



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
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Teacher Professional Development of Chinese Local Universities in T Universities of Guizhou Province

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Abstract

The objectives were to study 1) The level of the teacher professional development of Chinese local universities in T universities of Guizhou province. and 2) To propose guidelines for teacher professional development of Chinese local universities in T universities of Guizhou province. The survey used a questionnaire survey method to select 278 teachers from the sample of T University in Guizhou Province. And in-depth interviews were conducted with 7 teachers with more than 3 years of work experience to obtain data. By asking for the opinions of experts and teachers from T University in Guizhou Province. Analyze the survey questionnaire on the professional development level of teachers at T University in Guizhou Province, identify the mean, standard deviation, and overall situation in all aspects. Consider the average score obtained from the questionnaire responses of the whistleblower. Use estimation scales to understand the professional development of teachers at T University in Guizhou Province.

Keywords: Local university, Teacher professional development, University teacher

Introduction

A hundred years plan, education as the basis; When it comes to education, teachers come first. At present, the world is in a new period of great development, great change and great adjustment, socialism with Chinese characteristics has entered a new period, and the competition for human resources has become the core of the competition for the



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No.	Name of expert teachers	Position
1.	Mr.Zhang	School of Materials and Chemical Engineering
2.	Mr.Wen	Institute of Marxism
3.	Mr.Li	School of education
4.	Miss.Zhang	School of Art
5.	Miss.Xiao	School of Economics and Management
6.	Miss.Wu	School of Big Data
7.	Mr.Yang	School of continuing education

3. Data collection

The researcher distributed the questionnaire to the sample group, and collected data from 278 respondents with the following steps: 1) Liaise with staff to collect data from the T University in Guizhou teacher for assistance in collecting data from school administrators and set a date for collecting data by bringing the questionnaire in person and submitting the questionnaire online. 2) Collect data from the sample. 3) Bring the questionnaire to verify its completeness. The questionnaire was then encoded to evaluate the results of the data with a computer program. 4) Collected data by interviewing 7 expert teachers: The researcher conducted in-depth interview; The researcher collects opinions immediately at the end of the interview in each aspect; When the interview ends the researcher will summarize again, which if each expert has additional comments, will record again; Each interview, the researcher takes notes, and recording interviews via electronic devices every time by requesting permission to record the interviewee.

4. Data analysis

The researcher took all the received questionnaires to check the completeness of every questionnaire, and bring the obtained data for statistical analysis by using a computer to calculate statistical values with a statistical package.

There are steps to operate as follows: 1) Analyse part 1 of the questionnaire about the status of the respondents by using qualitative variables, namely frequency and percentage, presented in the form of an accompanying table. 2) Analyse part 2 of the questionnaire on the level of the Teacher professional development of T University in Guizhou Province by finding the mean and standard deviation on each side and overall picture. which considers the average score obtained from the questionnaire responses of the informants. To know the Teacher professional development of T University in Guizhou



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Province using the estimation scale There are criteria for interpreting the meaning into a score range as follows: Average 4.51 - 5.00 refers degree of recognition is at a highest level; Average 3.51 - 4.50 refers degree of recognition is at a high level; Average 2.51 - 3.50 refers degree of recognition is at a moderate level; Average 1.51 - 2.50 refers degree of recognition is at a low level; Average 1.00 - 1.50 refers degree of recognition is at a lowest level. 3) Present the results of the analysis of the Teacher professional development of T University in Guizhou Province by using the conclusions from the questionnaire and the interview analysis by content analysis.

Research results

The survey results are as follows: The results of the mean and standard deviation analysis of teacher professional development are smooth at a high level. ($\bar{X} = 3.67$, S.D. = 0.75) and if considering side by side By ordering the average from the most to the least, We will find that the highest value of Professional knowledge factors ($\bar{X} = 3.89$, S.D. = 0.67), Followed by Government and social factors ($\bar{X} = 3.85$, S.D. = 0.77), Professional competence factors ($\bar{X} = 3.71$, S.D. = 0.73), Professional affection Factors ($\bar{X} = 3.63$, S.D. = 0.79), The lowest value of Organizational factors of universities ($\bar{X} = 3.28$, S.D. = 0.77).

Respondents believe that university teachers investing their energy into their families has an impact on their professional development; National laws and regulations not only provide guidance on the concept and goals of teacher professional development at a macro level, but also make provisions in specific dimensions and implementation pathways of professional development. Therefore, they can greatly enhance the enthusiasm of teacher professional development and ensure the sustainability of teacher professional development; The government should increase investment in special funds for the professional development of university teachers.

Conclusion and Discussion

The driving force for teacher development depends on both external and internal (self) motivation (Pan, 2017). Teacher professional development is not only a process of internalizing teacher development, but also a process of development influenced by external environmental factors. In summary, the professional development of university teachers in Guizhou Province is mainly influenced by three aspects: individuals, schools, and society.



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1. Maintaining lifelong learning and promoting teachers to accumulate professional knowledge. As a growth-oriented profession, lifelong learning is a professional attribute of university teachers. This is not only a requirement of the explosive growth of knowledge in today's society, but also a need for university teachers to meet the diverse development needs of university students. Therefore, university teachers should integrate the concept of lifelong learning into various stages of professional development, timely grasp cutting-edge knowledge in their professional field, strengthen individual professional literacy, and achieve sustainable professional development.

2. Improve the school system and stimulate teachers to enhance their awareness of professional development. While vigorously promoting the independent development of teachers, it is also necessary to establish and improve a system that can ensure the professional development of teachers, including sound training, evaluation and promotion systems, and optimizing the cultural environment, in order to build a professional development model for teachers with distinct external guidance characteristics that is suitable for the organizational structure of local universities.

3. Creating a favorable social environment and promoting the professional development of teachers. Local governments have the responsibility to guide and support the development of local universities, which plays a crucial role in improving the quality of talent cultivation and teaching and research in local universities.

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