities and equipment, foster a positive, harmonious, and cohesive campus culture, and optimize teachers' learning experiences.	5.00	0.00	highest	4.87	0.35	highest
9 Feedback Innovation: Establish an effective feedback mechanism, encourage teachers to propose innovative ideas and suggestions, and ensure that young teachers' opinions and suggestions are promptly communicated to school management and fully considered in decision-making.	5.00	0.00	highest	4.87	0.52	highest
Total	4.95	0.18	highest	4.85	0.39	highest

According to Table 4.13, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in organization support and change were at the highest level with values between 4.5 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

Table 4.14 Mean and standard deviation of the suitability and feasibility of guidelines in participants' use of new knowledge or skills

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Participants' use of new knowledge or skills						
1 Knowledge Sharing: Establish a knowledge sharing platform, encourage teachers to share and exchange the application of new knowledge and skills, promote the storage, sharing, and dissemination of knowledge through technological means.	4.93	0.26	highest	5.00	0.00	highest
2 Practical Opportunities: Provide more practical platforms and opportunities, such as teaching reform projects, research projects, and social services, to allow teachers to apply new knowledge and skills in practice.	5.00	0.00	highest	4.87	0.35	highest
3 Skill Training: Regularly organize training on skill application to help teachers master knowledge sharing techniques and methods, enhancing their ability to apply and share knowledge.	5.00	0.00	highest	4.87	0.35	highest
4 Team Collaboration: Organize team projects and workshops to promote collaboration among teachers, collectively apply new knowledge and skills, and improve application effectiveness.	5.00	0.00	highest	4.87	0.35	highest

Table 4.14 (Continue)

	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	External Exchange: Organize teachers to participate in off-campus academic exchange activities, promote communication between teachers and external experts and scholars, broaden horizons, and achieve a wider application and sharing of knowledge.	5.00	0.00	highest	4.87	0.52	highest
6	Feedback Improvement: Regularly collect teachers' feedback, promptly adjust and improve training content and methods.	5.00	0.00	highest	4.93	0.26	highest
7	Content Update: Regularly update training content to ensure its cutting-edge nature and practicality, maintaining teachers' learning interest.	5.00	0.00	highest	4.60	0.83	highest
8	Application Incentives: Establish an application reward system to reward teachers who excel in applying new knowledge and skills, increasing application enthusiasm.	4.93	0.26	highest	4.93	0.26	highest

Table 4.14 (Continue)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
9 Application Assessment: Establish an application effect evaluation system, regularly assess teachers' application effectiveness, provide improvement suggestions, and help teachers continuously improve their application capabilities.	5.00	0.00	highest	4.80	0.41	highest
Total	4.98	0.06	highest	4.86	0.37	highest

According to Table 4.14, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' use of new knowledge or skills were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

Table 4.15 Mean and standard deviation of the suitability and feasibility of guidelines in students' learning outcomes

(n = 15)

Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Students' learning outcomes						
1 Outcome Assessment: Establish a comprehensive student learning outcome assessment system, including exam scores, classroom performance, and assignment completion, for multi-dimensional evaluation.	4.93	0.26	highest	4.87	0.35	highest
2 Personalized Guidance: Provide personalized learning guidance and support based on students' learning situations and needs, helping students improve learning outcomes and enhance personal confidence.	4.93	0.26	highest	4.87	0.52	highest
3 Resource Support: Provide abundant learning resources, such as online courses, teaching videos, and academic papers, to support and guide students' self-directed learning, strengthening their learning self-discipline.	5.00	0.00	highest	4.93	0.26	highest
4 Home-School Cooperation: Strengthen home-school cooperation, maintain close communication with parents, jointly focus on students' learning behaviors and outcomes, and form an educational synergy.	4.80	0.41	highest	4.67	0.49	highest

Table 4.15 (Continue)

	Guidelines for improving professional development support system for young teachers of private higher education in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	Joint Learning: Organize study groups to promote communication and cooperation among students, collectively improving learning outcomes.	4.93	0.26	highest	4.87	0.35	highest
6	Teaching Update: Regularly update teaching content to ensure its cutting-edge nature and practicality, maintaining students' learning interest and increasing classroom participation.	5.00	0.00	highest	4.80	0.56	highest
7	Learning Reward: Establish a learning reward system to reward outstanding students with material and spiritual incentives, increasing learning motivation.	4.80	0.56	highest	4.67	0.62	highest
8	Outcome Tracking: Establish a learning outcome tracking mechanism, regularly assess students' learning outcomes, provide improvement suggestions, and help students continuously improve their learning performance.	4.87	0.52	highest	4.80	0.56	highest
Total		4.91	0.28	highest	4.81	0.46	highest

According to Table 4.15, found that the suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in students' learning outcomes were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

Chapter 5

Conclusion Discussion and Recommendations

The objectives of the present research include: 1) To study the current situation of professional development support system for young teachers of private higher education in Guangxi. 2) To provide the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. 3) To evaluate the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. According to the analyzed of related theories and researches, the research of professional development support system of young teachers should be carried out from the following dimensions: 1) Participants' reactions. 2) Participants' learning. 3) Organization support and change. 4) Participants' use of new knowledge or skills. 5) Students' learning outcomes. The sample group of this research were 313 young teachers from 6 private colleges and universities at undergraduate level in Guangxi. The interviewees in this research were 18 young teachers from private colleges and universities in Guangxi. The experts for evaluating the suitability and feasibility of guidelines is 15 experts from higher education in Guangxi. The details are as follows.

Conclusion

The research focuses on the guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The level of professional development support system for young teachers of private higher education in Guangxi.

Part 2: Guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Part 3: The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Part 1: The level of professional development support system for young teachers of private higher education in Guangxi.

The level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level. Considering

the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest level was students' learning outcomes, followed by participants' use of new knowledge or skills, participants' learning, organization support and change, and the relatively lowest level was participants' reactions.

Participants' reactions was at a relatively high level. Considering the results of this research, the levels from highest to lowest are as follows: The highest mean score is for the item "Administrator actively pay attention to the attendance rate and participation rate of young teachers in professional development projects", indicating that administrators' attention to participation is highly valued by young teachers. The lowest mean score is for the item "Administrators provide professional and knowledgeable instructors for the professional development of young teachers", suggesting that while still perceived as high, there is room for improvement in providing professional instructors.

Participants' learning was at a relatively high level. Considering the results of this research, the levels from highest to lowest are as follows: the highest mean score is for the item "Administrators help young teachers to recognize their own shortcomings in teaching ability and support them to make timely adjustments and improvements", indicating strong support in this area. The lowest mean score is for the item "Administrators organize professional development activities to enhance young teachers' sense of career gain, happiness and self-confidence", suggesting that while still perceived as high, there is room for improvement in enhancing the career satisfaction and confidence of young teachers.

Organization support and change was at a relatively high level. Considering the results of this research, the levels from highest to lowest are as follows: the highest mean score is for the item "Administrators create a harmonious, open, inclusive and mutual trust school culture for young teachers", indicating strong support in creating a positive school culture. The lowest mean score is for the item "Administrators provide young teachers with sufficient funds (such as research funds, training expenses, etc.) and resources to support their teaching research and reform", suggesting that while still perceived as high, there is room for improvement in providing sufficient funds and resources.

Participants' use of new knowledge or skills was at a relatively high level. Considering the results of this research, the levels from highest to lowest are as follows: the highest mean scores is for the items "Administrators give young teachers enough time to support them in integrating new knowledge or skills into their daily teaching work", indicating strong support in providing sufficient time for young

teachers to apply new knowledge or skills in various contexts. The lowest mean score is for the item "Administrators support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination", indicating that while support is strong, there may be slight variations in the effectiveness of certain support measures.

Students' learning outcomes was at a relatively high level. Considering the results of this research, the levels from highest to lowest are as follows: the highest mean score is for the item "Administrators regularly follow up and supervise young teachers to improve levels of student academic performance (such as test scores or the quality of academic assignment completion)", indicating strong support in enhancing student academic performance. The lowest mean score is for the item "Administrators provide support for young teachers to effectively improve students' learning attitudes and interest in the curriculum", which still falls within the high level category, indicating that while support is strong, there may be slight variations in the effectiveness of certain support measures.

Part 2: Guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

The guidelines for improving professional development support system for young teachers of private higher education in Guangxi in five aspects, which contain 47 measures. There are 10 measures for Participants' reactions, 11 measures for Participants' learning, 9 measures for Organization support and change, 9 measures for Participants' use of new knowledge or skills, and 8 measures for Students' learning outcomes.

Participants' reactions consisted of 10 measures: 1) Mentor Assignment. 2) Needs Assessment. 3) Diverse Formats. 4) Feedback Mechanism. 5) Mindset Adjustment. 6) Time Assurance. 7) Effect Evaluation. 8) Promotion and Mobilization. 9) Organizational Participation. 10) Interactive Communication.

Participants' learning consisted of 11 measures: 1) Career Planning Guidance. 2) Psychological Support. 3) Content Deepening. 4) Diverse Methods. 5) Learning Assessment. 6) Learning Resources. 7) Outcome Output. 8) Time Management. 9) Learning Feedback. 10) Growth Community. 11) Incentive Mechanism.

Organization support and change consisted of 9 measures: 1) Policy Support. 2) Funding Sources. 3) Funding Allocation. 4) Resource Sharing. 5) Training Platform. 6) Decision Participation. 7) Health Services. 8) Environment Improvement. 9) Feedback Innovation.

Participants' use of new knowledge or skills consisted of 9 measures: 1) Knowledge Sharing. 2) Practical Opportunities. 3) Skill Training. 4) Team Collaboration. 5) External Exchange. 6) Feedback Improvement. 7) Content Update. 8) Application Incentives. 9) Application Assessment.

Students' learning outcomes consisted of 8 measures: 1) Outcome Assessment. 2) Personalized Guidance. 3) Resource Support. 4) Home-School Cooperation. 5) Joint Learning. 6) Teaching Update. 7) Reward Students. 8) Outcome Tracking.

Part 3: The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in five aspects were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' reactions were at the highest level with values between 4.50 and 5.00, which means the guidelines for improving professional development support system for young teachers is suitability and feasibility.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' learning were at the highest level with values between 4.50 and 5.00, which means the guidelines for improving professional development support system for young teachers is suitability and feasibility.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in organization support and change were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in participants' use of new knowledge or skills were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi in students' learning outcomes were at the highest level with values between 4.50 and 5.00, which means guidelines for improving professional development support system for young teachers is suitability and feasibility.

Discussion

The research in guidelines for improving professional development support system for young teachers of private higher education in Guangxi. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The level of professional development support system for young teachers of private higher education in Guangxi.

Part 2: Guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Part 3: The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Part 1: The level of professional development support system for young teachers of private higher education in Guangxi.

The level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest level was students' learning outcomes, followed by participants' use of new knowledge or skills, participants' learning, organization support and change, and the relatively lowest level was participants' reactions. The professional development support system for young teachers in private higher education in Guangxi has received high recognition, primarily due to its multidimensional system design, effective implementation of policies, and positive feedback in practice.

First, the comprehensiveness of the system design covers the core needs of teacher professional development. By integrating five major dimensions, the system addresses teaching ability enhancement, resource support, and outcome evaluation. As Yang Wanjie (2024, p.119-125) stated, "Through systematic thinking, the relevant factors, organizations, and forces affecting the development of university teachers are integrated, and the rational allocation of teacher education resources forms a synergy." This integration ensures the comprehensiveness and effectiveness of the

support system. This indicates that in designing the support system, private higher education in Guangxi have fully considered all aspects of teacher development, thereby providing all-round support for young teachers. Meanwhile, the active involvement of the management in teacher participation and the standardized design of processes have significantly enhanced teachers' sense of belonging and participation experience. As Yang Fan (2022, p.76-78) emphasized, "Universities should build a service support system with sufficient resource support, harmonious interpersonal relationships, healthy cultural atmosphere, and scientific leadership management to promote the professional development of teachers." The practice of private higher education institutions in Guangxi is a concrete manifestation of this concept.

Second, the coherence of policies and the effectiveness of their implementation have strengthened institutional guarantees. Ma Yanli & Zhou Haitao (2023, p.58-68) argue that the imperfection of professional development systems for teachers in private higher education institutions is an important reason for the insufficient internal motivation, low professional vision, and low professional effectiveness of teachers. However, the connection between Guangxi's "14th Five-Year Plan" for teacher development and national policies, as well as the emphasis placed by university leaders and management on resource allocation and dynamic adjustment mechanisms, have ensured the implementation of policies. Yang Wanjie (2024, p.119-125) also pointed out that "the design of systems and the formulation of relevant policies are the dominant factors in the professionalization process of university teachers in China. National systems and policies address both the issue of motivation and the issue of guarantees." This indicates that the formulation and implementation of policies are of great significance to the professional development of teachers. In particular, when formulating educational policies, managers have fully considered the professional development needs of young teachers, providing them with a clear direction for development and guarantees. The research by Lin Jie et al. (2017, p.114-117) also shows that "by changing the concept of university teacher development and establishing a scientific, people-oriented teacher development management system, it is possible to better meet and promote the development needs of university teachers and improve the overall level of teachers." This further confirms the key role of policy implementation in teacher development.

Finally, the mutual benefits for teachers and students have enhanced the positivity of practical feedback. The improvement of teachers' classroom teaching and research abilities has directly led to the improvement of students' academic

performance and classroom participation, forming a virtuous cycle. Li Yunfu et al. (2022, p.121-128) argue that "strengthening the construction of teacher development centers and focusing on the systematic construction and collaborative role of teacher development centers with other teacher development organizations is an inevitable trend in the research and practice of teacher development centers." The practice of private higher education in Guangxi shows that effective organizational construction and collaborative mechanisms can significantly improve the professional development level of teachers and, in turn, promote students' learning outcomes. This mutually beneficial mechanism not only enhances teachers' recognition of the support system but also provides practical evidence for continuous improvement and support.

Participants' reactions was at a relatively high level. The main reasons are as follows: First, the active involvement of the management and the implementation of standardized processes have effectively enhanced participation enthusiasm. Administrators have played a significant role in supporting teachers' participation in professional development activities. As Zhang Bo (2017, p.135-137) stated, when employees' learning subjectivity is valued, they are most satisfied with the training outcomes. Administrators not only provide the necessary facilities and conditions but also actively monitor teachers' participation and attendance through institutionalized supervision mechanisms (such as attendance records and project planning and design), ensuring that teachers can fully engage in professional development programs. Scholar Liao Zhiqiong (2016, p.90-92) similarly pointed out that the development of young teachers requires a systemic environment to ensure their career stability, security, continuous development, and equality. This is a guarantee for teachers to achieve and enhance their continuous creativity. It is evident that the active support and involvement of administrators have significantly improved teachers' participation experience and satisfaction. Second, the optimization of interactive segments and the learning environment has enhanced the sense of experience. Teachers generally feel a positive experience when participating in professional development activities. This includes satisfaction with the content and scheduling of the courses, as well as recognition of the teaching methods. As Su Yuanlian's (2017, p.75-78) research suggests, reasonable course arrangements and effective teaching methods can stimulate teachers' learning interest and enthusiasm. Teachers' learning motivation, willpower, and choices play a crucial role in learning outcomes. During the project design phase, managers should help teachers diagnose their learning goals, select appropriate content, and develop reasonable learning

plans. During the implementation process, they should create an ideal physical and psychological environment to stimulate the interest and motivation of participating teachers, encouraging their continuous involvement in group learning activities. Meanwhile, Cui Mingxiang and Lan Junqing (2018, p.114-120) also suggest that schools should leverage their own strengths to actively build platforms for peer assistance, encouraging teachers to communicate, collaborate, learn from each other, support one another, and make progress together. This, in turn, enhances their participation and satisfaction. Third, the timeliness and inclusiveness of the feedback mechanism ensure teachers' sense of procedural fairness. By regularly collecting teachers' opinions and optimizing training content, managers make teachers feel that their voices are valued, enhancing their "procedural justice" and reinforcing their sense of belonging, thereby increasing overall satisfaction. Scholar Liao Zhiqiong (2016, p.90-92) believes that deeply understanding the intrinsic development needs of young university teachers, accurately grasping these needs, and guiding and satisfying their self-development requirements can lead to targeted policy support for young teachers' development. By differentiating the self-development needs of young teachers and adjusting development policies in a timely manner, the unity of teachers' autonomous development and organizational development can be achieved.

However, according to the research data, there is still room for improvement in the professional development of young teachers, particularly in the implementation of the mentorship system and the allocation of mentors. The imbalance between the supply and demand of mentor resources has led to a limited number of mentors and restricted professionalism, which is a significant concern. Additionally, the matching mechanism between mentors and young teachers may also have flaws (such as mismatches in disciplines or insufficient guidance frequency). In private higher education institutions, internal mentors are mostly experienced teachers who hold concurrent positions, and their limited subject match and professional level result in insufficient guidance effectiveness and frequency, thereby affecting the overall support outcomes. Similarly, the lack of a systematic mentor capacity-building program (such as training in guidance strategies, communication skills, and reflective guidance) and a performance recognition system has led to a formalistic approach in the guidance process. The absence of an incentive mechanism (such as workload recognition and performance rewards) further reduces mentors' willingness to engage. Wang Fang (2017, p.124-127) found that local universities face numerous issues in the implementation of the mentorship system for young teachers, including the selection

of guidance teachers, the setting of guidance content, communication methods, and assessment and evaluation. As a result, the positive role of the mentorship system has not been fully realized. Moreover, from the perspective of academic culture, Liu Hong (2015, p.64-70) analyzed that the effectiveness of the mentorship system stems from three cultural factors: (1) The cooperative culture cultivated based on the concept of an academic community, which establishes an equal, trusting, and sharing relationship between young teachers and senior teachers; (2) The lifelong design of academic reputation, which not only attracts young teachers to actively seek guidance to improve their professional skills but also provides career security for senior teachers, thereby motivating them to fulfill their mission and sense of responsibility in selecting and nurturing young teachers; (3) The supportive atmosphere created in line with the human resource development and management philosophy, which provides emotional, informational, and instrumental support for the implementation of the mentorship system. Wang Ying and Hou Faming (2014, p.73-75) also emphasized the importance of mentor team building: To enhance the effectiveness of young teachers' professional development, it is essential to strengthen the construction of the mentor team and implement the mentor responsibility system. The success of professional development programs depends on the joint efforts of participants and mentors, with the role of mentors being crucial. It is necessary to further strengthen the construction of the mentor team and implement the mentor responsibility system. Mentors should arrange and implement activities such as observation courses, assistant teaching, and research for participants based on their individual situations and professional characteristics, and guide them in completing their professional development tasks.

Participants' learning was at a relatively high level. The main reasons are as follows: First, administrators have organized a variety of professional development activities, including workshops, seminars, and courses. These activities cover multiple aspects such as theoretical knowledge, teaching skills, and research capabilities, meeting the diverse learning needs of teachers. They provide a clear path for the growth of young teachers and help them quickly master implementable teaching strategies. As scholar Geng Juanjuan (2017, p.135-138) suggests, teacher training should avoid organizational blindness and arbitrary implementation. To enhance the effectiveness of teacher training, it is essential to follow the principles and patterns of adult learning. She proposes that training should be guided by needs analysis to fully leverage teachers' autonomy in professional development; build on teachers' prior experiences to actively assist them in constructing knowledge systems; focus on

teaching practice to effectively facilitate teachers' internalization of knowledge; and use learning communities as platforms to further strengthen teachers' collaborative learning abilities. Second, the content of professional development activities closely aligns with teachers' actual work needs, such as improving classroom teaching skills, enhancing research capabilities, and developing student management strategies. These activities are highly practical and targeted, effectively enhancing teachers' professional abilities and demonstrating that the support system effectively addresses the core needs of young teachers for teaching competence. As Lu Weilan (2010, p.104-105) stated, although the connotation of teacher professional development is very rich, encompassing the development of teachers' emotions, educational concepts, skills, and abilities, only by fully mobilizing teachers' enthusiasm for professional development can professional development be realized in individual teachers. Therefore, in-service teacher training should be based on solving teachers' educational and problems teaching, stimulating teachers' enthusiasm for participating in educational reforms, and thereby enhancing teachers' sense of happiness and achievement. Third, administrators' clear guidance on learning objectives has strengthened teachers' recognition of the value of training. Through diagnostic assessments, teachers are helped to identify issues and form a virtuous cycle of "learning–feedback–improvement." Cui Mingxiang & Lan Junqing (2018, p.114-120) pointed out that focusing on teachers' self-concept and individual experiences, as well as their internal motivation based on real needs, and using social forms and pathways such as cooperation and communication among teachers, can help interpret the pathways of teacher professional development. Theories such as self-directed learning theory, transformative learning theory, informal learning theory, and situated learning theory can be applied to leverage the support of complex systems like schools and society, mobilize teachers' existing experiences, and actively promote continuous positive changes in self-concept and individual experiences. This ultimately facilitates teachers' genuine professional autonomy and development.

However, despite the achievements in enhancing teachers' professional abilities, the training activities still pay insufficient attention to teachers' psychological needs and occupational emotions. This may lead teachers to neglect their own mental health and job satisfaction during the process of professional development, failing to fully meet the diverse needs of teachers in terms of occupational emotions and psychological support. Consequently, this may affect their overall job happiness and sense of achievement. In this regard, Wang Yuxia (2009, p.73-75) proposed that teacher training should not only improve teachers' educational scientific knowledge

and teaching skills but also strive to enhance their occupational emotions. Teachers should be helped to correctly understand the characteristics and significance of their profession, gradually linking the realization of their personal life values with their teaching careers. Through continuous self-renewal and self-improvement, work should no longer be perceived as pressure and burden but as a source of enjoyment. Only in this way can teachers' intrinsic motivation and creativity be unleashed, and the effectiveness of teacher training truly enhanced. Scholar Luo Jie et al. (2014, p.322-328) argued that only when individuals establish intrinsic occupational identification can they achieve true spiritual satisfaction, truly experience the happiness and life value brought by their profession, and truly realize their own professional development. Teachers with a high sense of occupational identification will have a strong desire and positive actions to continuously improve their own qualities, actively and proactively perceiving the value of the teaching profession in their work and life. Therefore, in professional development, it is essential to highlight the characteristics and advantages of the teaching profession, enhance teachers' understanding of its value, and promote their self-renewal and proactive development. At the same time, it is necessary to implement human-oriented, humane management, create a harmonious professional development environment, enhance the rationality and scientific nature of work arrangements, and strengthen teachers' positive emotions and attitudes towards their work.

Organization support and change was at a relatively high level. The main reasons are as follows: First, policy support and resource guarantees. Private higher education in Guangxi have fully considered the needs of young teachers in policy formulation and resource allocation, providing them with prioritized resource support and comprehensive policy guarantees. The schools have taken into account the professional development needs of young teachers in the formulation of educational policies, which makes teachers feel valued and supported by the institution. Zhang Ying's (2022, p.101-106) research conclusion also suggests that teachers' professional development takes place in a specific environment. In addition to the broader economic and social context, it is inseparable from the main venue of higher education institutions and the systematic support they provide. These supports can motivate teachers to pursue professional development. Scholars Yu Shenggang & Yu Bingjie (2021, p.130-136, 155, 156) argue that school systems, organizational atmosphere, and the developmental needs of teachers are decisive factors influencing the professional development of young teachers. To enhance the professional sentiment, knowledge, and abilities of young teachers, schools need to

create an organizational environment conducive to teacher development and meet the long-term needs of teachers' professional growth. Second, a positive organizational cultural atmosphere. The schools have fostered a harmonious, open, inclusive, and trusting campus culture. This positive cultural atmosphere helps to enhance teachers' sense of belonging and identification and promotes cooperation and communication among teachers. As Ma Yanli & Zhou Haitao (2023, p.58-68) stated, academic cultural support is a catalyst for teacher professional development. A strong academic cultural atmosphere plays an important role in enhancing teachers' professional beliefs and motivating their professional development. Ning Xiaojing (2016, p.64-66) also believes that building a cooperative culture among university teachers, especially one based on openness, trust, and mutual support, is crucial. This cooperative culture enables university teachers to share a common vision, stimulates their sense of identification and responsibility towards the professional learning community, their careers, and the institution, and fosters a sense of cooperation within the professional learning community. It is conducive to promoting interdisciplinary cooperation within the community and facilitating the construction and sharing of teachers' knowledge. Third, attention to individual teacher development. The schools have provided ample attention and support to young teachers, implementing various measures to help teachers adapt to the working environment and enhance their professional abilities. This focus on individual teacher development makes teachers feel cared for and supported by the institution, thereby increasing their satisfaction with organizational support. Lin Xiaojiao (2022, p.1,654-1,660) concluded in her research that the organizational environment of higher education institutions is an important factor affecting the development motivation of university teachers. A high level of supportive atmosphere can enhance employees' sense of autonomy. When university teachers perceive a stronger supportive organizational atmosphere, they experience a greater sense of control and enjoyment in their actions, making them more willing to learn relevant knowledge for their own development and to complete their work.

However, We should also be aware that the funding sources for private higher education is relatively single. Most of the funding for teacher development is self-raised, and resource allocation and investment are relatively limited, which to some extent affects the in-depth development of teacher professional development activities. Zhang Tingting (2011, p.56-58) also pointed out that the funding sources for private higher education institutions are single, with most of the funds relying on tuition fees to maintain operations. The issue of fundraising has become the main

bottleneck restricting the survival and development of private higher education institutions. As scholar Li Na (2016, p.79-83) pointed out, without necessary resources and rational resource allocation, even the best professional development plans cannot be implemented. Liu Chang (2017, p.229-231) also emphasized that school funding support is a prerequisite for the development of university teachers. The lack of funding is an important external factor affecting the ability enhancement of young university teachers. Schools need not only to create and improve the soft environment for the growth of outstanding young talents but also to increase investment in talent funds, establish special grants, and form a policy guarantee system to strengthen the construction of young teacher teams. Tang Junli (2017) similarly believed that a certain amount of material and resource input from the school is a guarantee for the smooth progress of teacher development. School administrators should fully recognize the importance and urgency of teacher development, provide sufficient material and financial support for teacher development activities, and ensure the continuity and long-term effectiveness of teacher development. Therefore, Pei Jiping (2015, p.85-87) suggested that higher education institutions should fully integrate and utilize social resources, use school-enterprise cooperation platforms, and build bridges for industry enterprises to participate in university teacher development work. They should attract industry associations and foundations to provide financial support for university teacher development and actively use social forces to explore social channels for teacher development. By creating professional development programs that are highly aligned with the market and suitable for teachers in this industry, they can promote the improvement of teachers' professional knowledge and practical abilities and enhance the quality of talent cultivation.

Participants' use of new knowledge or skills was at a relatively high level. The main reasons are as follows: First, the training content has a strong practical orientation. As Han Shuping (2009, p.76-79) argued, different practical approaches influence teachers' professional growth. The methods teachers adopt for educational practice directly determine the trajectory and pace of their professional development. It is both a pathway for professional growth and an indicator of professional development. Cui Mingxiang & Lan Junqing (2018, p.114-120) also suggested that individual teachers should cultivate innovative thinking, be willing to break free from fixed mindsets, actively explore new teaching models and methods, continuously expand their thinking, and internalize newly received ideas and concepts into their own knowledge base, which can then be applied in daily teaching. The training

content provided in professional development activities by administrators is closely related to actual teaching, allowing teachers to directly apply the knowledge and skills they have learned to classroom instruction. This practical training content helps teachers better understand and master new knowledge and skills. Geng Juanjuan (2017, p.135-138) also recommended that training should emphasize the relationship between theory and practice, knowledge and application for teacher participants. This enables them to apply theoretical knowledge in their specific professional contexts and focuses on situating in-service teacher training in complex, meaningful, and relatively authentic problem contexts, guiding teachers to learn the scientific knowledge implicit in these problems. Second, there is sufficient support in terms of resources and time. Support in resources and time plays a crucial role in teachers' professional development. Time, in particular, is an essential resource guarantee for the effectiveness of professional development. During the implementation and application of new teaching strategies and methods, time constraints are often a significant reason for failure. Ren Xueyin (2009, p.85-86) argued that for professional development activities, principals often first consider formal, organized, and time-consuming learning or training sessions. However, utilizing naturally occurring time and opportunities in daily work for professional development activities can have a more lasting and powerful impact. Yu Yue (2024, p.140-150), based on her research on technology-empowered teacher professional development, proposed that with the rapid development of technology, information technology has provided a strong impetus for teacher education. Convenient two-way communication, audio-visual media functions, and mobile devices have become powerful tools for teachers to engage in flexible professional learning, reflective coaching, and support at any time, thereby enhancing the quality and efficiency of teacher professional development. Overall, only with sufficient resources and reasonable time arrangements to support teachers in applying new knowledge and skills can their professional abilities truly be enhanced and developed. Third, effective guidance and peer support have been beneficial. Teachers receive effective guidance and support in the process of applying new knowledge and skills, including help from mentors and colleagues, which helps to address problems encountered during application. Han Shuping (2009, p.76-79) argued that teachers' development of professional knowledge and abilities is not entirely achieved through their own efforts but is advanced through continuous learning from others. The formation and improvement of individual teachers' unique teaching strategies and styles are not carried out in isolation but are largely dependent on the collective teacher culture to be accomplished.

However, we also found that administrators need to further enhance their support for young teachers in disseminating the new knowledge or skills they have learned to other members of the organization to achieve knowledge sharing and dissemination. Kang Wu (2022, p.37-42) pointed out that sharing is a core activity of teacher professional development. Members of the teacher community share new knowledge, methods, and tools within the framework of the teacher community. The sharers enhance their representation of the content and the use of sharing tools and methods, thereby internalizing teaching knowledge and achieving their own professional development. Shi Yan & Dong Hongling (2022, p.49-60) argued that the best way for teachers to enhance their professional development is not through individual learning and reflection but through cooperative sharing of knowledge exchange to gain knowledge resources that they do not possess or are difficult to obtain individually. Teacher cooperation based on knowledge sharing helps to enhance the cohesion of the teaching staff, stimulate knowledge vitality, and increase knowledge innovation. It not only helps to form a culture of knowledge exploration within the school organization but also encourages teachers to actively participate in the construction of organizational knowledge within the school, promoting the transformation of individual teacher knowledge into collective knowledge. Zhao Dan & Zeng Xin (2024, p.5-12) similarly pointed out that only by applying shared knowledge to teaching practice can teachers truly reflect the important value of knowledge in promoting teaching development and innovation. Liu Yu (2021, p.28-34) argued that for teachers to obtain knowledge that promotes their own professional development, they must exchange with others, and teacher knowledge sharing is an important way to help teachers quickly understand, comprehend, and master knowledge. Therefore, administrators must focus on stimulating the intrinsic motivation of young teachers to participate in knowledge sharing and dissemination and mobilize teachers' willingness to share knowledge in order to effectively achieve teacher knowledge sharing and thereby promote teacher professional development.

Students' learning outcomes was at a relatively high level. The main reasons are as follows: firstly, Comprehensive Management Supervision. In the career development process of young teachers in private higher education institutions in Guangxi, administrators regularly monitor and pay attention to multiple aspects of student learning outcomes, covering dimensions such as knowledge acquisition, skill enhancement, academic performance, and personal behavior. This principle of regular and comprehensive evaluation helps schools promptly understand students' learning conditions and provide targeted support for teachers. It also reflects that the

school not only focuses on students' knowledge accumulation but also values the cultivation of their skills and emotional attitudes, thereby promoting the overall improvement of student learning outcomes. Hu Chunxian (2023, p.75-80) proposed that higher education institutions should actively implement the evaluation philosophy of "improving result evaluation, strengthening process evaluation, exploring value-added evaluation, and perfecting comprehensive evaluation." This approach evaluates students' outputs in terms of knowledge, ability, and values with a growth mindset, paying attention to their starting points and progress, and measures the educational effectiveness of universities from multiple dimensions and perspectives. Cui Yunhong (2010, p.11-15) similarly argued that the comprehensive development of students advocated by quality education is not only about improving academic achievement but also about enhancing overall quality. In terms of academic achievement, it is not just the development of knowledge and skills but also the development of higher-order cognitive skills such as critical thinking, innovative spirit, and practical abilities necessary to adapt to the new era and contribute to it. Secondly, Promoting Student Cooperation and Participation. Administrators support teachers in facilitating students' cooperation with others in the classroom and their participation in group activities. These measures to promote student cooperation and participation help enhance students' enthusiasm for learning and their teamwork abilities. They also help students deepen their understanding of knowledge and improve learning outcomes through communication and collaboration. Zhang Zhihong & Geng Lanfang (2009, p.87-89) suggested that teachers adopt diversified and flexible teaching methods and advanced teaching tools, frequently organize classroom communication or discussions, and stimulate and cultivate students' interest in learning. This encourages students to actively and positively engage in learning, participate earnestly and efficiently in various learning activities, and improve the quality of student learning from the perspective of the learning subject. Li Baomin & Gong Lingling (2019, p.39-47) believed that the application of cooperative learning in teaching helps improve students' learning outcomes, with positive and significant impacts on both the cognitive and non-cognitive levels of students. Their research results indicated that appropriate cooperative learning can inspire greater achievement and intrinsic motivation in learners, leading to a more positive attitude towards learning. In particular, timely and appropriate intervention by teachers during the cooperative learning process helps increase students' enthusiasm for participation, promote interaction among members,

guide students in in-depth thinking and knowledge co-construction, and thereby enhance the effectiveness of cooperative learning.

However, administrators need to further strengthen their support for teachers in improving students' learning attitudes. The support provided by administrators to teachers can help improve students' learning attitudes and increase their interest in courses. This support not only focuses on students' academic achievements but also on their learning experiences and interest development. Zhang Zhihong & Geng Lanfang (2009, pp. 87-89) emphasized that a scientific learning attitude can effectively improve academic performance. As Wan Liya (2014, p.80-82) stated, learning attitudes regulate students' learning behaviors, affect their learning perseverance, and constrain their learning outcomes. Therefore, teachers should focus on helping students understand the significance of basic courses in professional course learning, career development, and personal growth, as well as the role of a good learning attitude in acquiring knowledge and skills and improving academic performance. Overall, maintaining a positive attitude in learning can inspire students' confidence and determination to learn basic courses well, thereby promoting the improvement of learning outcomes.

Part 2: Guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

To improve the participating reaction and satisfaction of young teachers, administrators can implement the following series of measures. First, during the preparatory phase of the activities, establish a pre-training needs assessment system to deeply understand the actual needs and target expectations of young teachers, and design professional development activities and courses that are more targeted and attractive based on this information. Zhang Wanyan (2016, p.112-115) also suggested in her research that a research system should be established before training to clarify the direction of training; the course setting, teaching methods, and training management should be improved during training; and a sound follow-up guidance system should be established after training. Chen Ting & Sun Binbo (2015, p.25-32) similarly proposed to value the role of teachers' training needs in effective teaching; to reasonably develop course plans and scientifically set up training courses; and to innovate the training mechanism, focusing on long-term effectiveness and paying attention to the results of teachers' training. In addition, optimize the selection, training, and exit mechanisms for mentor teachers, establish a diversified mentoring model, adopt a "dual-track mentorship system," strengthen incentives and assessments for mentor teachers, and provide high-quality mentoring

resources. This is consistent with the research of Shao Chunyan & Zhou Ping (2013, p.82-16), who proposed the "five links of clarifying training goals, recruitment, selection, and training of mentors, mentor-apprentice pairing, process management and target assessment, and evaluation and related reward and punishment systems." Meanwhile, during the implementation of teacher development activities, design a variety of activity formats, such as workshops and seminars, and develop mobile micro-training modules to meet the learning preferences and fragmented learning needs of different teachers; increase interactive segments such as group discussions, role-playing, and collaborative learning to promote communication and cooperation among teachers and improve the quality of interaction; provide psychological counseling and pre-training needs diagnosis to help teachers adjust their mindsets and increase their enthusiasm for participation. In addition, formulate detailed professional development plans, reasonably arrange the time for training and learning activities to avoid conflicts with teaching tasks, and ensure that teachers can fully participate; encourage teachers to jointly participate in the organization and planning of activities, clarify the goal orientation of training, and enhance their sense of ownership and participation. Moreover, after the activities, establish an effective feedback mechanism, such as an online feedback platform, to collect and process teachers' suggestions and opinions, and promptly feed back the results of improvement to teachers to enhance their sense of participation and satisfaction; regularly evaluate the effectiveness of the activities, collect teachers' feedback, increase peer review segments, form a closed loop for problem improvement, and timely adjust and improve the content and form of the activities. Du Hua (2007, pp. 106-107) believes that teacher training evaluation is a gradually deepening process of comprehensive detection and assessment of each link before, during, and after training. Through evaluation, each stage and link of teacher training is continuously regulated to promote the development of teacher training towards standardization, institutionalization, and scientification, and to ensure the quality and effectiveness of higher education teacher training. Finally, strengthen the publicity and mobilization of the activities through various channels such as campus broadcasting, posters, and emails to increase teachers' participation. The research results of Zhang Qian and Wang Hong (2020, p.91-96) show that teachers' training awareness, voluntary participation, decision-making power in participation, and the right to know in advance have a positive impact on training effectiveness. Among them, the impact of training awareness is the greatest. Training organizers should enrich the participation forms of teachers in the early stage of training, inform teachers of the learning goals of the

training courses in advance, and improve teachers' attention to and enthusiasm for post-service training. López-García et al. (2023, p.1-11) in their research underscore the importance of considering pre-service teachers' autonomy, competence, and, especially, novelty satisfaction in promoting their autonomous motivation and academic engagement in initial teacher education programs.

Through the above series of orderly and comprehensive measures, the overall experience feedback and satisfaction of young teachers in professional development activities can be effectively enhanced, promoting their professional growth and development.

To improve the comprehensive benefits of young teachers' learning, constructing a systematic and all-round support system is crucial. First, provide career development planning guidance and design diversified career paths that cover multiple directions such as teaching, research, administrative management, and teaching innovation to meet the individual development needs of young teachers. This provides a clear direction for teachers' professional growth and serves as the foundation of the entire system. As Chen Haiyan (2010, p.26-31) proposed, higher education institutions should base their efforts on the existing qualities, potential for development, and expectations of young teachers, fully focus on their career life value, and help them continuously elevate their spiritual pursuits, enhance professional ethics, grasp educational principles, expand subject knowledge, and strengthen professional skills on the basis of scientific planning. This provides a broad space for the individual development and enhancement of life quality of young teachers. At the same time, construct a professional psychological counseling network both on and off campus, establish a mental health support system, and regularly conduct mental health assessments and counseling to help teachers cope with job stress, boost self-confidence, and actively engage in career development with a positive mental state. This provides a solid psychological guarantee for teachers' pursuit of career planning. Scholars such as Jing Yumei and Zhu Xu (2021, p.95-96) proposed that higher education institutions should take the construction of a teacher psychological aid plan as the overall goal, focus on teachers' own growth needs as the entry point, and use standardized psychological counseling as the radiation source to actively explore practical ways to enhance the mental health literacy of university teachers. Sun Xiangyun (2017, p.54-56), in her research on teachers' mental health protection from the perspective of motivation theory, argued that "establishing an effective protection mechanism is the core and key to improving teachers' mental health levels." In terms of teaching content, invite experts and

scholars to conduct specialized lectures to update and expand the cutting-edge knowledge and skills in the subject areas in a timely manner, optimize the depth and breadth of learning content, and broaden teachers' horizons. This provides a rich source of knowledge for teachers' professional improvement. Complementing this is the use of various teaching methods such as case analysis, role-playing, and simulated teaching to increase opportunities for skill training and concept application, enhance learning outcomes, and effectively transform knowledge into practical abilities. Lee, S., & Kim, S. (2025, p.208-230) believe that teachers' understanding of teaching content, methods, and purposes is the key to students' successful learning. They suggest designing learning projects, building virtual classrooms, and conducting micro-teaching in virtual classrooms. By integrating theory with practice, teachers' teaching skills are enhanced. Content knowledge, pedagogical knowledge, and technical knowledge and skills are key elements of effective teaching, and micro-teaching in virtual environments helps pre-service teachers combine theoretical knowledge with practical operations, preparing them for actual classroom teaching. In terms of teacher learning support, build a rich resource platform that includes online courses, teaching videos, academic papers, etc., to support teachers' self-directed learning. At the same time, provide time management training to help teachers balance teaching, research, and professional development activities, and efficiently use time for self-improvement. To accurately understand teachers' learning progress, construct a comprehensive learning assessment system that includes multiple dimensions such as exams, assignments, and classroom performance, enabling teachers to clearly understand their strengths and weaknesses. Based on this, regularly collect teachers' learning feedback and dynamically adjust teaching content and methods accordingly to ensure high-quality educational guidance and form a virtuous cycle of continuous improvement. Regularly organize teaching competitions to encourage teachers to showcase teaching innovation and skill application, strengthen the practical transformation of learning outcomes, and stimulate teachers' enthusiasm and motivation to apply the knowledge and skills they have learned in actual teaching. At the same time, organize study groups to build a community of teacher professional growth, promote cooperation and common progress among teachers, and deepen learning outcomes through the collision of ideas and sharing of experiences. Chen Cong (2024, p.33-38), combining practical thinking and relevant theories, elaborated on the main characteristics of the teacher community in terms of teaching ability level, teaching thinking habits, teaching strategies, teaching models, and teaching styles. He proposed strategies for realizing the teacher community,

standardized organizational setting standards and practical operation procedures, focused on building a closed loop of quality management, clarified that teacher training is the quality guide of the teacher community, improved training work, empowered to improve the effectiveness of training, and realized new ideas for promoting teacher professional development in the new era. Finally, innovate the evaluation and incentive mechanism by establishing a step-by-step honor system, accompanied by differentiated material rewards and professional privileges, to fully motivate outstanding teachers, enhance their enthusiasm for learning and job satisfaction, and further consolidate learning outcomes. This keeps teachers motivated on the path of professional development. Hu Xiaorong and Meng Hongyan (2016, p.141-143), combining the current status of incentives for young teachers in local universities with the characteristics of young teachers' growth and development needs, explored the construction of a scientific and rational incentive mechanism for young teachers. They proposed improving the salary incentive mechanism for young teachers, improving their material treatment, attaching importance to spiritual incentives to enhance their sense of professional honor, belonging, and happiness, and implementing target incentives and other measures to stimulate young teachers' work enthusiasm.

Through this series of interrelated and complementary measures, young teachers receive all-round support and improvement in professional development activities. From career planning guidance, mental health protection, to the input and transformation of knowledge and skills, and then to learning process assessment, feedback, and incentives, each link closely cooperates to form a complete support chain. This promotes the steady improvement of young teachers' professional quality and teaching quality, and achieves coordinated development of individuals and the education cause.

To improve support for young teachers within the organization, administrators need to implement the following interrelated measures. First, strengthen policy support from both the government and the university levels to provide a solid policy guarantee for young teachers, which serves as the foundation of the entire system. On this basis, broaden diversified funding sources and strengthen cooperation with society and enterprises to achieve mutual benefits. Universities can provide opportunities for talent cultivation and research collaboration for enterprises, while enterprises can offer corresponding funds and resources to universities, thereby injecting sufficient financial momentum into teacher development. A scientific and rational funding allocation mechanism is the key link. It is necessary to regularly

assess the funding needs of young teachers and ensure that funds are accurately allocated to the most needed projects and teachers, maximizing the efficiency of resource utilization. As Chen Wuyuan (2011, p.43-46) stated, sufficient funding and ample freedom are the basic conditions for universities to achieve high levels and even become first-class institutions. Only with sufficient funding can academic freedom and academic development be fully guaranteed. Scholar Yang Fan (2022, pp. 76-78) also pointed out that the amount of financial funding directly reflects the extent of universities' support for teacher development. It is necessary to increase the support for special funds for teacher development, enabling teachers to obtain professional development with adequate funding. At the same time, it is important to balance fairness and efficiency, optimize the funding allocation mechanism, and conduct full-process tracking and review management of teachers' funding use to ensure that the use of teacher funding is scientific, standardized, and rational. Meanwhile, establish a resource-sharing platform to integrate high-quality teaching resources both on and off campus, such as course outlines, teaching videos, and academic papers, break down resource barriers, facilitate young teachers' access to and sharing of resources, promote common growth, and improve teaching efficiency. In addition, actively develop virtual reality training platforms and introduce artificial intelligence mentorship systems to create an immersive training environment for young teachers, helping them achieve effective improvement in teaching methods and classroom management skills. The research results of Liang, Y., & Lu, J. (2025) show that school support has a significant positive predictive effect on pre-service teachers' teaching design content creation. They suggest paying attention to school support and the application of generative artificial intelligence technology to enhance the quality of pre-service teachers' teaching design content creation and promote the sustainability of teacher professional development. During this process, establish effective communication channels to encourage young teachers to participate in important school decisions and changes, such as the formulation of teaching policies and curriculum reform, to enhance their sense of participation and belonging, and make teachers active contributors to the school's development. At the same time, provide psychological counseling services and stress management training to create an atmosphere that focuses on mental health, helping young teachers cope with work pressure and maintain a good mental state, thereby ensuring their full commitment to teaching. Finally, improve training facilities and equipment, optimize the campus cultural atmosphere, and create a positive, harmonious, and cohesive learning environment for teachers to further enhance their learning experience.

Establish an effective feedback mechanism to encourage teachers to propose innovative ideas and suggestions, ensuring that these voices are promptly conveyed to the management level and fully considered in decision-making, forming a virtuous cycle of continuous improvement. Liu Qian (2025, p.62-70), based on the development of organizational support theory, proposed a three-dimensional support framework consisting of instrumental support, emotional support, and developmental support. Effective organizational support needs to balance the relationship between resource supply and humanistic care, paying attention to employees' psychological belonging and growth space while meeting the material conditions required for employees' work.

Through the coordinated implementation of the above measures, school administrators can build an all-round support and development system for young teachers, promoting their comprehensive improvement in teaching, research, and other aspects, and thereby driving the overall improvement of the school's educational quality.

To improve the application and practice of new knowledge and skills among young teachers, administrators need to implement a series of interrelated measures. First, construct a knowledge-sharing platform to encourage teachers to share and exchange application cases of new knowledge and skills in daily teaching. Utilize technological means to facilitate the storage, sharing, and dissemination of knowledge, providing teachers with an environment for continuous learning and mutual inspiration. Li Wei (2021, p.28-36) emphasized the significant value of teacher knowledge sharing in promoting the development of teachers, students, and schools. He proposed building an emotional culture and corresponding domains that awaken and support teacher knowledge sharing; developing and optimizing diverse structural professional designs conducive to teacher knowledge sharing; enhancing clear perception, understanding, and grasp of the intrinsic processes of teacher knowledge sharing; establishing evaluation and incentive mechanisms for teacher knowledge sharing; and creating open professional platforms, information networks, and organizational structures for knowledge sharing. On this basis, provide more practical platforms and opportunities, such as teaching reform projects, research projects, and social services, enabling teachers to apply what they have learned in real contexts and achieve the transformation of knowledge into practice. Yu Xijia & Zhang Guoping (2023, p.27-33) believe that the construction of teaching practice knowledge is a fundamental approach for university teachers to develop teaching abilities and enhance the level of teaching scholarship, with

characteristics such as situational applicability, transformational mobility, and temporal evolution. The teaching practice knowledge of university teachers is constructed through interaction with the real environment. By strengthening the institutional penetration of teaching scholarship and promoting collective innovation in expansive learning activities, the transformation and creation of the teaching practice logic of university teachers can be facilitated. At the same time, regularly organize skill application training, which not only includes guidance on teaching methods but also training on the skills of knowledge sharing, to enhance teachers' ability to apply and share knowledge. Organize team projects and workshops to promote cooperation among teachers, improving the application effects of new knowledge and skills through collective wisdom. The research results of Chiu, T. K. F., Ching Sing Chai, Williams, P. J., & Tzung-Jin Lin. (2021, p.153-165) also show that it is highly beneficial for teachers to apply the knowledge learned in workshops to classroom teaching, and professional development should be ongoing to enhance teachers' ability to support students' needs. In addition, regularly select teachers to participate in off-campus academic exchange activities to have in-depth exchanges with external experts and scholars, broaden their horizons, and absorb advanced external experiences to further expand the breadth of knowledge application and sharing. It is also necessary to establish an effective feedback mechanism to regularly collect teachers' feedback on practical application, and adjust and improve training content and methods in a timely manner according to this feedback to ensure the practicality and timeliness of training. Regularly updating training content is equally important, by incorporating cutting-edge subject knowledge and the latest educational technologies to maintain teachers' continuous learning motivation and interest. An application reward system should also be established to provide material and spiritual rewards for teachers who excel in the application of new knowledge and skills, stimulating teachers' enthusiasm for application. Finally, establish a comprehensive application effect evaluation system to regularly conduct a comprehensive assessment of teachers' knowledge application effects, provide targeted improvement suggestions, and help teachers continuously enhance their application abilities.

Through the systematic implementation of this series of measures, school administrators can build an all-round support system for teachers, promoting the effective application of professional development outcomes in actual teaching, thereby improving overall teaching quality and achieving coordinated progress between teachers' personal growth and school development.

To improve the comprehensive impact of young teachers on student learning outcomes, administrators need to implement a series of interrelated support measures. First, establish a comprehensive student learning outcomes assessment system that takes into account multiple dimensions such as exam scores, classroom performance, and homework completion to provide a scientific basis for subsequent guidance and support. Jiang Jiaqiong, Zheng Huiwen, & Gong Huiyun (2020, p.111-116) proposed that Chinese universities should construct and improve the content system for student learning outcomes assessment. This includes establishing a consensus foundation for student learning outcomes assessment; developing diversified assessment methods and tools to enhance the scientific nature of assessment activities; and strengthening the construction of results-oriented assessment systems to normalize learning outcomes assessment. On this basis, provide personalized learning guidance according to students' individual learning situations and needs to help them improve their learning outcomes and boost their confidence. At the same time, offer a wealth of learning resources, including online courses, teaching videos, and academic papers, to support students' self-directed learning and strengthen their learning self-discipline. Zhang Ruifang (2017, p.105-107) suggested that learning resources such as MOOCs, micro-lessons, and flipped classrooms, which have emerged with the development and innovation of Internet information technology, meet the needs of students' individual development, stimulate their interest in active learning, enhance their ability for self-directed learning, and promote their individual development. Pei Xiu Fang (2016, p.55-57) also proposed "building a harmonious teacher-student relationship to guide students' self-directed learning; and formulating scientific learning strategies to instruct students in efficient learning." In addition, strengthen home-school cooperation by closely communicating with parents to form an educational synergy and jointly focus on students' learning behaviors and outcomes. Qiu Huiyan & Chai Jiang (2021, p.179-186) argued that it is necessary to establish an organized, standardized, and sustainable home-school cooperation system. First, promote the coordinated interaction among families, schools, and communities to integrate and optimize educational resources. Second, establish trust among families, schools, and communities to achieve common goals. Third, fully leverage social resources to cultivate a positive educational ecosystem. Moreover, regularly update teaching content to ensure its cutting-edge nature and practicality in order to maintain students' interest in learning and classroom participation. Organize study groups to promote communication and cooperation among students and collectively improve learning outcomes. Ji Zhenfeng

(2018, p.60-61) found in his research that students' active presentations in the classroom need to be guided and motivated by teachers, and that "group cooperative learning is a prerequisite for the success of active presentations." Establish a learning reward system to provide material and spiritual rewards for outstanding students and stimulate their enthusiasm for learning. Qu Shasha, Xiang Hui, & Zhang Qiguang (2015, p.96-98) pointed out that universities should build a student honor incentive system based on clear training goals and a scientific evaluation mechanism. This involves clarifying the diversity of student development goals, valuing the process of honor recognition, paying attention to the richness of incentive methods, understanding the uniqueness of student groups, and ensuring the fairness of evaluation procedures. Finally, establish a learning outcomes tracking mechanism to regularly monitor students' learning outcomes and provide suggestions for improvement to help students continuously enhance their learning performance.

Through the synergistic effect of these measures, school administrators can build an all-round support system to effectively translate the outcomes of teacher development into student learning achievements, achieving a virtuous interaction between teacher and student growth.

Part 3: The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi.

Overall, the guideline for improving the professional development support system for young teachers in private higher education in Guangxi demonstrates high adaptability and feasibility, which is fully reflected in the statistical results of the data, with mean values falling within the highest range of 4.50-5.00. This indicates that the guideline is well-aligned with the actual needs of young teachers in private higher education in Guangxi and the educational environment in which they operate. It can be effectively implemented in practice, providing strong support for the professional development of young teachers and, in turn, promoting the overall quality improvement of private higher education in Guangxi.

In terms of participant reactions, the adaptability and feasibility of the guidelines are particularly notable. By optimizing the mentorship mechanism and other measures, it offers more professional and diverse guidance to young teachers, meeting their demands for the transmission of knowledge and experience. As Xie Qili (2016, p.130-133) argued, the mentorship system is an important institution for promoting the professional development of young teachers. He suggested enhancing the awareness of the importance of induction guidance for young teachers, improving

the training system for induction guidance, clarifying the specific goals and content of induction guidance, and establishing appropriate mentorship models to achieve complementary strengths, coordinated development, and common growth. Moreover, the establishment of a pre-training needs assessment system makes the design of professional development activities more targeted and attractive, fully reflecting the teacher-centered philosophy. The design of diversified activity formats, such as workshops, seminars, and mobile micro-training modules, caters to the learning preferences of different teachers and meets the needs of fragmented learning. An effective feedback mechanism enhances teachers' sense of participation and satisfaction, making them feel valued. Providing psychological counseling and pre-training needs diagnosis helps teachers adjust their mindsets and actively engage in professional development activities, thereby increasing their enthusiasm for participation. A detailed professional development plan and the rational arrangement of training and learning activity times, avoiding conflicts with teaching tasks, ensure that teachers can fully commit to professional development activities, improving their participation levels. As found in the study by Granero-Gallegos, A., Escaravajal, et al. (2022), basic psychological need satisfaction plays a significant mediating role between autonomy-supportive style and pre-service teachers' academic self-confidence. The adoption of an autonomy-supportive style by teachers and researchers in initial teacher education programs at universities, as well as the creation of an environment that encourages the satisfaction of basic psychological needs, is crucial for enhancing academic self-confidence.

In terms of participants' learning, the adaptability and feasibility of the guidelines are at a highest level. Career development planning guidance provides young teachers with a clear direction for development, meeting their needs for diversified development. Wang Li (2014, p.119-121) argued that successful career planning is the key for university teachers to improve their teaching and research abilities. Teacher professional development should meet the needs of teachers' comprehensive and lifelong development, as well as the needs of the school's development. Formulating a teacher career plan can guide teachers to establish professional ideals, promote a comprehensive understanding of the connotation of teacher professionalization, and enhance teachers' professional ethics and overall quality. In addition, the implementation of psychological support measures helps to alleviate the occupational stress of young teachers, enhance their self-confidence, and enable them to engage in learning and work with a better mindset. Inviting experts and scholars to give specialized lectures increases training in cutting-edge

knowledge and skills, broadens teachers' horizons, and optimizes the depth and breadth of learning content. The implementation of various teaching methods, such as case analysis, role-playing, and simulation teaching, provides teachers with more opportunities for skill training and concept application, thereby improving learning outcomes. A comprehensive learning effectiveness evaluation system helps teachers understand their learning progress and areas for improvement, enabling them to make targeted improvements and enhance their sense of professional achievement. Rich learning resources provide strong support for teachers' self-directed learning, stimulating their interest and enthusiasm for learning. Organizing teaching competitions provides young teachers with a platform to showcase teaching innovation and apply teaching skills, strengthening the output of learning outcomes and stimulating enthusiasm and motivation for learning. Time management training helps teachers better balance teaching, research, and professional development activities, improving work efficiency. Regularly collecting teachers' learning feedback and timely adjusting teaching content and methods ensure that teachers receive high-quality educational guidance. Organizing study groups and building a community of teacher professional growth promotes communication and cooperation among teachers, jointly improving learning outcomes. Qi Chunyan (2017, p.144-146) believes that the value orientation of teacher learning focuses on experience development; the realization of its goal positioning is the enhancement of new cognition; the internal driving force for teacher learning comes from multiple factors such as problems, needs, and spare capacity; based on adult learning theory, in-depth research shows that collaborative self-directed learning is a better approach and method to promote teacher learning. It is important to note that actively innovating evaluation and incentive mechanisms and providing material and spiritual rewards to outstanding young teachers has increased their enthusiasm for learning and enhanced their sense of professional happiness. Zheng Xin (2017, p.134-136) argued that the construction of incentive mechanisms should focus on the autonomous development of young teachers under the unique characteristics of the institution, and reasonably and scientifically formulate performance appraisal, evaluation systems, and distribution principles. It is essential to fully pay attention to the actual needs of young teachers in terms of material needs, recognition and affirmation, self-actualization and development, and the consistency between personal and institutional development. Combining the institution's positioning and characteristics, innovate the construction of incentive mechanisms to create a development environment suitable for young teachers.

In terms of organizational support and change, the guidelines demonstrate highest adaptability and feasibility. Increased policy support from the government and university levels for young teachers has led to greater financial and resource investment, creating a favorable policy environment for their professional development. Diversified funding sources have been broadened, and cooperation with society and enterprises has been strengthened, providing the school with more financial and resource support. This also offers opportunities for talent cultivation and research collaboration for society and enterprises, achieving a win-win situation. A scientific funding allocation mechanism has been established to regularly assess the financial needs of young teachers, ensuring the rationality and effectiveness of funding distribution and providing resource guarantees for the most needed projects and teachers. The establishment of a resource-sharing platform has integrated teaching resources both on and off campus, improving the utilization efficiency of teaching resources and facilitating young teachers' access to and sharing of resources, thereby promoting communication and collaboration among teachers. The development of virtual reality training platforms and the introduction of artificial intelligence mentorship systems provide immersive training in teaching methods and classroom management skills for young teachers, enhancing the interest and effectiveness of training. Effective communication channels have been established to involve young teachers in important school decisions and changes, enhancing their sense of participation and belonging, and improving the scientific and rational nature of decision-making. The provision of health services such as psychological counseling and stress management training helps young teachers cope with work pressure, maintain a good mental state, and creates a positive atmosphere that focuses on teachers' mental health. The improvement of training facilities and the creation of a positive, harmonious, and cohesive campus cultural atmosphere have optimized teachers' learning experiences and increased their job satisfaction and loyalty. An effective feedback mechanism encourages teachers to propose innovative ideas and suggestions, ensuring that the opinions and suggestions of young teachers are promptly conveyed to the school administration and fully considered in decision-making, promoting the school's continuous improvement and development. Lin Xiaojiao (2022, p.1,654-1,660) argued that the sense of organizational support can not only directly predict the lack of motivation, introjected motivation, and autonomous motivation for the development of university teachers but also indirectly affect them through basic psychological needs. University administrators can actively promote the improvement of the organizational environment, meet teachers' basic psychological

needs for competence, autonomy, and relatedness by strengthening autonomy support, developmental guidance, and creating a harmonious atmosphere, thereby enhancing the development motivation of university teachers and promoting their development actions. Hou Guibao (2006, p.21-22) similarly proposed that among external environmental factors, management is an important supportive factor for teacher development. The determination of school management goals, the formation of management methods, the transformation of evaluation methods, the development and management of school-based curricula, teacher cultural management, and the management of organizational learning all have supportive functions for teachers' professional improvement. The quality of these factors is closely related to teachers' professional growth.

In terms of participants' use of new knowledge or skills, the guideline's adaptability and feasibility are most prominently demonstrated. By establishing a knowledge-sharing platform, a venue for teachers to communicate and share their applications of new knowledge and skills is provided. The use of technological means has facilitated the storage, sharing, and dissemination of knowledge, thereby enhancing the efficiency of knowledge utilization. The provision of additional practical platforms and opportunities, such as teaching reform projects, research projects, and social services, enables teachers to apply new knowledge and skills in practice, thereby improving their practical and innovative abilities. Regularly organized training and guidance on skill application help teachers master the techniques and methods of knowledge sharing, thereby enhancing their ability to apply and share knowledge. The organization of team projects and workshops promotes cooperation among teachers in the joint application of new knowledge and skills, thereby improving the effectiveness and quality of application. By organizing teachers to participate in off-campus academic exchange activities, communication with external experts and scholars is facilitated, broadening their horizons and absorbing advanced external experience and concepts, thus providing a broader context for the application and sharing of knowledge. Regular feedback collection from teachers allows for timely adjustments and improvements to training content and methods, ensuring the relevance and effectiveness of training and enhancing teachers' mastery of new knowledge or skills. Regular updates to training content ensure its cutting-edge nature and practicality, maintaining teachers' interest in learning and motivation, and promoting the continuous renewal and application of knowledge. The establishment of an application reward system, which rewards teachers who excel in the application of new knowledge and skills, increases teachers' enthusiasm and initiative in

application. The establishment of an application effectiveness evaluation system, which regularly assesses teachers' application practices and provides suggestions for improvement, helps teachers continuously enhance their application abilities and forms a virtuous cycle. Zhang Guoping, Xu Xiongwei & Tang Weidong (2024, p.8-15) similarly argued that the core of young teachers' development is the construction of teaching practice knowledge. Higher education institutions should focus on the perspective of young teachers as the main body, providing them with a professional, supportive, and innovative teaching environment to promote their discovery of teaching problems, testing of teaching hypotheses, and implementation of teaching behaviors, thereby achieving a qualitative change in teaching practice knowledge and vigorously advancing classroom transformation in higher education institutions. Tu Mingjiang (2023, p.34-40) emphasized that practical knowledge is the knowledge foundation for teachers' professional development, which can be realized through the paths of clarifying a shared vision, refining a cooperative culture, guiding by significant others, and supporting external conditions, to reflect on and internalize knowledge. It is necessary to start from refining professional standards, improving school-based teaching research, integrating training resources, and strengthening home-school co-education to ensure the effective realization of the relational construction path of teachers' practical knowledge.

In terms of student learning outcomes, the adaptability and feasibility of the guidelines are at a highest level. By establishing a comprehensive student learning outcomes assessment system that evaluates from multiple dimensions such as exam scores, classroom performance, and homework completion, detailed feedback information is provided to teachers. This helps teachers to adjust their teaching strategies in a timely manner and improve teaching quality. Providing personalized learning guidance and support based on students' learning situations and needs reflects the principle of teaching according to students' aptitude, which helps students overcome learning difficulties, improve learning outcomes, and enhance their self-confidence. Rich learning resources provide strong support for students' self-directed learning, strengthen their learning self-discipline, and cultivate their ability for independent learning. Strengthening home-school cooperation and maintaining close communication with parents to jointly focus on students' learning behaviors and outcomes forms an educational synergy, creating a good dual environment of family and school for students' growth. Organizing study groups promotes communication and cooperation among students, collectively improves learning outcomes, and cultivates students' team spirit and communication skills.

Regularly updating teaching content to ensure its cutting-edge nature and practicality maintains students' interest in learning, increases their classroom participation, and enables them to better master the knowledge and skills they have learned. Establishing a learning reward system that provides material and spiritual rewards for outstanding students enhances their enthusiasm for learning and competitive awareness. Establishing a learning outcomes tracking mechanism to regularly assess students' learning outcomes and provide suggestions for improvement helps students continuously improve their learning performance and achieve sustained academic progress. Scholars have also made similar arguments. Shu Zhongmei & Qu Qiongfai (2014, p.309-314) found in their research that, in terms of individual students, student learning engagement is the most important factor affecting learning outcomes; in terms of the school, learning resources and campus culture are important factors affecting learning outcomes; in the integration of school factors and student factors, satisfaction with learning at school has a certain impact on learning outcomes. In addition, during their learning experiences, students who integrate with the academic and social systems within the school system can achieve better learning outcomes. Yuan Yinying, Wu Nianxiang, Li Qing, Zhang Jianxiong & Li Wei (2015, p.59-62) conducted research from the teacher's perspective, measuring students' learning performance in active learning, knowledge and skills, and vocational social abilities to understand the weak links in students' learning outcomes. They proposed establishing an incentive mechanism for teachers to care about students' learning outcomes, guiding schools to build a dual-driven teaching reform program that meets the needs of industry enterprises and students' personal development, enhancing students' interest in learning, improving students' learning performance, and improving educational quality. This provides a new perspective for tracking the quality of talent cultivation and exploring the informatization management pathway for quality tracking.

Recommendations

Implications

1. Participants' reactions: Researcher suggests that administrators should conduct comprehensive surveys and precise research on the professional development needs of young teachers. Customized personal development plans should be created for young teachers to ensure that training content aligns accurately with their professional requirements, enhancing their willingness to participate. In addition, it is essential to optimize and refine the selection, training, and evaluation mechanisms for mentors to meet young teachers' needs for mentorship quality and improve their satisfaction.

2. Participants' learning: Researcher proposes that administrators should establish a diverse learning support ecosystem. A well-structured and varied course system should be implemented, combining online resources with offline activities to create a blended learning and training model. This approach aims to satisfy the learning needs of young teachers at different levels, boosting their self-confidence and sense of achievement. Furthermore, an incentive mechanism that combines material and spiritual rewards should be adopted to motivate teachers, strengthen their sense of professional honor and happiness.

3. Organization support and change: Researcher advises that administrators should create a resource guarantee mechanism with diverse investment and scientific allocation. Schools should allocate a specific percentage of educational funds annually to support young teachers' professional development projects. Collaborations with businesses, foundations, and donors should be strengthened to expand external funding channels and establish joint funding initiatives, ensuring stable and sufficient financial resources for the guidelines implementation. Existing campus resources should be optimized, such as improving the utilization of teaching spaces like classrooms, laboratories, and libraries, and developing multifunctional teacher development centers. External collaborations with sister schools, research institutions, and enterprises should also be enhanced to share high-quality courses, practice bases, and expert talent, providing young teachers with a broader resource platform through resource interconnection and sharing.

4. Participants' use of new knowledge or skills: Researcher recommends that administrators should improve the practice transformation and application promotion mechanisms. A school-based system for sharing teaching achievements among young teachers and an exchange platform should be established. Regular teaching salons and case discussion meetings should be organized, inviting

outstanding young teachers to share their experiences in applying new knowledge to promote campus-wide knowledge sharing. Deepened industry-academia collaborations should be strengthened by assigning young teachers to enterprises for on-the-job training and project development, fostering the integration of industry, academia, and research. Support should also be provided for young teachers to engage in community education services and industry training to expand the application and influence of new knowledge and skills.

5. Students' learning outcomes: Researcher suggests that administrators should establish a feedback and linkage mechanism oriented towards outcomes. A dynamic monitoring system for the students' learning process should be built, utilizing big data analytics to track students' classroom performance, homework completion, exam scores, and practical abilities in real-time. Teaching strategies should be adjusted accordingly to improve student participation and self-discipline. The home-school collaboration mechanism should be enhanced through improved communication with parents to form a united educational effort. Diversified awards, such as student learning progress awards and innovation awards, should be established to recognize and reward students who show significant improvement and innovation in their studies, boosting their motivation and sense of honor. Additionally, linking student learning outcomes to young teachers' teaching performance can encourage teachers to enhance teaching quality, creating a positive interaction between students' learning and teachers' development.

Future Researches

1. Expand and deepen comparative studies

Future research should expand in-depth comparative studies on the professional development support systems for young teachers in private higher education across different regions and types. First, conduct horizontal comparisons between private higher education in Guangxi and other provinces to analyze the influence of macro factors such as policies, economy, and culture behind regional differences. Second, perform vertical comparisons between newly established/transitional universities or vocational and technical universities and traditional private undergraduate universities to explore the constraints and promoting effects of micro factors such as historical heritage, disciplinary layout, and faculty structure. By building multidimensional comparative models, we can accurately identify the strengths and weaknesses of various types of private higher education. This enables the development of tailored support strategies and provides

empirical evidence for educational authorities to formulate differentiated policy support schemes.

2. Carry out long-term developmental effects research

Future research should study the long-term effects of young teachers' professional development support systems, establish a young teachers' growth database. Dynamically collect key indicator data such as teaching ability, research output, and job satisfaction. Using longitudinal data analysis methods, reveal the changes in marginal effects of the support system elements over time and precisely identify critical turning points in the needs of young teachers at different career stages. This can optimize the timeliness and forward-looking nature of the support system and provide dynamic references for young teachers to plan their career development, achieving resonance between school cultivation and teacher self-growth.

3. Explore the integration of digital technology innovations

Future research should deeply explore the integration and innovation paths of emerging technologies in supporting the professional development of young teachers. On the one hand, explore how artificial intelligence and big data can accurately diagnose teaching weaknesses and intelligently recommend personalized learning resources for young teachers. Utilize virtual reality (VR) and augmented reality (AR) technologies to create immersive virtual teaching and training environments. On the other hand, investigate how blockchain technology can build a trustworthy digital archive for young teachers' professional development, break down data silos between on-campus and off-campus systems, trace teacher growth trajectories, and enable outcomes sharing and value addition. This supports scientific teacher evaluation and precise cultivation. Through technological empowerment, reconstruct the support ecosystem for young teachers' professional development to enhance the precision and ubiquity of support services.

4. Strengthen individual differences and personalized support research

Future research should fully consider individual differences among young teachers and conduct refined personalized support research. On the one hand, based on teachers' subject backgrounds, teaching styles, and career goals, develop intelligent classification models and virtual mentorship systems to precisely match customized support programs for them. On the other hand, for young teachers with special talents and needs, such as skill-based, research-oriented, and community service-oriented teachers, develop special support policies and flexible support models. This helps unleash the unique potential of each young teacher, make up for

the shortcomings of traditional "one-size-fits-all" support models, and truly achieve "tailored teaching" for the professional development of young teachers.

5. Promote research on the transformation of international experience

Future research should focus on the localization of high-quality international experiences in young teachers' professional development. On the one hand, form international collaborative research teams to deeply analyze the advanced aspects of teacher support policies, cultural development, and resource integration in private higher education institutions of educationally developed countries. On the other hand, combining with the realities of private higher education institutions in China, build adaptive transplantation models to select, modify, and integrate international experiences. This aims to cultivate a support system for young teachers' professional development with Chinese characteristics. Such efforts can accelerate the overall improvement of teacher development levels in private higher education in China and contribute local wisdom to global private education development.

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Appendix

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

Specialists for IOC Verification

No	Name	Personal introduction
1	Professor Zuo Jing,	Degree: Doctor Work unit: Nanning University Research direction: Law Graduated from: Southeast University
2	Associate Professor Fu Yi,	Degree: Master Work unit: Liuzhou Institute of Technology Research direction: Higher Education Management Graduated from: Nanjing University
3	Associate Professor Zhao Tianying,	Degree: Doctor Work unit: Nanning University Research direction: Education Management Graduated from: China University of Petroleum (East China)
4	Professor Wang Bin,	Degree: Master Work unit: Beihai University of Art and Design Research direction: Education Management Graduated from: Nanjing University
5	Professor Lu Xinhua	Degree: Doctor Work unit: Beihai University of Art and Design Research direction: Education Management Graduated from: Nanjing Normal University



Ref.No. MHESI 0643.14/ 831

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Professor Dr. Zuo Jing, Nanning University

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/832

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Associate Professor Fu Yi, Liuzhou Institute of Technology

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/833

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Zhao Tianying, Nanning University

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Sincerely,

Assistant Professor Dr.Thanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/ 834

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Professor Wang Bin, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr. Thanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 235

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to validate research instrument

Dear Professor Dr. Lu Xinhua, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Sincerely,

Assistant Professor Dr.Thanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th







Appendix B
Official Letter



Ref.No. MHESI 0643.14/837

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Request for Data Collection

Dear Sir or Madam

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	University and College
1.	Beihai University of Art and Design
2.	Guilin University
3.	Guilin University of Information Technology
4.	Liuzhou Institute of Technology
5.	Nanning University
6.	Nanning Institute of Technology

Sincerely,



Assistant Professor Dr. Thanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)



Ref.No. MHESI0643.14/836

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Request for Interview

Dear Sir or Madam

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Thanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	Experts
1.	Beihai University of Art and Design
2.	Guilin University
3.	Guilin University of Information Technology
4.	Liuzhou Institute of Technology
5.	Nanning University
6.	Nanning Institute of Technology

Sincerely,



Assistant Professor Dr. Thanaput Chanchaeroen
(Vice Dean of Graduate School for Dean of Graduate School)



Ref.No. MHESI0643.14/ 838

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Wei Kaihua, Guangxi University of Foreign Languages

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 839

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Tao Liyang, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.+662-473-7000
www.bsru.ac.th
E-mai: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 840

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Associate Professor Dr. Zhao Tianying, Nanning University

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/341

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Wang Bin, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.+662-473-7000
www.bsru.ac.th
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Ref.No. MHESI0643.14/ 842

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Dr. Lu Xinhua, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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(Vice Dean of Graduate School for Dean of Graduate School)

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Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/ 843

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Yun Man, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.:662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/844

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Dr. Wang Jingjing, Nanning University

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Ref.No. MHESI0643.14/ 845

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Peng Ren, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/ 846

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Li Linping, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/847

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Wang Zhaowei, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Tel.-662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/848

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Associate Professor Liu Yu, Guilin University of Information Technology

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/ 849

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Associate Professor Luo Jing, Guangxi Yinghua International Vocational College

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 850

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zuo Jing, Nanning University

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/851

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Associate Professor Fu Yi, Liuzhou Institute of Technology

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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www.bsru.ac.th

E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 852

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

17 March 2025

RE: Invitation to evaluate the guideline

Dear Professor Gong Wei, Beihai University of Art and Design

Mr.Huang Kanming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi"

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Appendix C
Research Instrument

Survey Questionnaire

Survey Questionnaire on Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

Instructions:

In order to study the current situation of professional development support system for young teachers of private higher education in Guangxi, and provide the guidelines for improving professional development support system for young teachers of private higher education in Guangxi, researchers have reviewed a large amount of research literature and, based on the findings of previous studies combined with the present study, developed and designed this questionnaire. This questionnaire is divided into two parts, the first part is your personal information, the second part is designed based on professional development support system in five following aspects: 1) participants' reactions, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge or skills, and 5) Students' learning outcomes.

The authenticity and completeness of the questionnaire data are crucial to the results of this study. Please read the questions carefully and select the most appropriate option. There are no right or wrong answers to the questions. Except for the "personal Information" section, this questionnaire mainly uses a 5-point rating scale: 5 - the highest level, 4 - high level, 3 - medium level, 2 - low level, 1 - the lowest level. Please mark the appropriate option after each item with a "v" or fill it in as required.

Once again, thank you for taking the time to participate in this survey. This questionnaire is anonymous, and the data collected will be used solely for academic research purposes. It will not be used for commercial or any other purposes. Your answers will be aggregated and analyzed together with other respondents' answers, and will be kept strictly confidential. Please feel free to answer all the questions based on your actual situation and genuine thoughts. If you have any questions, please feel free to communicate with us at any time.

Thank you again for your cooperation!

Huang Kanming

A doctoral student in Educational administration program
Bansomdejchaopraya Rajabhat University

Part 1: Respondent Status (Personal Information)

1. Gender

 Male Female

2. Age

 25-30 years old 31-35 years old

3. Education background

 Associate Degree and Others Bachelor's Degree Master's Degree Doctoral Degree

4. Work experience in private higher education

 1-3 years 4-6 years 7-9 years 10 years and above**Part 2: The current situation of professional development support system for young teachers of private higher education in Guangxi**

5 refers to professional development support system for young teachers is at the highest level

4 refers to professional development support system for young teachers is at high level

3 refers to professional development support system for young teachers is at medium level

2 refers to professional development support system for young teachers is at low level

1 refers to professional development support system for young teachers is at the lowest level

NO.	The current situation of professional development support system	5	4	3	2	1
Participants' reactions						
1	Administrator support young teachers adjust and prepare themselves before participating in professional development programs.					
2	Administrator actively pay attention to the attendance rate and participation rate of young teachers in professional development projects.					
3	Administrator provide necessary and comfortable environmental facilities and scene conditions for young teachers to promote professional development.					
4	Administrators create a positive, friendly and harmonious learning environment for young teachers to develop professionally.					
5	Administrators have set up sufficient and effective interaction links for young teachers in professional development programs (such as teacher-student exchanges, student-student exchanges).					
6	Administrators provide young teachers with learning content that meets the needs of professional development, and the curriculum arrangement is reasonable.					
7	Administrators have applied appropriate and effective teaching methods and skills in professional development project activities to guide young teachers to improve their professional learning ability.					
8	Administrators provide professional and knowledgeable instructors for the professional development of young teachers.					
9	Administrators rationally arrange and effectively use the time of professional development activities to ensure that young teachers complete relevant learning and training tasks.					
10	Administrators carefully plan and organize professional development programs for young teachers.					
11	Administrators attach importance to the reasonable suggestions put forward by young teachers on professional development activities, and adjust and improve them in time.					

NO.	The current situation of professional development support system	5	4	3	2	1
Participants' learning						
1	Administrators organize professional development activities to enable young teachers to have a more comprehensive and in-depth understanding of the subject knowledge in this field.					
2	Administrators organize professional development activities to support young teachers to enhance their theoretical knowledge of teaching.					
3	Administrators organize professional development activities to support young teachers in improving classroom teaching skills and methods.					
4	Administrators organize professional development activities to support young teachers to train their class organization and management abilities.					
5	Administrators organize professional development activities to support young teachers in improving their scientific research ability.					
6	Administrators organize professional development activities to enhance young teachers' sense of career gain, happiness and self-confidence.					
7	Administrators support young teachers to provide high quality teaching and guidance to students, ensuring that students are able to acquire the required knowledge and skills.					
8	Administrators support young teachers to participate in workshops, seminars, lesson groups, etc., and achieve the expected learning goals.					
9	Administrators organize professional development activities to support young teachers in exploring and understanding the rationale and implementation strategies behind new ideas or innovations.					
10	Administrators organize professional development activities to support young teachers in their understanding of students' physical, emotional and psychological development.					
11	Administrators provide more opportunities for young teachers to practice skills or apply concepts under simulated conditions.					
12	Administrators help young teachers to recognize their own shortcomings in teaching ability and support them to make timely adjustments and improvements.					

NO.	The current situation of professional development support system	5	4	3	2	1
Organization support and change						
1	Administrators have fully considered the professional development needs of young teachers in formulating educational policies.					
2	Administrators' formulation of educational policies plays a positive role in promoting the professional growth of young teachers.					
3	Administrators create a harmonious, open, inclusive and mutual trust school culture for young teachers.					
4	Administrators give priority to and meet the professional development needs of young teachers in the allocation of school resources.					
5	Administrators have given full support and attention to the professional development and growth of young teachers from the leadership.					
6	Administrators provides a strong team/subject group cooperation atmosphere for young teachers to support each other's professional growth.					
7	Administrators provide young teachers with sufficient funds (such as research funds, training expenses, etc.) and resources to support their teaching research and reform.					
8	Administrators provide comprehensive training facilities (such as classrooms, laboratories, studios, etc.) to support the professional development of young teachers.					
9	Administrators provide educational technology support (such as instructional software, online resources, online learning platforms, etc.) for the professional development of young teachers.					
10	Administrators should timely adjust and improve the school's reform measures (such as organizational structure adjustment, introduction of new technologies, etc.) to facilitate the professional development of young teachers.					
11	Administrators have the flexibility to adjust staff structure and cultural changes to meet the new needs of teacher professional development.					

NO.	The current situation of professional development support system	5	4	3	2	1
Participants' use of new knowledge or skills						
1	Administrators organize professional development activities to support young teachers in clearly identifying which new knowledge or skills can be applied to teaching practice.					
2	Administrators organize professional development activities to support young teachers to determine the frequency and regularity of their application of new knowledge or skills.					
3	Administrators provide support for young teachers to apply new knowledge or skills appropriately and adequately in their teaching practice.					
4	Administrators give young teachers enough time to support them in integrating new knowledge or skills into their daily teaching work.					
5	Administrators support young teachers to flexibly adjust their teaching practices to meet the application needs of new knowledge or skills.					
6	Administrators set up professional development content for young teachers that is closely related to their teaching practice.					
7	Administrators support young teachers in professional development activities to acquire new knowledge and skills that are directly applied to teaching practice.					
8	Administrators support young teachers to directly transfer new knowledge or new skills to actual teaching situations, such as using new teaching consciousness and flexibly applying learned knowledge.					
9	Administrators support young teachers to put their new knowledge or skills into play in school teaching, scientific research, social services and other fields.					
10	Administrators support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination.					

NO.	The current situation of professional development support system	5	4	3	2	1
Students' learning outcomes						
1	Administrators regularly follow up and supervise the mastery of subject knowledge of young teachers' students.					
2	Administrators regularly supervise and follow up on the progress of young teachers' students in learning skills and problem solving.					
3	Administrators regularly supervise and follow up on how young teachers' students understand and apply new knowledge or methods in the classroom.					
4	Administrators regularly follow up and supervise young teachers to improve levels of student academic performance (such as test scores or the quality of academic assignment completion).					
5	Administrators regularly follow up and supervise the performance of young teachers' students in terms of personal confidence and motivation.					
6	Administrators provide support for young teachers to effectively improve students' learning attitudes and interest in the curriculum.					
7	Administrators provide support for young teachers to promote students to collaborate with others and participate in group activities in the classroom.					
8	Administrators regularly follow up and supervise the willingness and extent to which young teachers' students are committed to their future academic or career goals.					
9	Administrators regularly follow up and pay attention to the effect of young teachers' students' use of learning strategies, such as making learning plans or adjusting learning methods.					
10	Administrators regularly follow up and pay attention to the organized and self-disciplined learning behavior of young teachers' students in and out of the classroom.					
11	Administrators support young teachers to significantly improve student participation in the classroom (e.g., asking questions, discussing, completing classroom tasks).					

Structured Interview

Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

This Structured Interview is divided into two parts:

Part 1: Personal Information

Part 2: The Current Situation of Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

Part 1: Personal Information

Interviewer..... Interview Date.....

Interview Time.....

Interviewee..... Gender.....

Age..... years old

Education background.....

Position.....

Work experience.....

Part 2: The Current Situation of Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

Instruction: To improving professional development support system for young teachers of private higher education in Guangxi, researcher has proposed the following five questions:

1. How to provide higher-level instructors for the professional development of young teachers? Additionally, what suggestions do you have for improving participants' reactions?

2. How to enhance the career satisfaction and confidence of young teachers? Additionally, what suggestions do you have for improving participants' learning?
3. How to provide sufficient funds and resources for the professional development of young teachers? Additionally, what suggestions do you have for improving organization support and change?
4. How to support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination? Additionally, what suggestions do you have for improving participants' use of new knowledge or skills?
5. How to support young teachers in effectively improving students' learning attitudes and their interest in the curriculum? Additionally, what suggestions do you have for improving students' learning outcomes?

Interview record

1. How to provide higher-level instructors for the professional development of young teachers? Additionally, what suggestions do you have for improving participants' reactions?

Interviewee 1: The current mentor selection process lacks transparent criteria. It is suggested to establish a comprehensive evaluation system based on teaching performance, research outcomes, and student feedback to ensure the transparency of mentor information and allow young teachers to make independent choices based on their personal development needs. Additionally, an annual anonymous evaluation mechanism should be introduced, where mentors whose evaluation scores fall below the set threshold will have their mentoring qualifications suspended. Regarding how to improve participant's reactions, since pre-training needs surveys often go through the motions and fail to reflect genuine demands, I advocate a three-step approach of "questionnaire + interview + data mining": First, distribute online questionnaires to collect preferences on course topics, difficulty levels, and duration; second, conduct semi-structured interviews with a random sample of 20 individuals to delve into latent needs; and lastly, combine historical

course selection data from the academic affairs system and use clustering analysis to generate demand profiles, designing personalized training programs based on these insights to ensure precise alignment between content and needs.

Interviewee 2: It is suggested to implement a “dual-track mentor system”: The first track, led by professors from the college, focuses on research guidance, while the second track, led by distinguished teaching experts, focuses on the cultivation of teaching abilities. Both tracks will be assessed concurrently, with mentor allowances directly linked to the effectiveness of their guidance, ensuring that young teachers receive professional support across different dimensions. Regarding how to improve participant’s reactions, given that traditional centralized face-to-face training often conflicts with teaching schedules and the demand for fragmented learning is particularly strong, I propose the development of mobile micro-training modules: For example, a 45-minute specialized lecture could be split into three 15-minute micro-lessons, complete with subtitles and post-class quizzes, supporting offline viewing after caching. Additionally, the introduction of “30-minute midday workshops” and “2-hour weekend practical salons” would create a diverse format matrix that combines short and long sessions, as well as online and offline elements, to meet learning needs across different time slices.

Interviewee 3: The mentor selection process should include an on-site teaching demonstration segment, where mentor candidates are required to conduct open-class teaching, with representatives of young teachers participating in the on-site scoring, and the results being made public immediately, to ensure the transparency and peer recognition of the selection process. Regarding how to improve participant’s reactions, as the current feedback channels are singular and lagging, making it difficult for teachers’ opinions to be translated into improvement measures, I suggest establishing an integrated online feedback platform. Immediately after the training, a QR code questionnaire could be pushed out, with the backend automatically tallying satisfaction levels, key terms, and suggestions for improvement. Within two weeks, the project management department would release an improvement report, detailing whether each suggestion has been adopted and the reasons behind the decisions, and publicize the implementation status before the

next round of training, forming a closed-loop management of “collection - analysis - response - re-validation”.

Interviewee 4: It is recommended to introduce industry mentors as a third track of guidance, inviting senior experts from fields relevant to the training content of young teachers to participate in the guidance. Industry mentors could sign cooperation agreements with the school, and their guidance outcomes could be counted towards the continuing education hours of young teachers, achieving collaborative education between schools and enterprises. Regarding how to improve participant’s reactions, as some young teachers experience anxiety due to teaching pressures, which affects their willingness to participate in training, I suggest that within one week after the release of the training notice, the school’s psychological health center should conduct an online needs diagnosis and mindset adjustment micro-course. Through scales to screen anxiety levels, cognitive restructuring and time management skills should be provided, and “peer support groups” should be established, with each group conducting one online sharing session before and after the training, to reduce psychological pressure and enhance participation enthusiasm.

Interviewee 5: Establish a “red, yellow, and green light” dynamic early warning mechanism, where those who fail to meet the standards for two consecutive years will be given a yellow warning, and those who still do not improve in the third year will be subject to red exit treatment, with the reasons for exit being publicized throughout the school to ensure the rigidity of the system. Regarding how to improve participant’s reactions, it is suggested that the academic affairs department and the teacher development center jointly release the annual professional development calendar in the first week of each semester. Using a graphical format to mark training weeks, exam weeks, and holidays, with conflict periods automatically highlighted in red to reduce absences due to scheduling conflicts. Meanwhile, an “elastic credit hour bank” should be implemented, allowing teachers to participate in similar training sessions in advance or later, with the accumulated credit hours meeting the standard being sufficient, to avoid rigid conflicts.

Interviewee 6: Utilize big data technology to construct a mentor profile system, which integrates multidimensional data of mentors’ research projects, paper outputs,

teaching awards, and student satisfaction over the past five years to automatically generate radar charts. Young teachers can match mentors precisely based on these profiles. Regarding how to improve participant's reactions, the current limited channels for information dissemination, such as OA announcements, result in low information reach rates. I suggest creating a "trinity" publicity matrix: Campus radio broadcasts training highlights daily; electronic posters in teaching buildings continuously play past participants' achievements; emails use graphic templates with registration QR codes attached; and a "training information push group" is established via the school and secondary college WeChat to achieve precise information delivery and enhance registration rates.

Interviewee 7: In the mentor cultivation stage, establish a "Mentor Training Camp," where mentors are regularly trained in teaching design, psychological intervention, research methods, etc., on a semesterly basis. Only those who successfully complete the training can continue to serve as mentors, ensuring the quality of guidance. Regarding how to improve participant's reactions, the passive participation of teachers leads to training goals deviating from actual needs. I suggest forming a training planning committee primarily composed of young teachers, with members rotating from different disciplines, responsible for topic collection, schedule design, instructor selection, and effectiveness evaluation. Training goals should be publicly articulated using the SMART principle, with the planning group having a certain proportion of autonomous budget allocation rights to strengthen a sense of ownership and goal consistency.

Interviewee 8: Establish a "growth points" system for mentors: Mentors earn 10 points for guiding young teachers to publish high-level papers and 5 points for winning first prizes in school-level teaching competitions. These points can be exchanged for academic vacations or special training funds to motivate mentors to continue their involvement. Regarding how to improve participant's reactions, continuous tracking of training effectiveness is necessary after the training ends. I suggest establishing a "90-day tracking form," where questionnaires are pushed on the day the training ends, at 30 days, and at 90 days. The content should cover the frequency of knowledge application, obstacles encountered, and suggestions for

improvement. The system automatically generates a personal growth curve, and the project team adjusts the subsequent training content accordingly.

Interviewee 9: Following the model of how the school's teaching supervision evaluates teachers' class quality, a cross-disciplinary supervision expert group should be established to randomly listen in on mentors' demonstration classes each semester. The sessions should be recorded or commented on-site, with the video materials uploaded to the school's internal platform for supervision and evaluation by all teachers. Regarding how to improve participant's reactions, the lack of interaction in one-way lecturing results in low knowledge conversion rates. I suggest setting a "30% interactive module" for each training session: Group discussions should use heterogeneous grouping to ensure interdisciplinary interaction; role-playing segments should simulate classroom emergencies, such as "students questioning grading standards," with trainee teachers taking turns to play the roles of teachers and students, followed by peer evaluations to promote deep reflection and collaborative learning.

Interviewee 10: Improve the mentor incentive system by conducting tiered excellence awards and commendations such as "Outstanding Mentor" and "Gold Medal Mentor," and ensure a smooth career advancement path for excellent mentors to eliminate their concerns about academic development. Regarding how to improve participant's reactions, outdated or incomplete training facilities can affect the learning experience. I suggest renovating the training space: Introduce ergonomic chairs, movable combination tables and chairs, and high-definition wireless projection; equip with a recording system that supports post-class playback; and set up a quiet phone booth and a coffee lounge to create a professional and comfortable learning environment.

Interviewee 11: Incorporate student evaluations into the mentor evaluation system, where students anonymously answer whether they would recommend the mentor to other trainees. Those with satisfaction rates below a certain threshold will automatically lose their mentoring qualifications, enhancing the supervisory function from the student perspective. Regarding how to improve participant's reactions, information about teacher professional development activities should be

synchronized through OA, email, posters, and official WeChat accounts in a timely manner, highlighting typical successful learning cases of past participants to improve information reach and registration rates, and create a positive atmosphere for young teachers to actively participate in learning and training.

Interviewee 12: Establish a mentor fund, where each mentor can apply for a certain amount of funding annually for guidance activities, textbook development, and academic exchanges. Create a mentor-specific platform, set up mentor studios, and provide equipment such as recording devices and research assistants, as well as independent office spaces. Regarding how to improve participant's reactions, it is suggested to send out personalized warm-up packages one week before the training, such as micro-lessons, questionnaires, warm-up videos, and learning material packages, to help teachers adjust their mindset in advance and clarify their learning goals.

Interviewee 13: Upgrade the traditional master-apprentice system to a team mentor system, where one senior mentor simultaneously guides two or more young teachers. The mentor and the guided young teachers are required to jointly publish teaching reform papers or apply for research projects each year. Failure to do so will result in a collective demotion, forming a joint liability mechanism within the team. Regarding how to improve participant reactions, it is suggested to carefully plan the opening ceremony to enhance the sense of ceremony in training. Before the start of the course, use round-table ice-breaking activities, randomly group across disciplines, and quickly establish a harmonious and open community atmosphere.

Interviewee 14: Incorporate the effectiveness of mentor guidance into the conditions for excellence awards, job promotions, and research project applications, with a bonus system in place. Appropriately reduce the daily teaching workload of mentors to ensure they have sufficient time to commit. Regarding how to improve participant's reactions, training methods should be diversified: Based on the characteristics of adult learning, allocate 30% of the time each half-day to case analysis, role-playing, and simulation teaching to reduce the fatigue of one-way lecturing.

Interviewee 15: Mentor responsibilities and incentives should quantify the specific duties of mentors at the institutional level (such as structured communication once a week/every two weeks, feedback on class observations, and assistance in solving specific problems), and provide mentors with reasonable workload reductions or allowances to enhance their enthusiasm. Regularly collect anonymous feedback from young teachers on the mentor system and make timely adjustments. Regarding how to improve participant's reactions, it is suggested to visualize the outcomes, with a personal growth report automatically generated at the end of the training (attendance, quizzes, classroom screenshots, etc.), to meet the need for a sense of achievement.

Interviewee 16: Divide mentor allowances into three categories: base allowance, performance allowance, and achievement rewards, with the performance allowance directly linked to the growth data of young teachers, achieving synchronized growth of mentor income with apprentice development. Regarding how to improve participant's reactions, it is suggested to introduce interactive elements such as Rain Classroom bullet comments, brainstorming, and peer reviews in training programs to increase the frequency of effective interactions in teaching training.

Interviewee 17: Reform the mentor system, focusing on "real guidance" rather than "formality," matching mentors based on discipline, style, and personality, rather than random assignment, and allowing young teachers to make choices within a certain scope. Regarding how to improve participant's reactions, it is suggested to construct a "four-dimensional evaluation model": Reaction layer (satisfaction questionnaire), learning layer (pre-post test comparison), behavior layer (classroom application video), and result layer (student grades and teaching evaluation changes). At the end of each semester, a third-party supervision team randomly samples 10% of teachers for classroom observation, with the evaluation results serving as the basis for the next round of training adjustments and a white paper published to the entire school.

Interviewee 18: Establish a "post-assessment" system for mentors, where young teachers must evaluate the effectiveness of their original mentors upon promotion to associate professor, with the evaluation results included in the next

round of mentor hiring assessments, forming a long-term quality closed loop. Regarding how to improve participant's reactions, it is suggested to offer flexible make-up classes, with live online streaming and recorded playback available, allowing absentees to complete make-up classes within two weeks and submit reflection reports.

2. How to enhance the career satisfaction and confidence of young teachers? Additionally, what suggestions do you have for improving participants' learning?

Interviewee 1: Provide personalized career development counseling for teachers, designing phased development goals (e.g., establish oneself in the classroom within 3 years, develop a distinctive teaching style within 5 years, strive for key teacher status within 8 years), clarifying the skills and resources needed at each stage to enhance career direction. Encourage interdisciplinary collaborative learning to foster communication and cooperation between teachers of different subjects, broadening their subject perspectives and teaching approaches.

Interviewee 2: Pay attention to the physical and mental health of young teachers. Establish anonymous psychological support channels, providing access to professional counseling services or reliable outlets for sharing concerns, ensuring privacy protection. Promote a healthy work culture by organizing relaxed (non-mandatory) team-building activities to create a balanced work rhythm.

Interviewee 3: Outline clear career progression paths for young teachers. Clearly present possible trajectories and required competencies for different development directions (e.g., teaching expert, subject leader, administrative management, moral education work), providing corresponding information and support. Recognize and reward teachers who achieve significant results in areas like teaching method innovation, curriculum development, and pedagogical research, motivating them to continuously improve teaching standards.

Interviewee 4: Organize diverse training sessions, provided by in-school key teachers, external experts, or professional institutions, tailored to the practical needs of young teachers (e.g., effective classroom techniques, basic psychological

counseling, educational technology application, time management). Utilize varied formats (workshops, micro-lectures, case studies). Develop personalized learning plans for young teachers, recommending suitable courses and learning resources based on their teaching experience, subject background, and career goals.

Interviewee 5: Recommend or provide targeted training, books, and online resources based on specific needs of young teachers (e.g., differentiated instruction, technology integration, strategies for specific student groups), supporting self-directed learning and innovative application. Offer diverse learning paths covering teaching skill enhancement, research methodology training, curriculum design, educational technology use, etc., to meet varying teacher needs.

Interviewee 6: Establish teaching innovation awards and organize teaching competitions for young teachers to incentivize exploration of new teaching models, encourage experimentation with new methods and technologies, and elevate teaching quality. Conduct regular teaching skills workshops featuring internal and external experts sharing techniques and experiences in areas like classroom management, instructional design, and assessment methods.

Interviewee 7: Include young teacher representatives in school decision-making processes (especially those concerning teaching and teacher development) or establish regular channels for soliciting their input. Seriously listen to and respond to their voices, making them feel like valued stakeholders in the school.

Interviewee 8: Establish a transparent communication mechanism and feedback loop. Regularly (e.g., once per semester) collect feedback specifically from young teachers on school management and support measures via anonymous surveys, forums, etc. Publicly communicate the handling results and improvement plans, creating a closed loop to show their voices are heard and lead to change.

Interviewee 9: Form subject-based "Teaching Growth Communities." Assign a senior professor as a mentor to each group. Hold monthly teaching seminars where young teachers take turns presenting. Seminar contributions directly count towards teaching workload. Create teacher learning communities to foster exchange, cooperation, and sharing of teaching experiences and insights.

Interviewee 10: Implement regular recognition and timely, specific praise. Management should offer sincere, timely praise – public or private – for specific improvements and strengths observed in young teachers during routine interactions or observations. Offer non-monetary rewards, such as priority access to training opportunities, roles leading specific activities, or honorary titles like "Teaching Rising Star."

Interviewee 11: Establish a teaching evaluation and feedback mechanism. Regularly gather feedback from students and peers to help teachers understand their effectiveness and make timely adjustments. Optimize student evaluation systems by adding a "Teacher Improvement Effort" dimension, where students rate the teacher's improvement efforts during the semester, accounting for 30% of the score, encouraging students to view teacher growth positively.

Interviewee 12: Renovate teacher lounges with facilities like smart beverage stations, massage chairs, and quiet phone booths. Add microwaves, refrigerators, and mother-and-baby rooms within teaching buildings to address detailed teacher needs. Establish a Teacher Mutual Aid Emergency Fund offering interest-free loans or temporary grants for sudden family crises or major illnesses, demonstrating organizational care.

Interviewee 13: Assign two career development mentors to each young teacher: an Academic Mentor for research guidance and a Teaching Mentor for classroom management. Mentor evaluations should be linked to the young teacher's growth data to ensure mentorship quality.

Interviewee 14: Organize biannual "Academic Networking Weeks," inviting renowned domestic and international scholars. Teachers can freely apply for one-on-one discussions or co-authoring papers to expand academic collaboration networks. Provide research skills training covering literature review, research methods, academic writing, grant applications, etc., to enhance research capabilities.

Interviewee 15: Develop a Teacher Personal Growth Dashboard displaying real-time data on teaching hours, research output, student achievement gains, etc., generating visual reports for annual reviews and self-reflection. Encourage teaching

reflection through methods like teaching journals and reflective reports to summarize lessons and continuously improve teaching methods.

Interviewee 16: Build diverse exchange and mutual support platforms. Management (or designated supporters) should regularly organize "Young Teacher Salons," creating a safe atmosphere for sharing challenges, experiences, and seeking peer support, while management listens to genuine feedback. Provide teaching consultation services to help teachers solve classroom problems and offer personalized advice.

Interviewee 17: Hold regular "Teacher Culture Salons" covering art appreciation, book sharing, sports events, etc., to promote interdisciplinary exchange and enrich campus life and belonging. Collect and compile exemplary teaching cases internally and externally, establishing a school-level teaching case repository. Regularly organize case analysis seminars to help teachers learn how to apply theory to practice and enhance problem-solving skills.

Interviewee 18: Provide educational technology training (e.g., using multimedia tools, online platforms, virtual labs) to improve teachers' EdTech proficiency. Encourage teacher participation in textbook writing. The school should provide professional editorial teams and publishing support to help teachers transform teaching experience and academic achievements into textbooks, boosting academic influence and teaching capability.

3. How to provide sufficient funds and resources for the professional development of young teachers? Additionally, what suggestions do you have for improving organization support and change?

Interviewee 1: Integrate young teacher development metrics into the school's medium-to-long-term plans. Include targeted training measures and support schemes for young teachers in the human resources department's faculty development plan. Specify the annual budget allocation ratio and completion rate for teacher development, with regular audits and supervision of fund utilization.

Interviewee 2: Leverage the flexible operational mechanisms of private universities to expand the institution's social influence. Construct a "tripartite funding

system" comprising government grants + corporate funds + alumni crowdfunding, diversifying funding sources. Use social capital and resources to alleviate institutional cost pressures, ensuring sustained annual funding growth with transparent origins.

Interviewee 3: Establish a "University-Enterprise Cooperation Special Fund" for centralized school-level coordination of corporate philanthropic funds, co-built internship bases, and other resources. Support teacher projects (e.g., humanities research, STEM lab consumables) through a "Needs List - Corporate Matching - Outcome Verification" model. Create a pre-allocated funding pool for young teachers' subject competitions, linked to corporate/industry naming sponsorship channels.

Interviewee 4: Build a university-level integrated resource platform enabling one-stop search and cross-institutional sharing of course syllabi, teaching videos, and academic papers, guaranteeing annual resource growth. Deploy virtual reality (VR) teaching labs and training platforms, complemented by AI-powered real-time feedback systems to form a quantifiable training outcome loop.

Interviewee 5: Encourage young teachers to apply for "social service projects" (e.g., community education, corporate technical training), permitting consultation/training fees paid by enterprises as legitimate income. For teaching innovations (e.g., micro-courses, project-based curricula), establish a "Teaching Achievement Transformation Center" providing full-cycle "Incubation-Promotion-Implementation" support.

Interviewee 6: Implement a "Dynamic Needs Assessment System for Young Teachers", collecting teaching/research/equipment demand data via surveys/interviews each semester. Allocate funds based on disciplinary priorities and project feasibility (e.g., prior results, team capability), ensuring resources focus on "high-need, high-potential" projects. Form a Young Teachers Council holding quarterly joint meetings to directly participate in major decisions (e.g., teaching policy formulation, curriculum reform planning), ensuring young teachers' voices shape top-level design.

Interviewee 7: Establish a "Teacher Mental Health Service Center" offering one-on-one counseling (2 free weekly sessions), "Stress Management Workshops" (monthly, including mindfulness & emotion regulation techniques), and customized

psychological support for key groups (e.g., homeroom teachers, graduating class instructors facing exam anxiety or parent-school conflicts).

Interviewee 8: Integrate internal teaching resources (syllabi, videos, papers) and external resources (corporate cases, industry reports, latest tech tools). Tag resources by discipline with labels like "Teaching," "Research," "Commercial Use" to facilitate sharing, supporting online search, download, and upload.

Interviewee 9: Introduce a "Corporate Mentorship Program": Match STEM teachers with corporate technical experts (e.g., AI/mechanical engineers) for biannual "Industry Frontier Tech Training". Match humanities teachers with corporate operations specialists (e.g., cultural tourism planners, brand marketers) for "Real Projects in Classroom" guidance (e.g., corporate-commissioned research, product design).

Interviewee 10: Upgrade teaching facilities: Refit soundproof rehearsal studios for arts teachers (adding acoustic panels); open "High-Performance Computing Labs" for CS teachers (supporting AI model training); coordinate corporate-sponsored sports venues for PE teachers (e.g., naming rights for campus fields/courts).

Interviewee 11: Implement an International Study Program for Young Teachers: Annually select outstanding teachers (e.g., ≤5 years' experience, notable teaching/research achievements) for overseas short-term study/training (STEM: lab tech; Humanities: field research methods). Cost: 70% institution-funded, 30% personal (eligible for internal subsidies). Participants must share outcomes via reports/courses (e.g., "Overseas Frontier Tech Workshops") to enhance global perspective and cross-cultural teaching skills.

Interviewee 12: Foster a supportive culture: Create a "Young Teachers' Growth Corner" (book nook, discussion area, achievement display wall). Host regular "Teaching Innovation Salons" and "Interdisciplinary Afternoon Teas" to facilitate experience sharing and resource networking.

Interviewee 13: Set up a "Young Teachers' Development Fund" dedicated to training, resource building, health services, etc., ensuring sustainability of support measures. Establish an Emergency Mutual Aid Fund offering interest-free loans for sudden family crises or major medical expenses.

Interviewee 14: Advocate for policy parity with public institutions from higher authorities and local governments. Secure government support for young teachers in training subsidies, children's schooling, housing loans/interest relief, etc., helping them resolve life concerns and fully dedicate themselves to teaching.

Interviewee 15: Regularly publicize teacher development fund usage (sources, recipients, project names, expenditure details) on campus, accepting oversight from teachers, students, and the public. Form a "Fund Usage Advisory Committee" (teacher/student reps, auditors) meeting biannually to review allocations and address queries (e.g., "Why was Project X prioritized?"), ensuring procedural fairness.

Interviewee 16: Establish a "Funding Usage - Impact Tracking" loop: Strengthen fund oversight by requiring quarterly usage reports from grantees (expenditure details, project progress). Monitor fund flow in real-time via financial systems (e.g., research consumables require purchase lists; training requires attendance). Misuse (e.g., diversion, false claims) mandates fund return and disqualification. Post-project impact reports (results data, student/corporate feedback, societal influence) enable performance evaluation, linking outcomes to future funding allocations.

Interviewee 17: Launch a "Teacher Development Foundation" focusing on corporate, alumni, and philanthropic donations. Create an "Alumni Mentor Fund": Encourage alumni donations specifically for young teachers' teaching innovation (e.g., micro-course development, textbook writing). Alumni may designate usage; the school provides regular impact reports (e.g., funded outcomes, student feedback).

Interviewee 18: Implement "University-Enterprise Resource Exchange Agreements": Sign "Equipment/Funding Donation - Service Return" contracts. Specify that upon corporate donation (e.g., lab equipment, teaching software) or funding (e.g., "XX Corp Young Teacher Fund"), the school provides: Teacher participation in corporate R&D (e.g., product development, process optimization) with jointly owned outcomes; Priority graduate hiring (school recommends top interns); Corporate staff training (e.g., management skills, industry courses).

4. How to support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve

knowledge sharing and dissemination? Additionally, what suggestions do you have for improving participants' use of new knowledge or skills?

Interviewee 1: The key to applying new knowledge lies in establishing a knowledge sharing platform. However, existing platforms have limited functionality and lack systematic storage and retrieval mechanisms. It is recommended that the school introduces a professional knowledge management system to support the online sharing of lesson plans and cases, and encourages teacher contributions through incentive mechanisms. Furthermore, combining this with practical projects like teaching reforms can further validate the effectiveness of sharing.

Interviewee 2: It is recommended that the school increases platforms for research projects and social service-oriented practices, such as community education partnerships, allowing teachers to test their skills in real-world scenarios. Simultaneously, the absence of a knowledge sharing platform limits the dissemination of experience; this should be addressed by incorporating team workshops to promote collaboration. External exchange activities can also introduce new ideas, but content needs regular updates to maintain relevance. Diverse practical environments are fundamental for knowledge internalization.

Interviewee 3: Recently participated in school-organized training on virtual experiment tools, but the training frequency is insufficient, and the lack of follow-up guidance has led to skills becoming rusty. It is recommended to hold quarterly thematic workshops focusing on knowledge sharing methods like data visualization techniques to enhance application capabilities. Furthermore, practical projects such as research topics should be integrated into the training to ensure practical application. The absence of a feedback mechanism also hinders improvement; regularly collecting teacher opinions can optimize training design. Incentive systems like application rewards can boost participation, but they need a matching evaluation system to ensure fairness.

Interviewee 4: Opportunities for interdisciplinary workshop collaboration are unsystematic. It is recommended to institutionalize team projects, such as an annual teaching innovation competition, to promote cross-disciplinary knowledge dissemination. Simultaneously, the knowledge sharing platform needs improvement

to archive collaborative outcomes. External exchange activities broaden perspectives but occur infrequently; increasing participation in academic conferences can introduce external experience. Feedback and improvement mechanisms should be incorporated into the collaboration process for timely strategy adjustments. Structured collaboration is core to enhancing application capabilities.

Interviewee 5: It is recommended that the school regularly organizes teachers to participate in external academic exchange activities and establishes follow-up sharing mechanisms, such as online forums to disseminate new external knowledge. Practical opportunities like social service projects should also be combined, allowing skills to be validated in areas like community history education. Content updates need to be conducted regularly to ensure training materials stay current; for example, current courses lack AI-assisted research tools. Incentive systems could recognize outstanding application cases, but an evaluation system should first be established to quantify effectiveness.

Interviewee 6: It is recommended to systematically collect opinions via questionnaires or forums at the end of each semester and adjust methods accordingly. For instance, increase practical platforms like student innovation projects to expose problems during the application process. The knowledge sharing platform should integrate feedback functions to support real-time improvements. Simultaneously, skill training needs strengthening, such as workshops teaching sharing techniques. The frequency of content updates should also be increased to maintain technological relevance. Overall, a closed-loop feedback mechanism can significantly enhance application efficiency.

Interviewee 7: It is recommended to update training materials and content every six months, referencing cutting-edge industry reports to ensure practicality and novelty. The knowledge sharing platform can assist this process by storing updated resources. Practical opportunities and training programs should be introduced simultaneously, allowing teachers to test new knowledge in the field. The feedback and improvement mechanism needs reinforcement to iteratively improve training design. Incentive measures like application rewards can increase participation, but

they require a matching evaluation system to track effects. Dynamic updating is a prerequisite for the sustained application of knowledge.

Interviewee 8: Application incentive systems can significantly boost the enthusiasm for using new skills. However, existing systems are imperfect. It is recommended to establish annual application awards covering contributors to knowledge sharing and practical projects. An evaluation system needs to be established first, quantifying performance through teaching effectiveness data. Simultaneously, skill training such as workshops should provide guidance on sharing methods to enhance application capabilities. External exchange activities can introduce incentive case studies, but insufficient content updates limit their scope. The feedback mechanism should collect teacher suggestions to optimize incentive criteria. Overall, reward-driven approaches are effective means for building an application culture.

Interviewee 9: Emphasize the role of the application evaluation system in enhancing capabilities. The school piloted a skills application assessment, but the indicators are vague and lack specific improvement suggestions. It is recommended to establish a quarterly evaluation mechanism, combining student feedback and peer review to quantify the effectiveness of new training methods. The knowledge sharing platform can integrate evaluation data to promote experience dissemination. Practical opportunities like inter-school competitions should be included as assessment scenarios to enhance authenticity. Skill training needs strengthening in areas related to evaluation, such as data collection techniques. Content updates ensure evaluation tools are current, but the feedback improvement loop is weak; regularly optimizing evaluation criteria is key. In summary, scientific evaluation is the foundation for iterative improvement of application capabilities.

Interviewee 10: The absence of a knowledge sharing platform restricts the dissemination of new skills. Lacking efficient sharing channels, reliance falls on private communication. It is recommended to develop an internal online platform supporting lesson plan uploads and discussions, ensuring accessibility through technical means like cloud storage. Practical opportunities such as teaching reform projects should be combined with this to validate sharing effectiveness. Team

collaboration workshops can promote cooperation but need regular scheduling. The feedback mechanism should collect user experience of the platform for continuous improvement. External exchanges can introduce sharing best practices, but the content update frequency needs increasing. Overall, platform development is central to the knowledge application ecosystem.

Interviewee 11: Practical platforms for young teachers are key vehicles for applying new knowledge. It is recommended to expand the research project database, such as school-local collaboration topics, providing regular practical scenarios. The knowledge sharing platform should archive project outcomes to promote dissemination. Skill training needs targeted reinforcement, such as workshops on data sharing methods. Team collaboration mechanisms can enhance application efficiency, but incentive systems are insufficient; establishing application rewards can drive participation. The evaluation system should track practical effects and provide improvement suggestions. In summary, a diversified practical environment safeguards skill internalization.

Interviewee 12: It is recommended that monthly workshops focus on sharing techniques, such as case analysis methods, and incorporate practical projects to validate effectiveness. The knowledge sharing platform needs to integrate training resources to support self-directed learning. The feedback improvement mechanism should collect training feedback to optimize content. External exchange activities can supplement new methods, but content updates lag; regular material revisions are needed to stay current. Incentive measures like certificate certification can boost motivation but require evaluation system support. Improving training quality is the cornerstone of advancing application capabilities.

Interviewee 13: Collaborating with colleagues on a digital composition project through a workshop enhanced teaching innovation through shared skills. However, the collaboration frequency is low. It is recommended to institutionalize team activities, such as semester project days, to strengthen knowledge crossover. The knowledge sharing platform should support storing collaborative outcomes. Practical opportunities like public performances provide application contexts but need scaling up. Feedback mechanisms need embedding within the collaboration process for

timely strategy adjustments. External exchanges introduce new ideas, but incentive systems are missing; application rewards could encourage contributions. The evaluation system should measure collaboration effects to drive continuous improvement. Collaboration mechanisms are key to amplifying application efficiency.

Interviewee 14: External exchanges broaden the scope of knowledge application. It is recommended that the school funds more external activities and establishes follow-up sharing forums to facilitate knowledge flow-back. Practical platforms like corporate partnership projects should be combined to validate application effectiveness. Content updates need to be conducted regularly to ensure training materials, such as those on data analysis tools, remain novel. The feedback improvement mechanism collects exchange feedback to optimize participation strategies. Skill training like workshops can strengthen sharing methods, but incentive measures are insufficient; a reward system increases enthusiasm. External linkages are pathways to expanding application perspectives.

Interviewee 15: Teacher opinions weren't collected post-training, leading to a disconnect between content and needs. It is recommended to use digital tools for regular surveys and rapid method iteration. For example, combine with practical projects like psychological counseling services to expose application pain points. The knowledge sharing platform should integrate feedback to promote collective learning. Skill training needs reinforcement, such as workshops teaching feedback collection techniques. Content updates ensure feedback-driven relevance, but the evaluation system is weak; establish application effect tracking to quantify improvements. Incentive systems could recognize feedback contributors but need systematization. A feedback loop is the engine for enhancing application capability.

Interviewee 16: It is recommended to develop an internal system supporting multimedia resource storage and retrieval, promoting dissemination through technologies like AI recommendations. Practical projects such as research topics should be combined to validate sharing value. Team collaboration workshops can enhance cooperation but need to be regularized. The feedback mechanism collects platform feedback to drive improvements. External exchanges introduce best practices, but the content update frequency is low; regularly refresh materials to

maintain vitality. Incentive measures like contribution points can increase participation but require evaluation system support. Platform optimization is the hub of the knowledge application ecosystem.

Interviewee 17: It is recommended to systematically integrate: skill training providing workshops on sharing methods; team collaboration mechanisms promoting cooperative application; external exchanges broadening perspectives; feedback improvement optimizing processes; content updates maintaining relevance; incentive systems driving participation; evaluation systems quantifying effects. Personal experience shows that a weak single link affects the whole, such as insufficient evaluation leading to blind improvements. The school should build a closed-loop ecosystem to ensure application sustainability.

Interviewee 18: It is recommended to establish a systematic knowledge sharing platform supporting classified storage and retrieval functions for teaching resources. The technical architecture needs optimization to ensure access efficiency, while incentive mechanisms should be designed to encourage teachers to upload original content. Additionally, increase the number of approved interdisciplinary teaching reform projects to provide regular channels for practical application. Conduct regular specialized training on knowledge management to enhance resource integration capabilities. Develop a mobile knowledge sharing application supporting access during fragmented downtime. Implement a project mentorship system on practical platforms, where experienced teachers guide skill implementation. Add crisis simulation drills to skill training sessions.

5. How to support young teachers in effectively improving students' learning attitudes and their interest in the curriculum? Additionally, what suggestions do you have for improving students' learning outcomes?

Interviewee 1: Recommend establishing a multidimensional student learning outcome assessment system covering exam scores, classroom performance, and homework completion. Introduce an intelligent evaluation system to capture real-time classroom interaction data and homework submission quality, automatically generating personalized learning reports to provide teachers with

precise teaching feedback. To improve student learning attitudes, add a "Learning Attitude" assessment category, quantitatively scoring through indicators like classroom observation, group discussion participation, and homework timeliness. For students with negative attitudes, arrange one-on-one tutoring to develop personalized learning plans and stimulate motivation. Simultaneously, create a "Learning Progress Award" to recognize students showing significant attitude improvement and academic gains, boosting their confidence and drive.

Interviewee 2: Advocate personalized guidance based on student progress. Use a Learning Management System (LMS) to collect learning data, employing machine learning algorithms to generate customized learning paths for each student. Teachers provide one-on-one tutoring to enhance confidence and motivation. To increase student interest, integrate engaging modules into personalized paths—such as gamified subject tasks, virtual experiments, and interactive videos. Regularly organize subject interest groups where students share insights and interests, allowing teachers to adapt content and methods for greater appeal.

Interviewee 3: Suggest enriching learning resources by integrating online courses, instructional videos, and academic papers into a university-level repository. Implement intelligent recommendations based on students' majors and progress to support self-directed learning and deep exploration. To spark interest, add entertaining/applied resources like popular science videos and case studies showcasing real-world applications of knowledge. Establish a "Resource Recommendation Reward" to encourage students to explore and share materials, fostering a collaborative learning culture.

Interviewee 4: Emphasize strengthening home-school collaboration through a communication platform that regularly shares student reports and growth suggestions. Use virtual parent-teacher conferences and personalized modules to keep parents informed about student performance, creating synergy to support development. To improve learning attitudes, distribute "Learning Attitude Cultivation Guides" to parents via the platform, offering practical family education strategies. Organize joint activities (e.g., family reading sessions, goal-setting workshops) to enhance students' self-discipline and responsibility.

Interviewee 5: Promote study groups to facilitate peer exchange and collaboration. Use group projects and seminars to cultivate teamwork and critical thinking. Teachers should regularly join discussions to provide guidance and enhance effectiveness. To boost interest, incorporate competitions (e.g., inter-group contests, project showcases) to ignite enthusiasm and team pride. Invite industry experts or alumni to share experiences with groups, broadening students' perspectives.

Interviewee 6: Recommend regular content updates to ensure relevance and practicality. Integrate cutting-edge industry cases, technological applications, and ideological education elements to stimulate interest and improve engagement. To address learning attitudes, add hands-on experiential modules (e.g., art creation, field observations) to help students appreciate the subject's value. Establish a "Learning Attitude Award" to reward active, diligent participants.

Interviewee 7: Propose a learning reward system offering material and honorary incentives (e.g., scholarships, certificates, public recognition) to motivate excellence and foster a positive learning environment. To increase interest, create an "Innovation Practice Award" for students participating in competitions or research projects. Host regular experience-sharing sessions where awardees inspire peers.

Interviewee 8: Suggest a learning outcome tracking mechanism to periodically evaluate progress. Leverage big data to analyze trends and provide teachers with improvement strategies, helping students enhance performance. To improve attitudes, include a "Learning Attitude" metric in tracking reports, offering students feedback on strengths/weaknesses and improvement paths. Introduce a "Learning Attitude Improvement Award" for students showing marked progress.

Interviewee 9: Propose a dynamic assessment system for real-time monitoring of learning progress and challenges. Use intelligent tutoring tools to offer instant feedback and personalized exercises, boosting efficacy and confidence. To spark interest, embed engaging modules (e.g., math games, fun contests) into tutoring systems. Organize events like "Math Culture Festivals" to demonstrate real-life applications of the subject.

Interviewee 10: Recommend virtual labs and online simulations to expand hands-on resources. Allow students to conduct experiments safely, enhancing

practical and innovative skills. To improve attitudes, add experiment design modules encouraging independent project planning. Award an "Experimental Innovation Prize" for creative and rigorous work.

Interviewee 11: Advocate Project-Based Learning (PBL) to apply knowledge in real-world contexts. Develop comprehensive abilities and professional accomplishment through team projects. To increase interest, incorporate authentic industry problems (e.g., physics challenges) into PBL. Host project showcases with expert feedback to amplify students' sense of achievement.

Interviewee 12: Suggest expanding cross-cultural resources, including international courses and overseas programs. Broaden global perspectives through exchange activities. To improve attitudes, add engaging content (e.g., cultural experiences, foreign film discussions). Create a "Cross-Cultural Exchange Award" for outstanding participants.

Interviewee 13: Promote individualized learning profiles documenting students' academic journeys from enrollment to graduation. Use data analytics to offer tailored advice and support holistic growth. To spark interest, include an "Interest Tracker" module recording shifts in subject/activity preferences. Teachers can then recommend relevant courses, clubs, or projects.

Interviewee 14: Recommend AI-powered tutoring systems to answer questions, suggest methods, and improve efficiency. To address attitudes, add a "Learning Attitude Assessment" module providing regular feedback on strengths/weaknesses. Award a "Learning Attitude Excellence Prize" to diligent and engaged students.

Interviewee 15: Propose a point-based incentive system where students earn credits for completing tasks, redeemable for resources or rewards. To boost interest, include "Interest Expansion" credits for subject-related activities/clubs. Host credit-exchange events for books, supplies, or special courses.

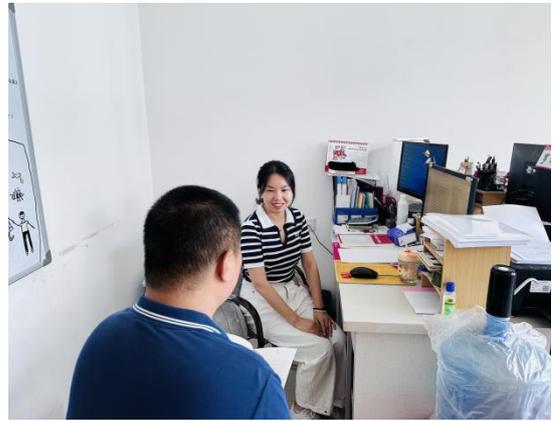
Interviewee 16: Suggest regular showcases (e.g., exhibitions, academic conferences) to celebrate student work and build confidence. Strengthen psychological support through mental health courses and counseling to help students overcome anxiety and sustain motivation.

Interviewee 17: Build learning communities for students to exchange insights and resources. Foster peer learning through interactive platforms. To increase interest, host fun activities (e.g., subject contests, challenges). Award a "Learning Interest Star" prize to active and enthusiastic participants.

Interviewee 18: Advocate big data analysis of learning behaviors to inform teaching decisions. Teachers can adjust strategies based on analytics to enhance effectiveness. Establish a feedback mechanism to regularly collect student opinions on teaching. Use insights to optimize content and methods, improving satisfaction.







Appendix D
The Results of the Quality Analysis of Research
Instruments

The index of objective congruence (IOC)

Guidelines for Improving Professional Development Support System for Young Teachers of Private Higher Education in Guangxi

No.	The current situation of professional development support system for Young Teachers of Private Higher Education in Guangxi	Experts					IOC	Validity
		No.1	No.2	No.3	No.4	No.5		
Participants' reactions								
1	Administrator support young teachers adjust and prepare themselves before participating in professional development programs.	1	1	1	1	1	1	valid
2	Administrator actively pay attention to the attendance rate and participation rate of young teachers in professional development projects.	1	1	1	1	1	1	valid
3	Administrator provide necessary and comfortable environmental facilities and scene conditions for young teachers to promote professional development.	1	1	1	0	1	0.80	valid
4	Administrators create a positive, friendly and harmonious learning environment for young teachers to develop professionally.	1	1	1	1	1	1	valid
5	Administrators have set up sufficient and effective interaction links for young teachers in professional development programs (such as teacher-student exchanges, student-student exchanges).	1	1	1	1	1	1	valid
6	Administrators provide young teachers with learning content that meets the needs of professional development, and the curriculum arrangement is reasonable.	1	1	1	1	1	1	valid
7	Administrators have applied appropriate and effective teaching methods and skills in professional development project activities to guide young teachers to improve their professional learning ability.	1	1	1	0	1	0.80	valid

8	Administrators provide professional and knowledgeable instructors for the professional development of young teachers.	1	1	1	0	1	0.80	valid
9	Administrators rationally arrange and effectively use the time of professional development activities to ensure that young teachers complete relevant learning and training tasks.	1	1	1	1	1	1	valid
10	Administrators carefully plan and organize professional development programs for young teachers.	1	1	1	1	1	1	valid
11	Administrators attach importance to the reasonable suggestions put forward by young teachers on professional development activities, and adjust and improve them in time.	1	1	1	0	1	0.80	valid
Participants' learning								
1	Administrators organize professional development activities to enable young teachers to have a more comprehensive and in-depth understanding of the subject knowledge in this field.	1	1	1	1	1	1	valid
2	Administrators organize professional development activities to support young teachers to enhance their theoretical knowledge of teaching.	1	1	1	1	1	1	valid
3	Administrators organize professional development activities to support young teachers in improving classroom teaching skills and methods.	1	1	1	0	1	0.80	valid
4	Administrators organize professional development activities to support young teachers to train their class organization and management abilities.	1	1	1	1	1	1	valid
5	Administrators organize professional development activities to support young teachers in improving their scientific research ability.	1	1	1	1	1	1	valid

3	Administrators create a harmonious, open, inclusive and mutual trust school culture for young teachers.	1	1	1	0	1	0.80	valid
4	Administrators give priority to and meet the professional development needs of young teachers in the allocation of school resources.	1	1	1	1	1	1	valid
5	Administrators have given full support and attention to the professional development and growth of young teachers from the leadership.	1	1	1	1	1	1	valid
6	Administrators provides a strong team/subject group cooperation atmosphere for young teachers to support each other's professional growth.	1	1	1	0	1	0.80	valid
7	Administrators provide young teachers with sufficient funds (such as research funds, training expenses, etc.) and resources to support their teaching research and reform.	1	1	1	1	1	1	valid
8	Administrators provide comprehensive training facilities (such as classrooms, laboratories, studios, etc.) to support the professional development of young teachers.	1	1	1	1	1	1	valid
9	Administrators provide educational technology support (such as instructional software, online resources, online learning platforms, etc.) for the professional development of young teachers.	1	1	1	0	1	0.80	valid
10	Administrators should timely adjust and improve the school's reform measures (such as organizational	1	1	1	1	1	1	valid

	structure adjustment, introduction of new technologies, etc.) to facilitate the professional development of young teachers.							
11	Administrators have the flexibility to adjust staff structure and cultural changes to meet the new needs of teacher professional development.	1	1	1	1	1	1	valid
Participants' use of new knowledge or skills								
1	Administrators organize professional development activities to support young teachers in clearly identifying which new knowledge or skills can be applied to teaching practice.	1	1	1	1	1	1	valid
2	Administrators organize professional development activities to support young teachers to determine the frequency and regularity of their application of new knowledge or skills.	1	1	1	1	1	1	valid
3	Administrators provide support for young teachers to apply new knowledge or skills appropriately and adequately in their teaching practice.	1	1	1	1	0	0.80	valid
4	Administrators give young teachers enough time to support them in integrating new knowledge or skills into their daily teaching work.	1	1	1	1	1	1	valid
5	Administrators support young teachers to flexibly adjust their teaching practices to meet the application needs of new knowledge or skills.	1	1	1	1	1	1	valid
6	Administrators set up professional development content for young teachers that is closely related to their teaching practice.	1	1	1	0	1	0.80	valid
7	Administrators support young teachers in professional development activities to acquire new knowledge and skills that are directly applied to teaching practice.	1	1	1	1	1	1	valid
8	Administrators support young teachers to directly transfer new knowledge or new skills to actual	1	1	1	1	1	1	valid

	teaching situations, such as using new teaching consciousness and flexibly applying learned knowledge.							
9	Administrators support young teachers to put their new knowledge or skills into play in school teaching, scientific research, social services and other fields.	1	0	1	1	1	0.80	valid
10	Administrators support young teachers to pass on the new knowledge or skills they have learned to other members of the organization in order to achieve knowledge sharing and dissemination.	1	1	1	1	1	1	valid
Students' learning outcomes								
1	Administrators regularly follow up and supervise the mastery of subject knowledge of young teachers' students.	1	1	1	1	1	1	valid
2	Administrators regularly supervise and follow up on the progress of young teachers' students in learning skills and problem solving.	1	1	1	1	1	1	valid
3	Administrators regularly supervise and follow up on how young teachers' students understand and apply new knowledge or methods in the classroom.	1	1	0	1	1	0.80	valid
4	Administrators regularly follow up and supervise young teachers to improve levels of student academic performance (such as test scores or the quality of academic assignment completion).	1	1	1	1	1	1	valid
5	Administrators regularly follow up and supervise the performance of young teachers' students in terms of personal confidence and motivation.	1	1	1	1	1	1	valid

6	Administrators provide support for young teachers to effectively improve students' learning attitudes and interest in the curriculum.	1	1	1	0	1	0.80	valid
7	Administrators provide support for young teachers to promote students to collaborate with others and participate in group activities in the classroom.	1	1	1	1	1	1	valid
8	Administrators regularly follow up and supervise the willingness and extent to which young teachers' students are committed to their future academic or career goals.	1	1	1	1	1	1	valid
9	Administrators regularly follow up and pay attention to the effect of young teachers' students' use of learning strategies, such as making learning plans or adjusting learning methods.	1	1	1	1	1	1	valid
10	Administrators regularly follow up and pay attention to the organized and self-disciplined learning behavior of young teachers' students in and out of the classroom.	1	1	1	0	1	0.80	valid
11	Administrators support young teachers to significantly improve student participation in the classroom (e.g., asking questions, discussing, completing classroom tasks).	1	1	1	1	1	1	valid

Appendix E
Certificate of English



This is to certify that

Mr. Huang Kanming

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F
The Document for Accept Research

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Research Profile

Name-Surname: Mr.Huang Kanming
Birthday: October 6, 1981
Place of Birth: Qinzhou, Guangxi, China

Educational Background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2025
- Postgraduate majoring in Curriculum and Teaching, Guangxi Normal University, in 2013
- Bachelor of Arts, majoring in English, Guangxi Normal University, in 2004

Work Experience:

- Administrator, Beihai University of Art and Design, 2004 - present

Office Location:

- No.1 Xinshiji Road, Beihai, Guangxi, China.

Current Contact Location:

- Bansomdejchaopraya Rajabhat University