

The Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

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Abstract

Teacher professional development is the core task for vocational college educators to enhance their teaching abilities, adapt to educational reforms, and promote the holistic development of students. This research aimed to: 1) investigate the current states and needs on teacher professional development of vocational colleges; 2) design the teacher professional development model of vocational colleges; and 3) evaluate the teacher professional development of vocational colleges in Guangxi Province, People's Republic of China. This study was divided into three phases: Phase 1: Studying and analyzing the current states and needs on teacher professional development of vocational colleges. The samples were 275 teachers from 13 faculties of Nanning College for Vocational Technology in academic year 2024. The research instruments were a set of questionnaires and interview. The collected data were analyzed by using frequency, percentage, mean, standard deviation and content analysis; Phase 2: Designing the teacher professional development model of vocational colleges; Phase 3: Evaluating the teacher professional development model of vocational colleges. The target group included 7 connoisseurs who are in the fields of educational administration, curriculum and instruction. The research instrument was the questionnaire asking about the quality of the model. The collected data were analyzed by using mean and standard deviation. The results of the study could be summarized as follows:

1. The research results showed that there are five relevant components that reflect the teacher professional development model of vocational colleges: 1) Teacher competency assessment; 2) Teacher empowerment; 3) Protection of teachers' rights; 4) Promoting teacher collaboration; and 5) Improving awareness of academic services. These components can help improve the academic administration of vocational college teachers.

2. The teacher professional development model consisted of five modules: Module 1 - Teacher competency assessment; Module 2 - Enhancement of teacher competencies; Module 3 - Protection of teachers' rights"; Module 4 - Promotion of teacher cooperation"; and Module 5 - Enhancing awareness of academic service. The evaluation of the suitability of the model framework showed that the overall suitability level of the model framework was at a high level which highlights their overall significance in teacher professional development

3. The model evaluation results were validated by seven experts, who expressed high satisfaction with the model. These results indicated that the model is highly effective and can be applied successfully to enhance the teacher professional development of vocational colleges in Guangxi Province, People's Republic of China.

Keywords: Teacher Professional Development; Model; Vocational Colleges Guangxi Province
; People's Republic of China

Introduction

Teacher professional development serves as the foundation for school advancement and is the cornerstone of educational institutions' survival and sustainable growth. With the growing emphasis on higher education administration, vocational and technical colleges have experienced notable progress. In the context of China's evolving educational landscape, most institutions acknowledge that the continuous development of teachers plays a crucial role in enhancing the overall quality and competitiveness of schools. Consequently, various initiatives have been introduced to foster teacher growth. The "National Medium and Long - Term Educational Reform and Development Plan" underscores this priority, stating that "education is the cornerstone of a century-long endeavor," thereby affirming the essential role of teacher development in driving institutional success and educational excellence. In the grand scheme of education, teachers are paramount. Only with good teachers can there be good education" (Ministry of Education of China, 2010).

The "Opinions on strengthening and improving teacher ethics and conduct in the new era" issued by the Ministry of Education proposes that, to enhance the teaching abilities and levels of educators, all educational institutions should establish institutions dedicated to the development of teacher education and teaching. The nation will initially establish a set of exemplary bases and establish a national - level Teacher Development Center, with key financial support from the national budget for the establishment of this development center. The objective is to systematically conduct teacher training, elevate the professional standards, and enhance the capabilities of teacher education and teaching (Ministry of Education of the People's Republic of China and Six Other Departments, 2019). Therefore, to ensure and enhance the quality of education and teaching in colleges, each institution must prioritize the professional development of its teachers. The formulation of academic administration systems and the level of academic administration directly impact the teaching quality of schools and the direction of teacher development (Wang, 2020).

Teachers are the implementers of educational and teaching activities in vocational colleges. Whether from the perspective of individual teacher development or the long-term sustainable development of colleges, the professional development of teachers is of utmost importance. There exists a close and intricate connection between teachers and academic administration. Academic administration impacts teacher professional development in various aspects, including the formulation of teaching systems, rational allocation of teaching resources, implementation of educational and research work, and conducting teaching evaluations. The evolution of academic administration from transactional work to service-oriented development also positively contributes to the professional development of teachers. In the realm of public administration affairs in vocational and technical colleges, academic administration constitutes a significant component. Enhancing academic administration, optimizing management services and effectively elevating the standard of public administration bear substantial practical significance for the advancement of vocational colleges (Chen, et al., 2017).

As per the official release by the Central Committee of the Communist Party of China and the State Council in January 2021, the "Outline of the National Plan for Education Modernization 2035" emphasizes key strategies for achieving educational modernization. These include strengthening the construction of the education system, enhancing educational quality, and optimizing the allocation of educational resources (Cheng & Chan, 2023). This underscores the nation's emphasis on research related to educational management and highlights the significance of academic administration research. Only by continuously enhancing teachers' teaching abilities and research levels can students more effectively meet the demands of the modern competitive environment. The academic administration department serves as the steward of teachers, and while managing teachers, it should also provide various guarantees and support for them. Therefore, researching the content and methods of academic administration to promote teachers' professional development is particularly important. Only through multidimensional cooperation to promote teachers' professional development and continuously improve their comprehensive qualities can colleges cultivate students with core competitiveness and ensure the sustainable development of the institution.

In conclusion, this study successfully designed and evaluated a teacher professional development model for vocational colleges in Guangxi Province, China, emphasizing five key components: competency assessment, teacher empowerment, rights protection, collaboration promotion, and academic service awareness. The model demonstrated high effectiveness and suitability, validated by expert feedback, underscoring its potential to significantly enhance teacher professional development in vocational education.

Research Objectives

1. To investigate the current states and needs on teacher professional development of vocational colleges in Guangxi Province, People's Republic of China
2. To design the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China
3. To evaluate the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

Research Methodology

This employed a mixed method design including a three-phase research methodology to investigate, develop, and evaluate a teacher professional development model for vocational colleges in Guangxi Province, People's Republic of China. The systematic approach ensured comprehensive data collection, model construction, and validation through a combination of quantitative and qualitative methods. Each phase was designed to achieve specific objectives, with detailed steps to ensure the reliability and applicability of the findings.

Phase 1: Studying the current states and priority needs on teacher professional development of vocational colleges in Guangxi Province, People's Republic of China

This phase aims to investigate and analyze the current states and needs on teacher professional development in vocational colleges in Guangxi Province, People's Republic of China. This phase is divided into 3 steps:

Step 1: Studying documents and research works related to the teacher professional development

In this step, the researcher studied the documents, academic textbooks and previous studies related to the teacher professional development both in domestics and overseas.

Step 2: Investigating the current states and needs on teacher professional development in vocational colleges in Guangxi Province, People's Republic of China

The population will be 970 teachers. The samples were 275 teachers from 13 faculties of Nanning College for Vocational Technology, Guangxi Province, People's Republic of China in academic year 2024.

Step 3: Interviewing the stakeholders from the vocational colleges in Guangxi Province, People's Republic of China

The target group included 13 teachers (one each from 13 faculties) from Nanning College for Vocational Technology, Guangxi Province, People's Republic of China in academic year 2024. They were selected by using purposive sampling technique.

Phase 2: Developing the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

In this Phase, the results from documentary analysis and Phase 1 were used to construct the model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China. The details are as follows:

Step 1: Studying concepts and theories related model construction

The researcher studied the documents, academic textbooks and previous studies related to constructing the models both in domestics and overseas.

Step 2: Synthesizing and analyzing the data from Phase 1 and Step 1

This step aimed to synthesize the teacher professional development and components of model construction which will be as the guidelines for determining the draft model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China.

Step 3: Developing the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

The researcher constructed the model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China.

Phase 3: Evaluating the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

In this phase, the researcher evaluated, edited and revised the model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China.

Step 1: Validating the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

In this step, the 7 connoisseurs were asked to evaluate the model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China. In addition, the researcher took the comments and suggestions into consideration for developing the model.

Step 2: Revising and editing the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China

The problem states and recommendations from Step 1 were used to revise and develop the model of teacher professional development in vocational colleges in Guangxi Province, People's Republic of China.

Conceptual Framework

The study aimed to develop a professional development model for teachers at vocational colleges in Guangxi Province, People's Republic of China. Through an investigation and analysis of the current status of teacher development at the colleges, the study explored the existing conditions and challenges of professional development for teachers, with the goal of enhancing overall faculty development across the institutions. The study designed and implemented a specialized training model to advance teachers' professional competencies and assessed the applicability and value of this model within the colleges, ensuring it met the actual needs of faculty and supported their ongoing professional growth. The conceptual framework of this study is shown in Figure 1.

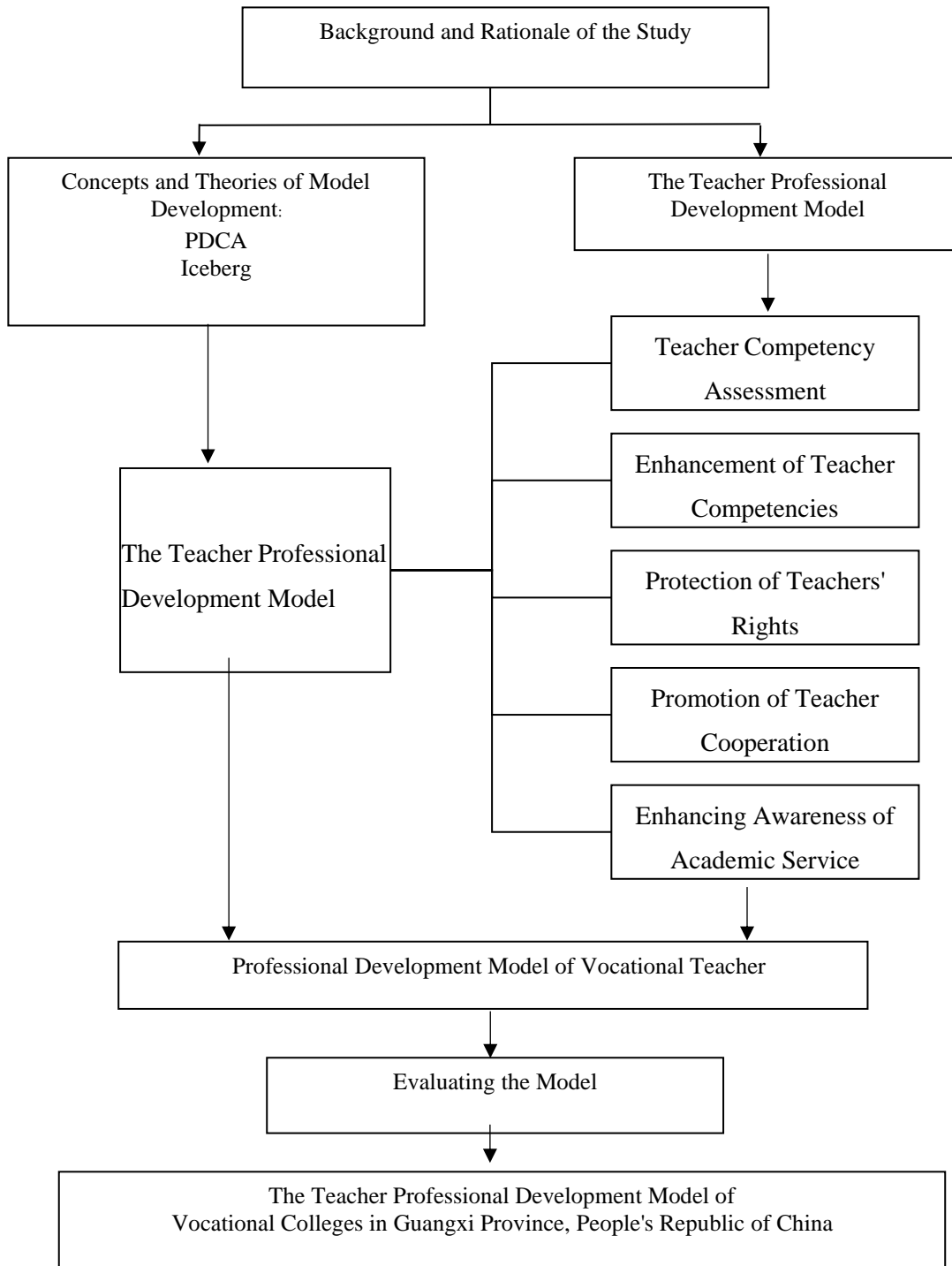


Figure 1 Research Conceptual Framework

Research Results

1. Survey Results on the Current States and Needs on Teacher Professional Development of Vocational Colleges in Guangxi Province, People's Republic of China

This step presents the teacher professional development of vocational colleges in Guangxi Province, People's Republic of China. The details of each component of teacher professional development are as shown in Table 1.

Table 1: Mean, Standard Deviation, Level, and Rank of Teacher Professional Development

No.	Components	Mean	S.D.	Lever	Rank
1	Teacher Competency Assessment				
1.1	Teaching Ability Assessment	4.32	0.97	high	1
1.2	Discipline-Specific Competency Assessment	4.01	1.04	high	3
1.3	Educational and Research Capability Assessment	4.14	1.03	high	2
	Total	4.16	1.02		
2	Enhancement of Teacher Competencies				
2.1	Professional Training	4.23	0.92	high	1
2.2	Incentive Mechanisms and Career Development Paths	4.04	1.01	high	3
2.3	Increased Research Activities	4.22	0.98	high	2
	Total	4.17	0.97		
3	Protection of Teachers' Rights				
3.1	Cultivation of a Culture of Respect for Teachers	4.08	1.01	high	3
3.2	Refinement of Administrative Models	4.09	0.95	high	2
3.3	Enhancement of Welfare Policies	4.18	1.03	high	1
	Total	4.12	1		
4	Promotion of Teacher Cooperation				
4.1	Collaborative Participation	4.12	1.08	high	1
4.2	Sharing of Resources and Experiences	4.03	0.99	high	3
4.3	Communication and Coordination Mechanisms	4.06	0.99	high	2
	Total	4.07	1.02		
5	Enhancing Awareness of Academic Service				
5.1	Service Response Time	4	1.07	high	2
5.2	Teacher-Student Communication Services	4.12	1	high	1
5.3	Timely Improvement of Service Processes	3.9	1.09	high	3
	Total	4.02	1.05		

The evaluation table provides an analysis of five key components in the teacher professional development model of vocational colleges in Guangxi Province. Each component is rated across three specific areas, with mean scores indicating high levels of satisfaction in overall.

The Teacher Competency Assessment component, encompassing Teaching ability assessment, Discipline-specific competency assessment, and Educational and research capability assessment, scored an overall mean score of 4.16, with Teaching ability assessment ranked the highest at 4.32.

For Enhancement of Teacher Competencies, including Professional training, Incentive mechanisms and Career development paths, and Increased research activities, the overall mean score is 4.17, with Professional training scoring the highest at 4.23, highlighting its perceived importance.

The Protection of Teachers' Rights component received an overall mean score of 4.12, with the Enhancement of welfare policies ranked as the top sub-component at 4.18, indicating its critical role in supporting teachers' well-being.

In the Promotion of Teacher Cooperation component, which covers Collaborative participation, Sharing of resources and experiences, and Communication and coordination mechanisms, the total mean score is 4.07. Collaborative participation achieved the highest score at 4.12, showing strong support for teamwork among educators.

Lastly, Enhancing Awareness of Academic Service recorded a total mean score of 4.02, with Teacher-student communication services leading at 4.12, emphasizing its value in fostering academic support. Although all categories were rated highly, slight variations suggest areas for further development, particularly in Timely improvement of service processes, which had the lowest mean score at 3.90.

In summary, the evaluation of teacher professional development across 13 colleges within Nanning Colleges for Vocational Technology provides a comprehensive view of strengths and areas for improvement. Key dimensions such as teaching competencies, research capabilities, welfare policies, collaborative practices, and academic service awareness were assessed, revealing high overall satisfaction.

2. Developing the Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

The teacher professional development model was developed by integrating extensive research documents, theoretical concepts, and empirical data. Through in-depth interviews and research, it incorporated valuable feedback from practitioners and administrators to ensure its practicality and effectiveness. By combining the PDCA Model and the Iceberg Model, the framework emphasized continuous improvement and holistic development. The PDCA cycle of Plan, Do, Check, Act provided dynamic optimization, while the Iceberg Model's focus on both visible skills and hidden traits fostered comprehensive growth in professional competencies and intrinsic motivation. This process resulted in a well-rounded professional development model for teachers in vocational colleges in Guangxi Province, People's Republic of China, as illustrated in Figure 2.

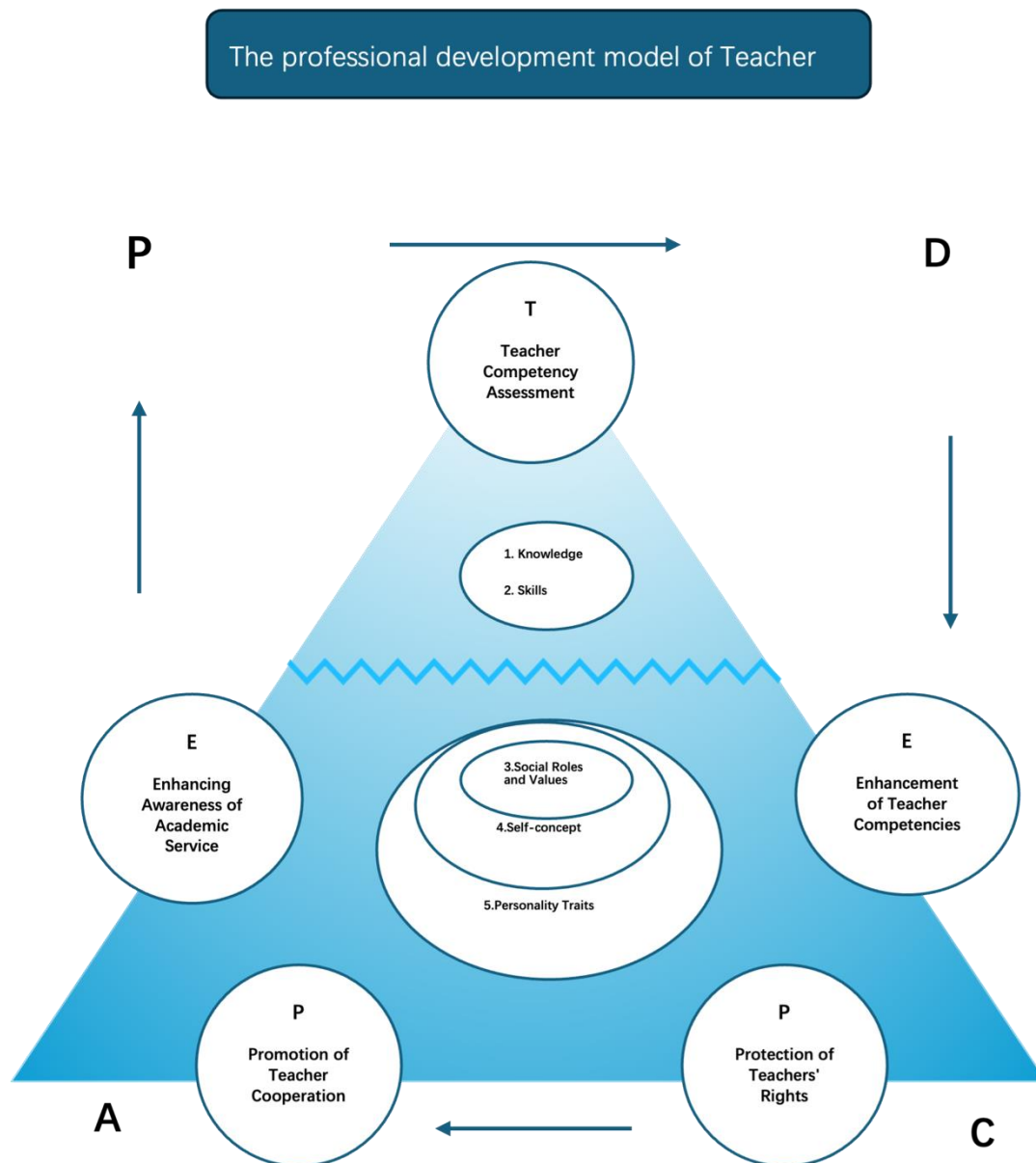


Figure 2 Teacher Professional Development Model

3. Evaluating the Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

The researcher evaluated, revised, and refined the teacher professional development model for vocational colleges in Guangxi Province. This process included validation by seven experts, whose feedback and suggestions were incorporated to enhance the model's effectiveness, with the evaluation results summarized in Table 2.

Table 2 Evaluating the Teacher Professional Development Model of Vocational Colleges

Evaluation Contents	Evaluation Contents		
	Mean	S.D.	Level
Part 1: Introduction	4.46	0.51	Very high
1.1 Background	4.71	0.49	Very high
1.2 Significant of research	4.71	0.49	Very high
1.3 Purpose of the Guideline	4.14	0.38	high
1.4 Expected Benefits	4.29	0.49	high
Part 2: Teacher Professional Development Model of Vocational Colleges	4.29	0.46	high
2. 1 The overall teacher professional development model	4.29	0.46	high
2.1.1 Teacher competency assessment	4.29	0.49	high
2.1.2 Enhancement of teacher competencies	4.29	0.49	high
2.1.3 Protection of teachers' rights	4.43	0.53	high
2.1.4 Promotion of teacher cooperation	4.14	0.38	high
2. 1. 5 Enhancing awareness of academic service	4.29	0.49	high
2.2 Roles for Implementing the Professional Development of Teacher Model	4.29	0.49	high
2.3 Success Indicators for the Professional Development of Teacher	4.29	0.49	high

The evaluation table summarizes the assessment of the key components of the "Professional Development Model for Teachers in Guangxi Vocational Colleges." The mean scores for the evaluation contents indicate at a high level of satisfaction with the structures and details of the model.

In the evaluation of the first part, the introduction, the overall mean score was 4.46, demonstrating very high satisfaction. Within this section, the research background and significance scored exceptionally high at 4.71, highlighting the importance of understanding the context and relevance of the model. Meanwhile, the purpose and expected benefits of the guideline scored 4.14 and 4.29, respectively, indicating generally positive feedback but suggesting room for improvement in these areas.

In the second part, which focused on the professional development model itself, the overall mean score was 4.29, reflecting positive feedback on its structure and design. Key components such as teacher competency evaluation, capacity building, and rights protection scored particularly high, with rights protection achieving a score of 4.43, demonstrating strong emphasis on safeguarding teachers' welfare and rights. The aspect of fostering teacher collaboration, while still rated positively with a score of 4.14, suggests that more effort could be directed towards enhancing interdepartmental cooperation and teamwork to strengthen collaborative practices.

Additionally, the roles involved in implementing the model and the success indicators for teacher professional development were both rated 4.29, signifying that these aspects were seen as essential and practical, aligning closely with the model's objectives.

Overall, the high scores, ranging from 4.14 to 4.71, reflect strong recognition of the framework's effectiveness and relevance. While the model is generally effective, minor improvements in areas such as fostering collaboration and providing more detailed explanations of expected benefits and roles could help align the model more closely with stakeholders' expectations and evolving needs.

Discussion

1. The Current States and Needs on the Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

The research findings on the professional development of teachers at vocational colleges reveal that, although the overall performance is generally high, there are variations across different competency dimensions. In terms of teacher competency assessment, while improvements have been achieved through teaching ability assessment, discipline-specific competency assessment, and educational and research capability assessment, there is still room for progress in the integration of teaching and research, as well as in updating subject knowledge.

Regarding professional training, teachers have access to diverse opportunities such as seminars and online courses, but the relevance and practicality of the training content need to be further enhanced. Although research activities and incentive mechanisms have been established, the transparency of interdisciplinary collaboration and career advancement paths requires improvement.

In terms of welfare policies, the college provides competitive salaries, medical insurance, and housing allowances, but there remains room for improvement in teacher satisfaction with salary adjustments and career development support. Mechanisms for teacher collaboration and resource sharing have been introduced, but communication channels and interdepartmental coordination need to be optimized.

Additionally, teachers express the desire for more flexible training programs, clearer career development paths, faster service response times, and an improved working environment to enhance overall satisfaction and teaching quality. Meeting these needs will contribute to the advancement of teacher professional development, improve educational quality, and support the sustainable development of vocational colleges in Guangxi Province.

In terms of teacher competency assessment, the college enhances teaching quality and research performance through Teaching ability assessment, Discipline-specific competency assessment, and Educational and research capability assessment. However, some teachers still face challenges in integrating their teaching with research outcomes. Therefore, teachers need more resources and opportunities to participate in academic conferences and interdisciplinary research to meet evolving educational demands, aligning with the perspective proposed by Zhang (2015).

In terms of Professional training, although the vocational colleges provide diverse training formats such as workshops and online courses, the relevance and practicality of the training content still require enhancement to ensure that the outcomes can be effectively applied in classroom practice, aligning with Liu and Wang (2016) who mentioned that the teachers express a desire for more flexible and innovative training programs to help them master the latest educational concepts and teaching technologies.

Furthermore, the mechanisms for teacher collaboration and communication have been initially established. The vocational colleges have made some progress in Collaborative participation and Sharing of resources and experiences; however, improvements are still needed in Communication and coordination mechanisms. Teachers expect the vocational colleges to streamline communication channels and enhance interdepartmental collaboration to ensure timely information exchange and quick problem resolution, which aligns with Wang's (2020) perspective.

In summary, while there has been progress in the professional development of teachers, there are still areas for improvement in the alignment of training resources, the depth of interdisciplinary collaboration, the transparency of career advancement pathways, and the responsiveness of welfare policies. Addressing these needs will enhance teachers' teaching quality and research capabilities, further driving the overall development of vocational College and strengthening the institution's sustainable competitiveness within the modern education system.

2. Developing the Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

The experts' evaluation of the teacher professional development model of vocational colleges in Guangxi Province, People's Republic of China indicates that the overall mean score is relatively high. This suggests that the teacher professional development model comprehensively encompasses key areas such as teaching ability, research activities, protection of teachers' rights, teacher cooperation, and academic service awareness, providing a systematic framework for the professional growth of teachers. This model fosters teachers'

overall development and enhances the efficiency of school administration through multidimensional evaluation and support. The teacher competency assessment is a fundamental part of this model, relying on student feedback, classroom observations, and teaching outcomes to ensure the effectiveness of teaching methods and classroom management. Aligned with Wang (2017), this evaluation mechanism helps schools identify teachers' strengths and areas for improvement, laying the foundation for continuous professional development.

In enhancing teacher competencies, the model emphasizes professional training, participation in research activities, and the establishment of incentive mechanisms. These measures support teachers in updating their teaching methods while also strengthening their research capabilities. As Li (2023) highlights, teacher growth requires not only continuous training but also practical engagement through research to improve teaching performance. The model promotes interdisciplinary research projects and clear career paths, providing teachers with abundant development opportunities. However, the specificity and sustainability of training programs and incentive policies need further refinement to meet individual teacher needs effectively.

The model also focuses on protecting teachers' rights by enhancing welfare policies, optimizing administrative models, and cultivating a culture of respect for teachers. This aligns with the concept of educational governance modernization advocated by Yu et al. (2019). By improving salaries and welfare benefits, offering fair promotion opportunities, and increasing teachers' involvement in administrative affairs, the model aims to enhance job satisfaction and a sense of belonging among teachers. Nevertheless, administrators must pay attention to the transparency and consistency of policy implementation to foster trust and support for the school's governance system.

Promoting teacher cooperation and enhancing academic service awareness are other key highlights of this model. By fostering interdisciplinary collaboration, resource sharing, and effective communication between teachers and students, the model encourages innovation in teaching and research. Dai (2011) emphasizes that collaborative efforts among teachers not only improve teaching quality but also contribute to innovative academic outputs. In terms of academic services, the model optimizes response times and service processes, improving the quality and efficiency of educational services. These measures ensure positive experiences for both teachers and students, contributing to the overall enhancement of the educational environment.

In summary, through a well-structured evaluation and support system, the school can elevate teachers' professional competencies, optimize academic services, and drive continuous improvement in education quality. This model aligns with the objectives of the National Medium- and Long-Term Educational Reform and Development Plan, centering on teachers to ensure high-quality educational services. Ultimately, it creates a positive educational environment and promotes a culture of collaboration and growth for both teachers and students.

3. Implementing the Teacher Professional Development Model of Vocational Colleges in Guangxi Province, People's Republic of China

The development of the teacher professional model of vocational colleges in Guangxi Province, People's Republic of China reflects a comprehensive and strategic approach to improving teaching quality, research output, teacher collaboration, and administrative efficiency. This model is grounded in key principles that align with national policies on

education reform, aiming to promote continuous teacher development and foster a high-quality learning environment. However, while the model offers a promising framework, its practical implementation and development present both strengths and challenges.

One of significant strengths is the model's focus on Teacher competency assessment. Through multi-dimensional evaluations such as student feedback, classroom observation, and outcome-based assessments, the model ensures that teachers maintain high standards in pedagogy and classroom management. This approach aligns with Wang (2017) who emphasized the importance of comprehensive assessment in identifying teachers' strengths and areas for growth. Moreover, the model supports continuous professional growth through customized training programs and participation in interdisciplinary research activities, reflecting Li's (2023) view that teacher development must combine theory and practice.

Another positive aspect is the model's emphasis on Protection of teachers' rights by offering welfare policies, transparent promotion paths, and the cultivation of a culture of respect for teachers. This is consistent with Xu, Shi and Shen (2019) who advocated for the modernization of educational governance to enhance teachers' job satisfaction and professional well-being. The inclusion of financial incentives, career development paths, and welfare support encourages teachers to remain motivated and committed to their roles.

Furthermore, the model's commitment to Promoting teacher cooperation fosters interdisciplinary collaboration and resource sharing, Collaborative teaching teams, and Communication mechanisms ensure that teachers work efficiently towards common academic goals, supporting innovation in teaching and research. Dai (2011) stresses the importance of collaborative efforts in promoting educational excellence, which this model successfully incorporates through various cooperative strategies.

However, the development of the model also reveals certain challenges that need to be addressed. One challenge is ensuring the sustainability and personalization of professional training and incentive mechanisms. While the model offers comprehensive training opportunities, further adjustments may be required to meet the diverse needs of teachers across various disciplines. Additionally, the transparency and consistency of administrative policies, especially concerning career development and performance-based rewards, are crucial areas requiring continuous monitoring and refinement to maintain teacher trust and institutional coherence.

In terms of Enhancing awareness of academic service, the model introduces mechanisms for improving service response times and communication between teachers and students, enhancing the overall service quality. However, maintaining these high standards over time demands the effective management of resources and the continuous involvement of all stakeholders in evaluating and improving service processes.

In summary, the development of the teacher professional model of vocational colleges in Guangxi Province demonstrates a thoughtful and well-rounded framework for enhancing teaching quality, research engagement, and collaborative efforts among faculty. While the model aligns with national educational reform goals and offers a promising roadmap for improving teacher development, ongoing efforts are needed to refine its implementation. This includes addressing the personalization of professional training, ensuring transparent governance, and fostering a sustainable culture of academic service excellence. Through iterative development and continuous feedback, the model holds significant potential to enhance educational outcomes and establish the vocational college as Nanning College as a leader in vocational education.

Suggestions for Further Research

1. Further research should aim to include a broader sample by incorporating more schools and regions. This approach will enhance the generalizability and applicability of the findings across different educational contexts, ensuring that the conclusions drawn are representative of a wider group of teachers.
2. It is recommended to conduct longitudinal following-up studies to evaluate the long-term impact of the model. These studies can track changes over time, providing insights into how improvements in teacher professional development are sustained and effective. This approach will help identify areas for continuous improvement and necessary adjustments to the model.
3. Further research should explore various model development approaches to meet the diverse needs of teachers. This includes investigating blended training programs, mixed evaluation methods, and other innovative approaches to enhance service responsiveness. Offering multiple development models could improve accessibility and engagement, ensuring that all teachers benefit from professional development opportunities tailored to their preferences and schedules.

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