



A STUDY ON PROFESSIONAL DEVELOPMENT OF PRIVATE
UNIVERSITIES IN SICHUAN, CHINA

BY
YICHEN YUAN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY



A STUDY ON PROFESSIONAL DEVELOPMENT OF PRIVATE
UNIVERSITIES IN SICHUAN, CHINA

BY
YICHEN YUAN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY

Independent Study Title A Study on Professional Development of Private Universities in Sichuan, China

Author Yichen Yuan

Program Master of Education in Educational Administration (International Program)

Advisor(s) Laibing Liu, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration. (International Program)



..... Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)



..... Director, Master of Education in Educational
(Assoc.Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees



..... Chairman, Independent Study Committees
(Prof. Narin Sungrugsa, Ph.D.)



..... Committee
(Asst.Prof. Smithirak Jantarak, Ph.D.)



..... Advisor
(Laibing Liu, Ph.D.)

Independent Study Title	A Study on Professional Development of Private Universities in Sichuan, China
Number of pages	90 pages
Author	Yichen Yuan
Program	Master of Education in Educational Administration (International Program)
Advisor	Laibing Liu, Ph.D.
Academic Year	2022

Abstract

The Teacher professional development is the most neglected part of teacher team construction in private universities, but an important part of teachers' career development. Based on Gursky's theory of teacher professional development evaluation, this paper constructs a theoretical model and research hypothesis of teacher professional development based on the actual situation of professional teachers' professional development in Sichuan WH College of Arts, and uses the Job Satisfaction Index Inventory (JIG), the Job Retention Intention Questionnaire and an email website to implement the relevant survey. 732 valid questionnaires were returned. The data were tested and analysed through statistical methods to verify the hypotheses of this study: the professional development model proposed by Gursky is applicable and universal to private universities in China (H1); the professional development programmes in which private university teachers participate have positive effects (H2); the overall level of job satisfaction of private university teachers competes to influence their intention to retain their jobs (H3). the current situation of private universities, the problems are explored, and specific countermeasures to enrich the connotation of professional development for teachers in private universities are also proposed.

Keywords: Private Universities, Teachers, Professional Development

Acknowledgement

Without the help of several educators, this thesis would not have been achievable. I'd like to thank my advisor, educational administration program, for their advice throughout this thesis, who read my multiple modifications and helped me make sense of it all.

I'd like to express my gratitude to my chairman and committee members of the independent study, who provided guidance and support.

Thank you to Southeast Asia University, Graduate School, and International Program for offering me an independent study completion fellowship, which enabled me to attend the International Conference and finish this business administration degree. Finally, I'd like to thank my parents and numerous friends who supported and loved me throughout this long journey.

Yichen Yuan

Table of Contents

Abstract.....	IV
Acknowledgement.....	VI
Table of Contents.....	VII
Chapter 1 Introduction	1
Chapter 2 Theory and Literature Reviews.....	17
Chapter 3 Research Methodology.....	27
Chapter 4 Results.....	30
Chapter 5 Conclusion and Discussion.....	38
References.....	57
Biography	58

Chapter 1

Introduction

1.1 Statement of the research problem

Nowadays, private higher education has been developing rapidly, and with the efforts of the state, the government, and the school community, private higher education has become an important part of China's higher education. According to the statistics of the Ministry of Education, the number of private general colleges and universities climbs year by year from 2014 to 2020. However, entering 2021, the number of private colleges and universities in China reaches 764, which is 9 less than the previous year, accounting for 25.37% of the total number of colleges and universities in the country; among them, 390 are general undergraduate schools, 22 are undergraduate level vocational schools; 350 are higher vocational (specialist) schools and 2 are adult higher education schools. As the number of enrollment in domestic private general colleges and universities continues to increase, the number of students enrolled also grows. According to statistics, in 2021, 8,457,400 students were enrolled in private general and vocational undergraduate and junior colleges in China, an increase of 544,000 students over the previous year, accounting for 24.19% of the total number of general and vocational undergraduate and junior college students nationwide.

The rapid development of private colleges and universities has ushered in a

new style of multi-path development for Chinese higher education, not only creating a new pattern of diversified development of higher education in China, but also promoting the reform, innovation, and development of China's higher education system, promoting the modernization and popularization of higher education, and thus promoting the development of China's economy and society, which has the distinct significance of the times.

However, for many reasons, the development of private colleges and universities in China has been moving forward in a difficult and tortuous way. After entering the 21st century, the development of private higher education in China has come to a watershed and a low tide with the change of national policies and social and economic environment, as well as the expansion of general higher education, including the emergence of independent colleges and branches of higher education institutions, and the basic law of the education sector advocating the elimination of the fittest, has begun to emerge in the private higher education industry. The recognition of private higher education by all sectors of society has begun to decline significantly. The lack of clarity in the division of investment and property rights, the lack of standardized financial management and operation, the poor quality of student enrolment, and the fact that teachers' salaries and performance pay are generally lower than those of public universities and the pension levy base is generally lower than that of public schools, which cannot effectively guarantee the treatment of employees after retirement, have always plagued the advancement

and development of private higher education, and at the same time largely affected the process of sustainable development of private universities. As a higher education institution, the issue of building a faculty will be the key direction of education management, and the professional development of teachers is closely linked to the future of the school. Teachers are the cornerstone of the existence and development of an institution of higher education, and are the most important educational resource of an institution of higher education. Modern society has given higher education institutions the three main functions of teaching, research and social services, and teachers are the real mainstay to achieve these three functions. The quality and level of teachers lay the foundation for the development of higher education in all aspects.

It affects the academic activities of universities, the overall quality of talent cultivation, the ability to provide services to society and the ability of universities to obtain resources. Therefore, it is said that paying attention to the development and needs of teachers' professional abilities and creating a good environment for their professional development should be a priority for the administrative leaders of the Ministry of Education and the administrators of private universities.

Therefore, the issue of teacher development in private colleges and universities has always been and has long been one of the core tasks of private colleges and universities. The overall strength of the teachers' team in private colleges and universities seriously affects the quality of education and teaching, the

level of teaching and research and the social recognition of private colleges and universities. In the UNESCO Declaration on Global Higher Training Education published in Paris in 1998, it is stated with certainty that a dynamic faculty development policy is the key to the development of higher education institutions. Teachers are the basis for the existence and development of a university and are the main academic resource of the university.

It can be seen that the level of professional development of teachers in private colleges and universities determines the overall development of private schools. In this context, the issue of professional development of teachers in private colleges and universities has attracted the attention of relevant government departments, teaching managers of private colleges and universities and many scholars. Therefore, based on the above reasons, the author will explore the current situation, problems and strategies of professional development of teachers in private colleges and universities from the following issues.

Research question 1: Is the professional development model proposed by Gursky applicable in private universities in China? How widespread is it?

Research Question 2: What are the effects of teachers' participation in professional development programmes in private universities?

Research question 3: How satisfied are teachers

1.2 The Research Objectives

To investigate the job satisfaction of teachers in WH schools in Sichuan

through a combination of questionnaire survey method and empirical research method based on the literature on the professional development of private teachers, aiming to understand and grasp the overall profile, level characteristics, and professional development of teachers in WH schools at present, to understand the current situation and problems of the professional development of teachers in private universities, and to address specific problems combined with national policies and social The study is expected to use Gursky's professionalism to develop the professional development of teachers in private universities.

The study aims to explore the applicability of Gursky's seven models of professional development to private universities and whether they can produce positive results. By conducting a survey on teachers' satisfaction and analyzing the problems of teachers' professional development in private colleges and universities, combined with the combining and analysis of the implementation effect of various supporting policies of the Sichuan provincial government on private colleges and universities in recent years, a road for the construction of teachers' team in private colleges and universities suitable for the characteristics of local regional economy will be explored, to help the professional development of teachers in private colleges and universities.

Objective 1 to explore the applicability of Gursky's seven models of professional development to private universities and whether they can produce

positive results.

Objective 2 To analyzing the problems of teachers' professional development in private colleges and universities,

Objective 3 To study the implementation effect of various supporting policies of the Sichuan provincial government on private colleges and universities

Objective 4 to help the professional development of teachers in private colleges and universities.

1.3 Research hypothesis

Through the study of the literature, it was hypothesised that there is a relationship between private university teachers' evaluation of the effectiveness of the teacher professional development programmes in which they participate and their job satisfaction and job retention intentions. Firstly, it is hypothesised that the seven models of teacher professional development proposed by Gursky are also applicable to private universities in China. Secondly, it was hypothesised that different types of teacher professional development programs (training courses, observation and evaluation, curriculum system building, research groups, action research, individual mentoring activities, and colleague and supervisor mentoring) would have different effects on teachers' professional development. Finally, it is hypothesised that the relationship between private university teachers' evaluation of the effectiveness of the teacher professional development programmes they

participate in and their intention to retain their jobs will be influenced by changes in teachers' job satisfaction, and that the current problems will be analysed in terms of job satisfaction and the next directions and strategies will be summarised based on the feedback results.

H1: The professional development model proposed by Gursky is applicable and universal to private art colleges in China.

H2: Professional development programmes involving teachers in private universities produce positive results.

H3: The overall level of job satisfaction of private university teachers positively influences their intention to retain their jobs.

1.4 Limitaion and scope of the study

(1) Scope of the study population

This study used the questionnaire "Concern for teachers' professional development and care for the treatment of staff" to survey 1,500 professional teachers at WH Art College in Sichuan Province to find out their teachers' satisfaction with their jobs and the direction of their professional development.

(2) Region of the study population

This study takes WH Art College in Fucheng District, Mianyang City, Sichuan Province, China as the study area, mainly including full-time teachers and teaching and support staff of this private art college.

(3) Scope of content

The purpose of this study was to understand whether Gursky's professional development model was adapted to a private higher art college and whether its professional development program could have a positive impact. The problems were summarised and analyzed through an assessment of teachers' satisfaction with their jobs. Among the components of the study of teachers' satisfaction with their jobs are job content, pay levels, job promotion, leadership, and colleagues.

1.5 Research Terminology

1.5.1 Private higher education institutions

Private general higher education schools refer to higher education schools and other educational institutions organized by enterprises, institutions, social organizations and other social organizations and private citizens for the society with non-state financial education funds. Private universities are now mainly at two academic levels, namely undergraduate and specialist, and the regulations of each university have set out the characteristics of their respective schools in terms of cultivating new professional and complex talents. The development of higher education in China, the status of private higher education in the whole higher education system and the quality of private higher education institutions, including the current social and economic development of higher education institutions for the cultivation of professional talents, the analysis of both undergraduate and

specialist level private institutions, their accurate positioning and distinctive characteristics, and most of them aim at cultivating education. The core objective of the study is to cultivate application-oriented professionals.

The private colleges and universities involved in this study refer to the higher education institutions approved by the Ministry of Education, which are independently established by private citizens and organizations with non-state financial education funds and are qualified to issue and distribute higher education diplomas.

1.5.2 Teachers in private higher education institutions

Private university teachers are educators who are engaged in teaching work within private ordinary higher education institutions, and they enjoy the same legal status as public university teachers in accordance with the law. They are engaged in formal education and teaching activities in private colleges and universities after passing the training and examination for college teacher qualification. They use their professional knowledge and expertise, abide by the law of professional ethics of teachers and train high-quality practical and composite talents for the state and society. They are generally divided into full-time teachers, administrative teaching assistants and part-time teachers. This paper focuses on the current situation of teachers' professional development in private universities through satisfaction surveys combined with the current problems, and analyses further strategies according to the problems. The main research object is full-time teachers in private

colleges and universities. Due to the small base of research subjects, administrative teaching assistants and part-time teachers are included in the scope of this study to ensure that the data are convincing.

1.5.3 Professional development of teachers in colleges and universities

In the teacher professional development system, different stages, types and forms of education constitute the teacher professional development system. Teachers in higher education face a population of young students who are about to enter society. The fundamental difference between higher education teachers and different types and stages of teachers is that they are a combination of academic and practical education; to be precise, higher education teachers are engaged in a professional, autonomous, disciplinary and exploratory academic profession.

This paper defines the concept of professional development of private university teachers as the development process of individual teachers' self-professional knowledge and skills improvement and self-growth based on the school's philosophy and direction, with innovation and application as the goal. The school's philosophy and goals are integrated into the process of individual teachers' professional development to create a professional team of teachers with professional characteristics of private colleges and universities. At the same time, it constantly summarizes the problems and shortcomings in the professional development of teachers in private colleges and universities, innovates the ideas of professional development of teachers in private colleges and universities, broadens

the ways of professional development of teachers in private colleges and universities, and deepens the theoretical research on the professional development of teachers in private colleges and universities.

1.6 Research Benefit and significant

Based on the research on the professional development of teachers in private colleges and universities at home and abroad and combined with the actual situation of professional development of teachers in WH schools in Sichuan, this paper is of great research significance.

1. Promoting the self-development of teachers in private colleges and universities

The main professional function of private university teachers lies in classroom teaching and practical teaching, neglecting other professional qualities of their profession as teachers. A prominent problem in their professional development is the lack of self-awareness and competition. This problem makes the self-reflection ability and self-learning consciousness of private universities in their professional careers still need to be strengthened. For this reason, in this paper, the author further analyzes the main problems in the professional development of teachers in private colleges and universities, as well as the main causes of the problems, in order to help promote the independent development of awareness and competitive consciousness of teachers in private colleges and universities.

2. Raising the importance of the professional development of teachers in

private universities in China. Private colleges and universities are the main components of higher education in China, and how to create a strong teacher team to serve the education cause of China is an issue that education administrators need to think deeply about at present. Due to the different nature of private universities, most private university administrators tend to ignore the importance of teachers' professional development, and some universities have plans for this but lack a relatively complete system construction. For the current private colleges and universities, the improvement of teaching level is the key to the deep forward development of private colleges and universities, while the improvement of teaching quality and teaching level must rely on the construction of teachers' teams. Therefore, in this paper, the author's theoretical interpretation of teachers' professional development in private colleges and universities, the analysis of the current situation and problems and the proposed strategies have certain influential significance to enhance the level of attention to teachers' professional development in private colleges and universities.

3. Further enriching the research on the professional development of teachers in private universities

To date, the professional development of primary and secondary school teachers has been the focus of research by scholars in China, and a small number of scholars have carried out research on teachers, in general, higher education institutions of a public nature, while relatively little analytical research has been carried out on the

professional development of teachers in private higher education institutions. Through the study of relevant references and real feelings, it can be seen that the professional development of teachers in private colleges and universities in China is quite different from that of teachers, in general, higher education institutions and primary and secondary schools. The author believes that private colleges and universities should adopt a flexible talent training mechanism that adapts to the market environment as they launch higher education in a socialized and market-oriented environment. Therefore, the professional development of teachers in private colleges and universities has special characteristics of teaching: the objectives of teaching development are more inclined to practicality, the main contents of education pay more full attention to practicality, and the educational process pays more full attention to practical application.

Therefore, the research on the professional development of teachers in private colleges and universities in China in this paper will help to promote the academic theoretical community to continuously explore the relevant principles of teachers' professional development, especially to try to propose a theory of teachers' professional development suitable for the characteristics of private colleges and universities. The relevant scientific research results will certainly develop into the main components of theories of teacher professional development, gradually enriching the understanding of the principles of teacher professional development in private universities.

Chapter 2

Literature Reviews

2.1 Concepts and theory

1. Specialization

The term "profession" is very common and is most commonly interpreted as a skill in a certain field, but in a broader sense, it refers to a specific business practice used to describe a certain stage of a career, a certain group of people, used to earn a living and engaged in a long period, in the scientific and technological progress of human society and the practice of life and production. It also refers to the academic categories established by higher or secondary professional schools according to the needs of the professional division of labour in society. Chinese higher and secondary specialised schools have various specialisms according to the needs of national construction and the nature of the school. Each speciality has an independent teaching programme to achieve the training objectives and requirements of the speciality. In this paper, the author prefers the second explanation.

Through reviewing the literature, I have learnt that scholars at home and abroad also have certain views on the term "profession", and they have explained it from their perspectives. Zhou Chuan, a scholar in China, has made a more comprehensive study on "profession", and believes that profession can be understood at three levels: in a broad sense, profession refers to some specific

labour characteristics of a certain occupation that are different from those of other occupations. In the narrower sense, professions refer mainly to certain specific social occupations. The practitioners of these occupations are engaged in more advanced, complex and highly specialised mental work. Most of what is generally understood by professions refer to such specific occupations. The professions referred to specifically are those in higher education. According to M. Flexner, a profession is "a profession requiring learning", based on a high level of scholarship and high ideals, which is by its very nature cultivated a free and rational activity. He says: "professions require learning because they are deeply rooted in the soil of culture and ideals" "A profession is by nature intellectual. It derives its professional nature from the free, flexible and unfettered application of the intellect.

In contrast, Messrs Gardner and Lee S. Shulman, two scholars who have analysed 'professionalism' at a deeper level in terms of its characteristics, argue that it has six universal characteristics, namely: (i) a commitment to the general well-being of society, and in particular to the interests of clients; (ii) a theoretical or specialist knowledge; and (iii) a commitment to the interests of clients. (ii) the possession of theoretical or specialist knowledge; (iii) a specialised range of professional skills, practices and performance specific to the profession; (iv) a mature ability to make judgements with integrity under conditions of ethical uncertainty; (v) a systematic approach to learning from individual or collective practice experiences, thereby increasing knowledge in a practical context; and (vi) the development of

professional collective organisations that assume responsibility for quality monitoring and control, both in terms of practice and professional educators. (vi) the development of professional collective organisations that assume responsibility for quality monitoring and control in both practice and professional educators. They also define professional education at the same time, emphasising above all the idea of service and professional ethics, arguing that 'the essential characteristic of any profession is to provide responsible, selfless and intelligent service - to establish an ethical relationship between professionalism and society.

2. Theories of teacher career development.

Teacher professional development has become a rapidly developing research topic in foreign education in the 1970s and 1980s. There are two main orientations in research on this topic: one is to study various aspects of teachers' professional development, such as the characteristics and development of professional competence and knowledge, from a horizontal perspective; the other is to study the process of teachers' professional development from a vertical perspective, i.e. research on teachers' career development. Specifically, teacher career development refers to the process of change in teachers' professional qualities, competencies, academic achievements and job titles over time and their corresponding psychological experiences and psychological development.

In the study of teacher career development, scholars such as Fuller, Burden and Fessler have put forward theories on teacher career development from

different perspectives.

(1) Fuller's developmental theory of teacher concern

The Teachers Concerns Questionnaire developed by Fuller, a scholar at the University of Texas, in the United States, initiated the study of teachers' professional development process. He describes several developmental stages that pre-service teachers go through and the corresponding characteristics of these stages in terms of what teachers are concerned about at different stages of development.

(1) The pre-appointment stage of concern. Students in the pre-service stage are only imaginary teachers, still immersed in their role as students. They are only concerned with themselves and how to teach the class at this stage and are often critical of the classes they observe.

(2) Early survival stage. Teachers in this stage focus on 'how to survive' and are concerned with the teaching and management of the class, the mastery of the content and assessment of the teaching, the extent to which students receive knowledge, and the affirmation of colleagues, which is a very stressful stage.

(3) The stage of concern for teaching and learning situations. The teacher is concerned both with survival and with the successful completion of teaching tasks and the normalisation of appropriate teaching methods.

Five levels of professional development evaluation.

Professor T. Guskey of the Department of Educational Administration and Evaluation at the University of Kentucky, USA, in his book Evaluation of Teacher

Professional Development, presents the distinctive features of professional development: that it is a conscious process, an ongoing process, and a systematic process. Based on the process and developmental nature of the evaluation of professional development, a model of professional development is constructed with five levels, each of which involves evaluating how the evaluatee responds to professional development activities, the changes in support from the teacher's organisation, the application of new knowledge and skills by the evaluatee, and the learning outcomes of the students taught by the teacher. The five levels are

Level 1: Learner reflections. This is primarily how trainees perceive their professional development experiences, regardless of the form they take. This can include participants' reactions to aspects such as formal presentations, workshops, courses, seminars or societies, which can be applied to their understanding of curriculum development activities, learning group experiences or action research projects. Learner response assessment is the most common mode of professional development evaluation and has the most experience at this level.

Level 2: Learner Learning. Professional development is a purposeful and deliberate process that aims to improve educators' professional knowledge and skills; only then can educators contribute to the learning of all students accordingly. An important part of professional development evaluation is therefore to collect evidence of the new knowledge and skills that learners gain from the activities. True professional development should be a learning experience for all learners.

Level 3: Organisational support and change. A systems approach to professional development forces one to view the whole process of professional development not only in terms of individual progress but also in terms of the organisation's ability to improve its problem-solving skills and its ability to renew itself. If individual learning and organisational change are not emphasised, or if the mutual support of the two is ignored, the achievements of either the individual or the organisation will be overshadowed by the ongoing problems of the other. From a systems point of view, information at this level helps to document the organisational conditions that accompany success or to describe those that might explain why significant progress has not been made.

Level 4: The application of new knowledge and skills by participants. Information at this level of evaluation cannot be collected during a particular professional development process or at the end of a series of professional development activities, but can only be measured once trainees have been given sufficient time to reflect on what they have learned and to apply new ideas to a particular context. Moreover, this is a gradual process, with a timely evaluation of new strategies at different points in time.

Level 5: Student Learning Outcomes. Linking teacher professional development efforts to improved student outcomes is not an easy task. The relationship between professional development and student learning is complex and influenced by many factors. While educators directly control many of these

factors, others are outside their control. It is these various factors that influence educators and prevents them from providing direct causal evidence of the relationship between professional development and student learning outcomes. Of course, it is also undeniable that if there is a lack of teacher professional development, then we will never see the outcomes of student learning progress. Therefore, despite the obvious relationship between professional development and student learning progress, it remains a challenge for everyone to gather definitive evidence of a causal relationship between the two.

Gursky also summarises the theoretical underpinnings of teacher professional development effectiveness, specifying the main models of development as: training, study groups, mentoring, observation/evaluation, participation in the development/enhancement process, consultancy/action research and independent mentoring activities. These different models of professional development differ in their conceptions, assumptions, expectations and beliefs about professional development. They also differ in their implicit and explicit demands on the individuals involved, and thus in the resulting orientation to change. Some models emphasise a broad view of professional refinement and stable development. Others encourage development at the individual level and the different ways in which educators perceive experience. (e.g. Fessler, 1995; Huberman, 1995).

Although Gursky's model and evaluation theory of teacher professional development is based on the professional development of primary and secondary

school teachers, its content also covers the main elements of professional development of university teachers. The principles and models of professional development he proposes not only focus on the process of teachers' teaching practice and their own professional development, but also pay more attention to the personal development of students gained in the process of teachers' professional practice activities, targeting The author believes that Gursky's theory of teacher professional development evaluation **is also** suitable for private university teachers in China, especially for art colleges that focus more on learning by doing. The theory of Gursky's model of teacher professional development will be confirmed through the application of the research hypothesis to the content of the questionnaire implemented in this study and through the analysis of a sample of relevant data.

2.2 Literature review

The study of the domestic and international literature reveals that different scholars in different countries have different understandings of the 'professional development of teachers in private universities'.

In the academic field in China, the topic of "professional development of teachers in private universities" may be a niche topic compared to the professional development of teachers in public institutions, but the research direction of "professional development of teachers" is very common. It has been researched and discussed in depth by experts and scholars from around the world and has

resulted in a number of meaningful and valuable theories and perspectives. This paper will summarise the existing research in terms of the following categories: firstly, professional development of teachers, secondly, professional development of teachers in higher education and thirdly, professional development of teachers in private higher education. Using the Gursky model of teacher professional development as a tool, and based on theoretical research, the current situation of professional development of teachers in private colleges and universities is analysed using satisfaction questionnaires, problems are summarised and strategies for professional development adapted to the current society are summarised.

1. Overview of research on teachers' professional development

In 1966, UNESCO and the International Labour Organization (ILO) put forward the Recommendation concerning the Status of Teachers, which was the first official document to give a clear description of the professionalization of teachers, proposing that "educational work should be regarded as a specialized profession which requires teachers to acquire and maintain specialized knowledge and special skills through rigorous and continuous learning. "

The publication of this view meant that the profession of teaching was gradually being taken seriously and research on the professional development of teachers was gradually being brought to the attention of society. With the rapid development of the global economy, countries around the world have become

more concerned with reforming education and improving the quality of teaching in their own countries. In turn, "improving the professional status of teachers" and "promoting the professional development of teachers" have received widespread attention from scholars, who have carried out research on teacher professional development from a number of perspectives.

(1) Overseas research on the connotation of teacher professional development

The author's review of relevant literature reveals that research on teacher professional development in foreign countries predates that in China. Scholars have defined the meaning of teacher professional development from different perspectives. For example, Hoy1e, E, a British scholar, suggests that teacher professional development means that teachers have learnt and mastered the subject knowledge and teaching skills needed to teach in some sense in their careers, but they must continue to learn and update their knowledge and gradually acquire teaching skills as a self-learning process; Kelchtermans suggests that teachers' professional development is both a process of self-learning and self internal growth process and the outcome of the interaction between the individual teacher and the environment over time and space; Eleonora Vi1legas-Reimers states that teacher professional development is pluralistic and a complex operational step that is tailored to the cultural context required for the actual teaching and learning process in order to discover the most appropriate development model for the teacher and the school.

(2) Research on the connotations of teacher professional development in China

The connotations of teacher professional development have been interpreted differently in different research discourses in China. Some scholars point out that 'there are two different understandings of teacher professional development, with some scholars considering it to be the development of the 'teacher profession' and others considering it to be the 'professional development' of teachers. Specifically, the former refers to teacher-oriented education, while the latter refers to the process of transforming teachers from non-professionals to professionals through training and assessment." Zhu Xudong, a scholar, explains this at a deeper level. He suggests four perspectives on teacher professional development: connotation, foundation, mechanism and environment, and builds hypotheses based on the development of theoretical models. He argues that the three dimensions of the connotation of teacher professionalism are 'teaching students to learn, nurturing them and serving them'; Lin Jie, the author of *The Main Content and Strategies of Professional Development for University Teachers*, suggests in his book that the professional development of teachers is not only about the standardisation of professional standards and the right of teachers to professional autonomy and independence, but also about the importance of individual teachers' professional autonomy and independence. The development of independence includes adequate security for teachers' well-being. Higher education institutions do not simply meet the needs of teachers to develop many

different attributes of professionalism but focus on the specification of professional standards, professional autonomy and independence and the determination of professional evaluation. In addition to the research findings from home and abroad, where scholars have first and foremost fully affirmed the significance and role of teacher professional development in improving the quality of education and enhancing teaching and learning, most agree that teacher professional development is a dynamic process of change and growth.

2. Review of professional development of teachers in higher education

Foreign research on the 'professional development of teachers in higher education' started earlier and has made certain achievements based on continuous research. The Handbook of Teacher Development in Higher Education published by Bergwester and Phillips in 1975 is an early monograph that focuses on the development of teachers in higher education. According to Bergwester and Phillips, teacher development in HE comprises three interrelated components, namely personal development, organisational development and pedagogical development. The three types of development complement each other and form a model of teacher development.

However, Jeff holds a different view, as he suggests that the three components of professional development for university teachers - teacher development, organisational development and teaching development - form a three-dimensional structure and that any one of the three can develop

independently without being linked to the other two. In the last decade or so, domestic scholars have also made some progress in their research and discussion on the professional development of university teachers. Guo Xinmei proposes that the professional development of university teachers is a process of continuous learning, renewal and improvement of teachers' professional knowledge, abilities, beliefs and emotions, as well as a process of continuous improvement and perfection of the professional quality and abilities of university teachers. Chen Bixiang also discussed in detail the connotation and goals of teachers' professional development, pointing out that the professional knowledge of teaching, research and social services is the connotation of university teachers' professional development, and the goal is to promote teachers' personal development and self-realization, improve the quality of teaching in schools and enhance the overall education level. Zhang Hongyu suggests that the professional development of university teachers includes professional knowledge, professional competence, educational beliefs, professional enthusiasm and self-professional development. Xu Yangyu pointed out that the professional development of teachers in higher education emphasizes the accumulation and growth of teachers' professional roles as professionals, and the main aspect is the growth of teachers in their professional fields.

Niu Haibin and Qu Tiehua point out that the ways to enhance the development of university teachers include: school-based training, teaching reflection and

teaching dialogue. Zhang Hongyu believes that there are subjective and objective ways to enhance the professional development of university teachers. The subjective ways include the establishment of teachers' personal views of professional self-development and the formation of teaching reflection. The objective way is the pre-service training organized by the Ministry of Education and the professional skills training organized by schools.

In summary, although scholars and experts at home and abroad have a different understandings of the connotation of professional development of university teachers, the same points can be analysed from their views: firstly, the purpose is clear, order to promote the quality of university teachers and the improvement of teaching quality; secondly, the content of professional development of university teachers is rich, including professional skills, teaching strength, psychological growth, scientific research ability and interpersonal communication, etc. Finally, there are diversified ways of professional development for college teachers, including government support, school-based learning and teaching reflection.

An overview of the professional development of teachers in private universities. The professional development of private teachers is somewhat unique compared to the development of public colleges and universities and primary and secondary education. Its professional development is a continuous and dynamic development process of individual teachers, with the personal growth of private

university teachers as the guiding direction, professionalism as the goal, and professional quality improvement of teachers' professional knowledge, professional skills and scientific research and inquiry as the main content. In this process, the individual teacher is given full play and is able to realise the value of his or her life to the fullest extent. To achieve their goals, teachers need to broaden their professional horizons and improve their professionalism through continuous reflection and effective inquiry, in order to reach a point of maturity

3. Review of research on development strategies of private higher education

Scholars Jin Xibin, Liu Lin and Wei Zhen analyzed the scientific theoretical basis for the sustainable development of private colleges and universities in China from the theoretical level from the current situation of the development of private colleges and universities in China, discussed the paths and considerations for maintaining the continuous development of private colleges and universities in China from the perspective of empirical cases and practices, and on this basis, put forward the strategies and countermeasure suggestions for promoting the continuous scientific development of private colleges and universities in China. The problems in the sustainable development of private colleges and universities in China are

The problems are ① lack of rational understanding of the positioning and role of private colleges and universities; ② lack of systematic and sound legal system support; ③ imperfect legal person system; ④ unclear definition of

property rights and a single source of funding; ⑤ too arbitrary setting and adjustment of majors and low quality of education; ⑥ poor management and inappropriate management; ⑦ lack of position and overstepping of government management on private colleges and universities.

The following countermeasures and suggestions are put forward in this regard: ① adhere to the belief in sustainable and scientific development of private universities; ② correctly understand the nature, status and role of private universities; ③ further expand the funding sources of private universities in China; ④ suggest to further clarify the property rights of private universities; ⑤ suggest private universities to establish a sound independent and self-disciplined management mechanism; ⑥ strengthen the government's overall and standardized management of private universities. Strengthen the overall and standardized management of private universities by the government.

2.3 Conceptual framework

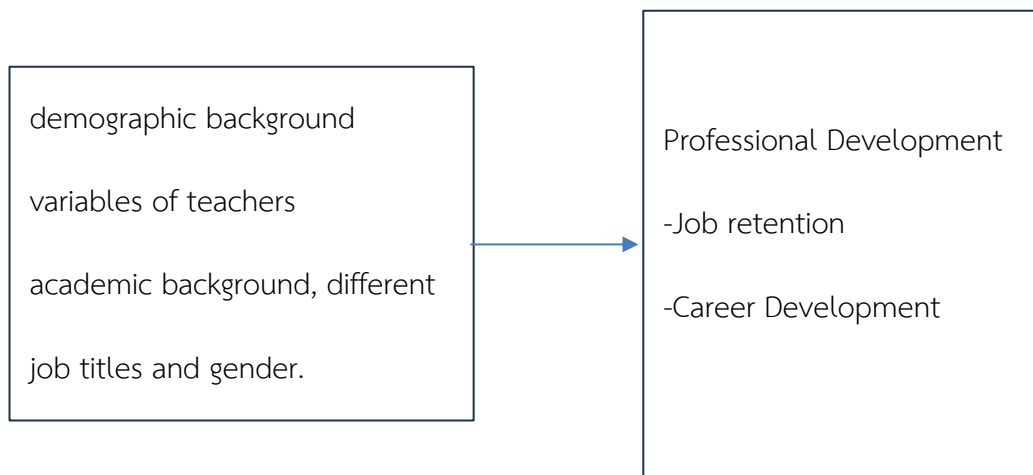
IV: (Independent variable) The independent variables are the demographic background variables of teachers in private universities represented by Sichuan WH College of Arts, including academic background, different job titles and gender.

IV

demographic background variables of teachers

academic background, different job titles

and gender. experience



Chapter 3

Research Methodology

This chapter carries out the research design, explores the research instrument and research methodology, and develops the "Teacher Satisfaction Questionnaire for WH Arts College in Sichuan Province", which is divided into the following four sections: 3.1 Research Methodology; 3.2 Overall and Sampling Methodology; 3.3 Data Collection; 3.4 Data Preparation and Data Analysis

3.1 Methods of the study

In this paper, we take the basic principles of teachers' professional development as the important theories, observe the principle of quantitative analysis, draw reference from the relevant theories and practical experience of domestic and foreign academics, and at the same time, combine the real situation of teachers' professional development in private colleges and universities in China, and organically combine several modes of analysis and research such as reference literature summary research, questionnaire survey method and empirical research method to carry out research and analysis on the professional development of teachers in private colleges and universities at multiple levels and from multiple angles.

1. Documentary research method.

This study uses the method of literature research to collate, analyse and summarise the existing research results and relevant papers. In this process, research results related to the research topic are collated and analysed to provide a theoretical basis for the analysis of the research. Literature tracing is the premise and foundation of all scientific research. Based on the in-depth study of the literature related to the theory of professional development of university teachers and the study of development strategies of private higher education, this study systematically sorts out the theories related to the professional development of university teachers (Maslow's hierarchy of needs theory, teachers' career development strategies, teachers' professional development evaluation theory, human capital theory, etc.), and on this basis, through logical analysis and logical hypotheses, the relevant hypotheses affecting the professional development of private college teachers are put forward from the perspective of their career satisfaction, and these theoretical hypotheses are made real.

2. Questionnaire method.

The questionnaire method is a method commonly used in social surveys at home and abroad, and it is a type of examination and analysis that uses written methods to indirectly collect and analyse material materials for research. Form of questions formulated in the form of set questions. The questionnaire method is a way for the researcher to collect reliable information by using this controlled

measurement method to measure the problem under study.

In order to understand and grasp the actual situation of professional development of teachers in private colleges and universities, the research subject is a private art college. In order to understand and grasp the actual situation of professional development of teachers in private colleges and universities, the researcher conducted a questionnaire survey with his own experience and practical experience, collected and collated data and information about the current situation of professional development of teachers in private colleges and universities, summarised the current situation of professional development of teachers in WH schools, put forward the problems, analysed the causes and explored strategies to promote the professional development of teachers in private colleges and universities.

3. Empirical research method.

The empirical analysis is an important step in verifying the correctness of the models and hypotheses constructed in the study. In this study, the research questions of this study were proposed through the analysis of the professional development situation of teachers at WH College of Arts in Sichuan Province. The hypotheses were then tested through a questionnaire survey of teachers in this private college and data analysis.

3.2 Population and Sampling method

Full-time teachers and teaching assistants of a private college of art located in a secondary city of Sichuan Province aged 40 years and below were selected as the target population of this study. The sample was selected to meet the above requirements, and the survey was completed voluntarily and anonymously, which largely improved the authenticity and reliability of the survey data. The number of full-time teachers and teaching assistants in this private university is approximately estimated to be around 1,500 for those aged 40 years and below, and around 1,400 for those aged 40 years and below, due to the large variation in the teacher base. The percentage is 93%. The selection of the research sample and research method is based on two main factors: firstly, there are not many relevant studies involving young full-time teachers and teaching assistants in private universities in the field of higher education research in China; secondly, based on the fact that the author used to work in these many higher education institutions, combining her work experience and experience provides a better research resource for this study. Thirdly, because of the high turnover of teachers at the university in recent years, the main reason for this is that many teachers recognise the importance and necessity of professional development and are not highly satisfied with their jobs. For these reasons, the author used this as the research target.

Population = 20,000, Sample size = 732 teachers

3.3 Data collection

This study was carried out mainly through the internet, with the administrator administering a questionnaire via email on the theme of 'concern for teachers' professional development and care for teachers' treatment'. The beginning of each email was used to explain the content of the survey to the respondents.

The teachers who participated in this study were drawn from a database of teachers at WH Arts College in Sichuan (provided by the Human Resources department). The second step was to send an email to the sample teachers via a list of email addresses. The email included a short introduction to the study and the survey, a letter of consent, a link to the 'questionnaire' and the researcher's email address to facilitate questions from the respondents. The survey was open to the sample teachers for three months to maximise the data collected and the questionnaire was voluntary and anonymous.

3.4 Data preparation and data analysis

This study takes the professional development model of teachers proposed by Gursky in 2000 as the theoretical basis, and statistically investigates the professional development model of teachers and their job satisfaction and job retention intention in WH College of Arts in Sichuan Province, so as to further investigate the problems and strategies of professional development of teachers in private universities. The data were analysed mathematically, and the main questions

and hypotheses of the study were checked and tested in turn.

It was hypothesised that there was a link between teacher professional development, teacher job satisfaction and teacher job retention intentions, i.e. that teachers' effective evaluation of the effectiveness of the professional development programmes they had participated in would increase their level of job satisfaction with their teaching position and would, in turn, influence their job retention intentions. In the hypothesis of the theoretical model of the study, teachers' evaluation of the effectiveness of the implementation of teacher professional development programmes in private universities is the independent variable, teachers' job satisfaction is the mediating variable and teachers' intention to retain their jobs is the dependent variable. The main research objectives and analysis methods involved in this study are presented in the table below.

Serial number	Research questions	Research hypothesis	Study Subjects	Statistical analysis
one	Is the professional development model proposed by Gursky applicable in Chinese private universities? How widespread is it?	The professional development model proposed by Gursky is applicable and universal to Chinese private universities	All investigators	Method of calculation by number and percentage

two	What has been the impact of private university teachers' participation in professional development programmes for teachers?	Professional development programmes involving private university teachers can have a positive effect	This item varies according to the type of teacher professional development programme in which the respondent is involved	The evaluation of the implementation of various types of teacher professional development programmes and the assessment values and calculations are used to analyse the effectiveness of the professional development programmes.
three	How satisfied are private university teachers with their jobs? Are they willing to work in their positions?	The overall level of job satisfaction of private university teachers positively affects their intention to retain their jobs	All investigators	The mean, standard deviation, maximum and minimum values were calculated to analyse the young teachers in private universities of job satisfaction and job retention intention.

Chapter 4

Results of the data analysis

This research question (Q1) mainly investigates the current teacher professional development model of private college teachers in WH Arts College in Sichuan Province, specifically including the implementation of various teacher professional development programs and teachers' participation, a total of 732 teachers were issued questionnaires for this question, and a total of valid questionnaires were collected.

Teacher Professional Development Program Category		Availability of					Whether to participate	
		Total ^a	Yes	No	Uncertainty	Total ^b	Yes	No
Training courses	Sample size	662	594	51	17	600	580	20
	Percentage		89.7	7.7	2.6		96.6	3.3
Research Team	Sample size	640	531	71	38	530	488	42
	Percentage		82.30	11.0	5.9		92.1	7.9
Observation and evaluation	Sample size	635	582	30	23	578	525	53
	Percentage		91.7	4.7	3.62		90.8	9.2
Course construction	Sample size	628	484	101	43	477	398	79
	Percentage		77.1	16.1	6.8		83.4	16.6
Action Research	Sample size	623	368	165	90	365	295	70
	Percentage		59.1	26.5	14.4		80.8	19.2
Individual guidance	Sample size							

activities	Percentage		64	28.9	8.8		72.08	27.9
Guidance from senior colleagues	Sample size	627	447	134	46	440	389	51
	Percentage		71.3	21.4	7.3		88.4	11.6
Total	Sample size					732	636	96
	Percentage						86.9	13.1

Analysis of the table shows that the WH Arts Institute in Sichuan Province is actively engaged in various teacher professional development programmes, but that teachers are generally enthusiastic about participating. The survey data shows that 91.7% of the teacher sample indicated that their institution provided observation and assessment and 90.8% of the sample had participated in related learning; 77.1% of the teacher sample indicated that their institution provided courses related to teacher training and 83.4% of the sample had received some of these courses. However, not all of the sample's institutions offered all types of teacher professional development programmes. The statistics show that 89.5% of the private university teachers reported that their schools provided at least one of the eight categories of teacher professional development programmes covered in the study, with 22.3% of the private university teachers reporting that their schools provided all of the teacher professional development programmes covered in the study, while the remaining 11.5% of the private university teachers either felt that their schools did not provide any of the categories of teacher professional development programmes covered in the study, or that their schools did not

provide any of the categories of teacher professional development programmes covered in the study. The remaining 11.5% of private HE teachers either felt that their school did not provide any of the teacher development programmes covered in the study, or that they did not know about them, or did not effectively answer the question.

Therefore, the research hypothesis "H1: The teacher professional development model proposed by Guskey (2000) is commonly used and applicable in private universities in China" was verified.

This research question (Q2) investigates the evaluation of the effectiveness of various teacher professional development programmes by young teachers at the institution. The evaluation criterion was "helpfulness" in the implementation of each project. The survey is shown below.

Table 2 Teacher professional development implementation

effectiveness evaluation form

		Not helpful at all (0)	Little help (1)	A little help (2)	Very helpful (3)	Total ^a	Average ^b	Standard Poor
Training courses	Sample size	4	58	329	173	564	2.19	.63
	Percentage	0.7	10.3	58.3	30.7			
Research Team	Sample size	3	54	252	175	484	2.24	.67
	Percentage	0.6	11.2	52.1	36.2			
Observation and	Sample size	2	66	249	204	521	2.26	.68

evaluation	Percentage	0.4	12.7	47.8	39.2			
Course construction	Sample size	1	45	176	170	392	2.31	.68
	Percentage	0.3	11.5	44.9	43.4			
Action Research	Sample size	0	28	143	119	290	2.31	.64
	Percentage	0.0	9.7	49.3	41.0			
Individual guidance activities	Sample size	0	13	83	185	281	2.61	.58
	Percentage	0.0	4.6	29.5	65.8			
Guidance from senior colleagues	Sample size	2	14	129	238	383	2.57	.59
	Percentage	0.5	3.7	33.7	62.1			
Networked Learning	Sample size	1	21	105	67	194	2.23	.65
	Percentage	0.5	10.8	54.1	34.5			
Overall effect ^c						636	2.25	.52

Total ^a This is the total number of samples that participated in this type of teacher professional development programme and gave the appropriate effectiveness rating.

Mean ^b This is a weighted mean, calculated from the weighting factors of the four options: not at all helpful (0), not very helpful (1), somewhat helpful (2), very helpful (3).

The overall effect ^c is the overall evaluation of the teacher professional development programme by the sample of teachers who participated and gave the corresponding effect ratings.

The statistical analysis of the graphs shows that among the various types of professional development programmes in which teachers participated, the two most effective and profitable were individual coaching and mentoring by senior colleagues, with weighted averages of 2.61 and 2.57 respectively, while the weighted averages of the other six types of professional development programmes fluctuated between 2.1 and 2.5. The sample size comparison shows that the proportion of those who chose 'not at all helpful' and 'not very helpful' was very small, and the proportion of those who chose 'somewhat helpful' was the largest, with most of them having a neutral attitude. The majority of the samples were neutral. This suggests that the various types of teacher professional development programmes have a positive impact on teachers' professional growth.

Therefore, the research hypothesis "H2: Professional development programmes participated by teachers in private universities can produce positive effects" was confirmed.

This research question (Q3) focuses on investigating the current teacher job retention intentions of private college teachers at WH Art College in Sichuan Province, which can be done in two ways: a direct survey and an indirect survey. Career development satisfaction is an important indicator to measure the level of talent team building. Teachers' career development satisfaction affects teachers'

work commitment, work promise and physical and mental health, which in turn affects the teaching quality of the school and the stability of the teaching team. Therefore, it is of great importance to pay attention to the career development satisfaction status of university teachers.

Table 3 Teacher job satisfaction

	Average	Standard	Minimum	Max. value
Colleagues	41.97	11.75	0	54
The job itself	35.59	14.99	0	54
Remuneration	12.91	12.84	0	27
Promotion	19.55	11.59	0	27
Superiors	41.14	14.01	0	54
(JIG)	34.78	13.92	0	54
Overall job satisfaction (total)	185.93	60.26	0	270
Note: This descriptive statistic was only analysed for the sample of teachers who completed all subscales on job satisfaction				

(N = 608, 83% of the total teacher sample) and excluded the sample of teachers with incomplete subscales (N = 124, 17% of the total teacher sample); the weighted mean was calculated based on the three option weighting factors: yes (3), no (0) and unsure (1).

Table 4 Teacher job retention intentions

		Totally disagree (1)	Disagree (2)	Uncertainty(3)	Agree (4)	Totally agree (5)
1. I want to work in other private universities	Sample size	108	204	238	24	8
	Percentage	18.6	35.1	40.9	4.1	1.4
2. I want to work in a public university	Sample size	32	49	75	212	126
	Percentage	5.4	8.2	29.5	35.7	21.2
3. I would like to work in a different industry	Sample size	104	153	253	59	13
	Percentage	17.9	26.3	43.5	10.1	2.2
Consider all three of the above retention preferences		Average=8.44 Minimum value=3			Standard deviation=2.16 Maximum value=15	

The higher the mean of the weights on the job retention intention subscale, the greater the propensity to leave the profession.

This descriptive statistic was conducted only for the sample of teachers who completed all the options on the job retention subscale (N=575, 79% of the total sample) and excluded the sample of teachers who completed incomplete options on the subscale (N=157, 21% of the total sample). The weightings for each option were: completely disagree (1), disagree (2), unsure (3), agree (4), completely agree (5).

Chapter 5

Summary, Discussion of Results and Recommendations

The purpose of this chapter is to summarise the results of this study and to give some recommendations. It is divided into four sections; 5.1 provides a brief summary and conclusions of the study; 5.2 focuses on the discussion of the issues; and 5.3 focuses on constructive comments on the results of the study.

5.1 Summary of research results

Gursky's model of teacher professional development is commonly applied and promoted in Chinese private universities. The seven basic models of professional development proposed by Gursky: training courses, research groups, observation and evaluation, curriculum building, action research, personal mentoring activities, and mentoring by senior colleagues, are teachers have been applied to varying degrees. Teacher professional development is a very important step in the career path of teachers. The study found that the use of the teacher professional development model had a positive impact on teachers' professional development. Therefore hypotheses 1 and 2 in this study hold, and the professional development model proposed by Gursky is applicable and universal to private art colleges in China and can have a positive effect.

Through the school's teachers' evaluation of the effectiveness of the

implementation of various teacher professional development programmes, their level of satisfaction with various job dimensions and their survey on their intention to retain their jobs, it can be found that the current key factors for improving the job satisfaction of teachers in private universities are to increase their salary levels and to give them more room for promotion. The survey data also shows that teachers in private universities have a stronger desire to work in public universities. The regression analysis of the survey data shows that there is a significant correlation between teachers' professional development and teachers' job satisfaction and that teachers' evaluation of the effectiveness of the implementation of teachers' professional development programmes in private universities is positively correlated with their satisfaction. Therefore hypothesis 3 holds and the overall level of job satisfaction of private university teachers positively affects their intention to retain their jobs.

5.2 Discussion

Through research, it is found that the professional development of teachers directly affects the quality of education and teaching in private universities and the overall strength of the school. Therefore, education managers should pay special attention to the professional development of teachers. According to the survey, some teachers in private colleges and universities aspire to work in public institutions, and according to the data analysis, the reason for this phenomenon is the low satisfaction with the salary level and career development plan.

Sichuan WH College of Arts was founded in 2001 and approved by the Ministry of Education in 2006 as an independent college at the undergraduate level for national enrolment, and in 2014 it was approved by the Ministry of Education as an independent private undergraduate school. The school adheres to the spirit of "give yourself a goal and let your life burn for her", insists on the philosophy of "enlightening students' wisdom and cultivating talents in demand of the times", and clearly defines the comprehensive and application-oriented orientation of the school and "quality The school follows the school motto of "Establishing the base, pragmatic, and innovative", insists on implementing the credit system on campus, and implements the new era of applied talents through "big classroom, big stage, combination of art and technology, combination of classroom and studio, and combination of practice and industrial projects". The university is committed to implementing the campus credit system, implementing the "big classroom, big stage, combining art and technology, combining classroom and studio, combining practice and industrial projects" model of training applied talents in the new era, creating an open teaching space and training applied cultural and artistic talents needed by society.

There are currently more than 20,000 full-time students enrolled. The school has adopted various forms of cooperation to build a multi-level, multi-faceted and focused entrepreneurial platform, and has established an innovation and entrepreneurship club for students to create a good entrepreneurial environment.

The university has made great efforts to create a high-level, high quality and high-level teaching team, but as the school's teachers as a whole are young, there can be a lack of teaching experience as well as unreasonable teacher titles. Although the school has hired well-known scholars from inside and outside China as visiting professors and has carried out teaching guidance and teacher professional development planning on many occasions, the school still needs to think about, summarise and learn more from the young teachers who dominate the school in terms of building a strong team.

From the current situation of the professional development of teachers at WH Art College, under the guidance of the school's philosophy, certain achievements have been made in terms of teachers' professional knowledge, professional skills and professional emotions, but there are still shortcomings in teachers' professional development, which is also an important reason for the low level of satisfaction. The level of professional development of private teachers is directly related to the high quality of teaching in private colleges and universities and is the lifeline of the development of private education. Private colleges and universities should base on the philosophy of running schools, centre on talent training, and make top-level design and scientific planning for the professional development goals of teachers around the characteristics of running schools.

Through the degree of understanding of teachers' professional development plan in WH Art College, we found that some private colleges and universities have

clear objectives and plans for teachers' professional development, but teachers' understanding of our professional development plan varies, and 59% of teachers have a relatively one-sided understanding. Teachers are in a state of "indulgence" and "random development", which will seriously restrict the speed of professional development of teachers in private universities.

In conducting research on the content of teachers' professional development at the school, I learned that the author noticed a tendency to emphasise professional skills and expertise over professional emotions. Many teachers improved their professional skills through skills training, further training, mentoring by visiting professors and academic upgrading, and although the results were significant, there was a slight tendency to place less emphasis on professional emotions, where needs vary widely. In terms of training content, for example, the cultivation and training of ideological awareness and skills and methods can show results quickly and efficiently, but such a traditional, low-yield development model for individual teachers largely hinders the development of diversity in professional knowledge and professional emotions among private university teachers. Due to the large variability in professional knowledge and professional emotional needs of private university teachers, they are not given much attention in the series of teacher development content designed by private universities, let alone categorised and detailed training. The personalised needs of private university teachers are mainly focused on the inherent expertise needs of teachers' own professional

development, practice and reflection at different stages of their professional teaching careers, innovative mining of teaching and management methods, and a willingness to actively seek continuous self-improvement. Good teacher professional development content sets can contribute positively to teachers' teaching.

Secondly, there is a need to meet the diverse needs of teachers' professional development content. On top of meeting teachers' willingness to develop and work, schools also need to provide a broad platform to meet the development needs of individual teachers.

It is also because of factors such as limited development pathways and a narrow platform for advancement that teachers are less satisfied with the professional development provided by their schools. The survey found that in-school training and teacher training were the main avenues of professional development for teachers in the school, with the most full participation and low relevance. The relatively few arrangements for further studies, postings with well-known companies, academic organisation meetings and other training outside the university were mainly due to the fact that the school leaders did not really attach importance to teachers' professional development and invested less capital in this area. The demand for professional development by teachers in private universities should be holistic. It is expressed in the improvement of professional theory and the exploration of applied practical knowledge, the urgency to upgrade academic and professional and technical titles, the aspiration to high-level academic

organizations and industries, and the pursuit of achieving higher professional development, which cannot be solved by a single on-campus training.

The majority of the university's teaching force consists of young teachers, accounting for more than 65% of the total number. Such a large group of young teachers has a huge demand for off-campus professional development paths, and even though private universities offer some off-campus professional development options, due to various factors, the beneficiary teachers only account for a small part of the group, especially opportunities for further study abroad are even rarer. This contradictory choice has often led to disputes between teachers and schools, which shows that most young teachers in private universities have limited professional development pathways, both in terms of the content of the pathways and the scarcity of options. This is the reason for the low satisfaction of teachers.

Through in-depth research, the author learned that the school employs many well-known professors from home and abroad at high salaries to guide teaching and create the school's brand and that the board invests a lot of money in screening and over-packaging. The main income of this art school is derived from admissions and teachers on the project, and if too much is invested in this, teachers' income is greatly reduced. The disproportion between what is given and what is received leads many professional teachers to focus on their own personal projects and not enough on their own professional development and teaching activities, which is a fundamental reason for teachers' dissatisfaction with their salaries. Although this

does not have a short-term impact on school management or the quality of teaching, it can have a significant impact on schools if a large number of young teachers feel this way.

5.3 Recommendations

Teacher professional development is extremely important for both teaching managers and individual teachers. There are also many factors that influence teachers' professional development, which can be analysed in terms of internal and external factors. External factors (e.g. local government policies, school board support, student profile, etc.) guide teachers' professional development. Internal personal factors (e.g. teachers' professional feelings, values, educational philosophy, etc.) play a dominant role in teachers' professional development.

(i) The government introduces relevant education policies and increases support for private colleges and universities

Education policies have a guiding and restraining effect on private colleges and universities, directly affecting the survival and development of private college teachers. The newly revised Law on the Promotion of Private Education, which implements the classification and management of private schools, further improves the state support policy, which is conducive to the development of private education and proposes to improve the mechanism of guaranteeing teachers' rights and interests, which is conducive to teachers' full dedication to education and

teaching and has an incentive and promotion effect on teachers' professional development. It is hoped that the same policies and support will be given to private and public universities in terms of teacher training and that the development of teachers in private universities will be valued.

ii) Schools should focus on the continuing education of teachers and improve the teacher training mechanism

1. Improve teachers' professional development planning and establish reasonable and feasible rules and regulations

Pay attention to the continuing education of teachers and make a good overall plan for their professional development. The planning mainly includes the objectives of professional development for teachers in schools, the specific contents of each stage of professional development, and the specific methods, safeguards and support service systems for achieving teachers' professional development. When formulating the plan, the different needs of new teachers, young teachers, core teachers and expert teachers should be taken into account, and systems related to teachers' professional development should be developed for the school's internal teaching force and external teaching force, so as to clarify the development directions of different types of teachers and stimulate their motivation for development. It is conducive to promoting teachers to strengthen their own learning, improve their academic standards and enhance their own professional development.

2. Build a training platform

Private colleges and universities should actively explore the mode of integrating school-based training, off-campus training and online learning to actively support teachers' professional development.

School-based training for teachers is an effective way for private colleges and universities to promote teachers' professional development. School-based training is teacher training that is planned by schools, colleges, teacher teaching development centres or training institutions and implemented on campus according to the needs of teachers and the positioning of schools, in order to improve teachers' professional competence and professional skills. In carrying out school-based training it is important to note that the school must first research the intrinsic needs of teachers and the areas where teachers show weaknesses in education and teaching, and carry out training based on the common problems of teachers. The training can be based on in-school resources and supplemented by off-campus resources, and training is organised using two levels of training at the institution. In terms of the specific implementation, a multi-departmental collaborative education mechanism can be adopted, and targeted training can be carried out according to the problems encountered by different departments in carrying out their work. In the current situation, private universities can fully mobilise teachers and staff to participate in training and open instruction sessions organised by schools in various regions of the province. On the one hand, training activities in the region are richer

and meet the individual needs of teachers, who can choose what interests them according to their own time and concerns; on the other hand, it increases communication and exchange between teachers. Through the activities, teachers themselves are inspired and bring back advanced educational ideas to be applied in their teaching activities, which promotes the improvement of teaching standards.

In the context of education informatization, private universities can establish online learning platforms to provide a platform for teachers' learning and communication and provide teachers with diversified learning resources. Introduce online training courses for teachers to enrich the content of school-based training and motivate teachers to learn; use new media (Weibo, WeChat, Zhihu) to publish the latest progress of subject and professional research to expand teachers' horizons; share advanced educational and teaching ideas and experiences to promote teachers' learning and self-reflection.

In addition, schools should support teachers' awareness of going out, such as attending academic conferences in their subject areas, undertaking postings in renowned enterprises, further studies at home and abroad, and participating in social activities. The enhancement of teachers' professional knowledge, professional competence, academic level and emotional control will facilitate teachers to carry out educational and teaching reforms, improve the quality of classroom teaching and contribute to the long-term development of the school.

(ii) Teachers must establish a sense of professional self-development

In the current situation, teachers must be aware of the professional crisis and put opportunities, to do a good job of guiding students and stepping into the society of life mentors, we must constantly improve their own comprehensive quality. Teachers should closely integrate their own development with that of the school and the team, set personal development goals and growth plans according to the school's construction plan and the team's development plan, and work hard to implement their own plans.

As a teacher, you must love your profession, adhere to moral education and attach importance to the development and education of students. To consolidate one's professional knowledge. You should strive to upgrade your academic level, undertake regular studies and update your knowledge structure. Not only must they be familiar with their subject and educational knowledge they must also improve their professional skills. Teachers should keep abreast of the times and learning conditions and use a variety of teaching methods to improve the effectiveness of classroom teaching. In addition, as a private art school, teachers must increase their professional practice skills and improve the level of practical teaching. Teachers should have the ability to identify problems and, through research and practice, solve practical problems. Teachers in private universities should actively carry out teaching reforms, promote classroom reforms and improve their research and teaching skills.

References

- Chen Tao, Zhao Mingxian (2017) Exploring the problems and countermeasures of teachers' professional development in private colleges and universities *Journal of Hubei Correspondence University*
- Chen J. (2017) School-based training: an effective way to promote teachers' professional development in private colleges and universities *Science and Education Wenhui* P. 20 - 21.
- Lv Chunyan (2011) A theoretical study on the professional development of teachers in private colleges and universities *Journal of Yellow River University of Science and Technology* P. 13 (1)
- Xu Xiongwei (2015) The current situation and empirical research on the professional development of teachers in private universities in Shanghai *Shanghai Normal University*
- Yao Di (2012) Talking about the professional development of teachers in private colleges and universities *Journal of Southwest Agricultural University* (Social Science Edition) p.240 - 242.
- Zhu Xudong (2014) On the construction of a theoretical model of teachers' professional development *Educational Research*"Global Media and Information Literacy Assessment Framework" (UNESCO) and its implications. *Journal of distance education*, 33 (1), 9.

Biography

Name- surname	Yichen Yuan
Date of birth	March 18, 1993
Place of birth	Sichuan Province, China
Address	Hai Fu Changxing, Fucheng District, Mianyang, China
Workplace	Maternal and Child Health Centre
Position	Human Resources Managers
Education	2015, Chongqing Normal University



CERTIFICATE

Multidisciplinary Challenges in Business, Education, Innovation and Advanced Social Intelligence Forward Era 6.0 in 3rd IC-RMUTK INTERNATIONAL CONFERENCE 2023 held on 30 April – 1 May 2023 at Rajamangala University of Technology, Bangkok, Thailand.

THIS IS TO CERTIFY THAT

Yuan Yichen

PRESENTED PAPER ID : S6446B20029

TITLE OF PRESENTATION : **A STUDY ON PROFESSIONAL DEVELOPMENT OF PRIVATE UNIVERSITIES IN SICHUAN, CHINA**

ASSOC.PROF.ARUS KONGRUNGCHOK, Ph.D.

Dean, International College RMUTK

SUPOT RATTANAPUN, Ph.D.

Vice Dean for Academic Affairs,
International College, RMUTK