

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

¹Huang Kanming, ²Dr. Niran Sutheeniran, ³Dr. Patchara Dechhome, ⁴Dr. Jittawisut Wimuttipanya

¹Education Administration, Faculty of Educational, Bansomdejchaopraya Rajabhat University
hkm99@163.com

²Associate Professor Education Administration, Faculty of Educational, Bansomdejchaopraya Rajabhat University
xconiran@yahoo.com

³Assistant Professor Education Administration, Faculty of Educational, Bansomdejchaopraya Rajabhat University
Co responding Patchara.de@bsru.ac.th

⁴Associate Professor Education Administration, Faculty of Educational, Bansomdejchaopraya Rajabhat University
jittawisut21@gmail.com

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ABSTRACT

The objectives of this research are to study the current situation of professional development support system for young teachers of private higher education in Guangxi, to provide the guidelines for improving professional development support system for young teachers, and to evaluate the guidelines for improving professional development support system for young teachers of private higher education. The sample group of this research were 313 young teachers from 6 private colleges and universities in Guangxi. There are 18 interviewees in this research. There are 15 experts in the evaluation group. The research tools include questionnaires, structured interviews, and evaluation forms. The statistical methods used for data analysis are percentage, mean, standard deviation, and content analysis. The research findings show that the current situation level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level. The mean value of Students' learning outcomes is the highest, followed by Participants' use of new knowledge or skills, while Participants' reactions is the lowest. The researcher proposed the guidelines for improving professional development support system in five aspects, which include 47 measures. The suitability and feasibility of guidelines for improving professional development support system for young teachers of private higher education in Guangxi were at the highest level.

Keyword: Guidelines for Improving, Professional Development Support System, Private Higher Education in Guangxi

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Research Framework

According to the analysis of related theories and research, characteristics of effectiveness evaluation for professional development support system are as follows:

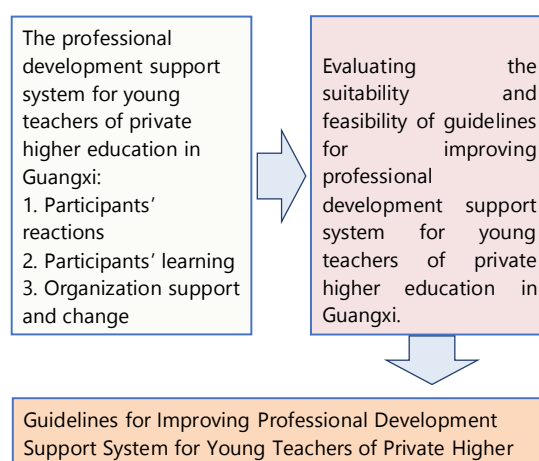


Figure 1.1 Research Framework

Research Methodology

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

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

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

The Population / Sample Group

The Population

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

The Sample Group

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

Table 1 Lists of university and sample size

No	Private university in Guangxi	Population	Sample group
1	Nanning University	321	59
2	Beihai University of Art and Design	512	95
3	Liuzhou Institute of Technology	210	39
4	Guilin University	242	45
5	Guilin University of Information Technology	285	52
6	Nanning Institute of Technology	125	23
Total		1695	313

According to table 1, it showed that in order to analyzing the current situation of the professional development support system for young teachers of private higher education in Guangxi. 313 young teachers were selected as a sample from 6 private colleges and universities in Guangxi.

Table 2 Personal information of the survey respondents (Continue)

	Personal Information	Frequency	Percentage
years of work experience in private higher education	1-3 years	198	63.26
	4-6 years	96	30.67
	7-9 years	14	4.47
	10 years and above	5	1.60
	Total	313	100

According to table 2, a total of 313 valid questionnaires were collected in this study. Among them, male respondents accounted for 34.5% of the total sample, with 108 individuals; female respondents accounted for 65.5% of the total sample, with 205 individuals.



Figure 4.6 guidelines for improving Students' learning outcome

Conclusion

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

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

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

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

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

The level of professional development support system for young teachers of private higher education in Guangxi in five aspects was at a high level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest level was students' learning outcomes, followed by participants' use of new knowledge or skills, participants' learning, organization support and change, and the relatively lowest level was participants' reactions.

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

Discussion

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

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

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

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

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

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

high recognition, primarily due to its multidimensional system design, effective implementation of policies, and positive feedback in practice. First, the comprehensiveness of the system design covers the core needs of teacher professional development. By integrating five major dimensions, the system addresses teaching ability enhancement, resource support, and outcome evaluation. As Yang Wanjie (2024, pp119-125) stated, "Through systematic thinking, the relevant factors, organizations, and forces affecting the development of university teachers are integrated, and the rational allocation of teacher education resources forms a synergy." This integration ensures the comprehensiveness and effectiveness of the support system. This indicates that in designing the support system, private higher education in Guangxi have fully considered all aspects of teacher development, thereby providing all-round support for young teachers. Meanwhile, the active involvement of the management in teacher participation and the standardized design of processes have significantly enhanced teachers' sense of belonging and participation experience. As Yang Fan (2022, pp76-78) emphasized, "Universities should build a service support system with sufficient resource support, harmonious interpersonal relationships, healthy cultural atmosphere, and scientific leadership management to promote the professional development of teachers." The practice of private higher education institutions in Guangxi is a concrete manifestation of this concept.

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