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## TEACHER PROFESSIONAL IN EDUCATIONAL MANAGEMENT OF PRIVATE VOCATIONAL COLLEGES

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### Abstract

Private vocational education constitutes the cornerstone of China's modern vocational training system, having cultivated a substantial pool of skilled professionals for national modernization. As the driving force behind educational advancement, faculty development plays a pivotal role in elevating the quality of private vocational institutions. However, current challenges such as inadequate material support, institutional safeguards, career identity crises, limited professional growth pathways, and insufficient resource allocation persist among private vocational educators. This study examines the essence of faculty development in private vocational education, identifies critical challenges, and proposes implementation strategies through policy frameworks, professional platform development, and supportive culture cultivation. The research aims to provide actionable insights for policymakers and educational administrators, fostering sustainable faculty development to holistically enhance the quality of private vocational education.

**Key words:** Educational Management, Teacher Professional, Private Vocational Colleges

### Introduction

Vocational education occupies an important position in China's modern vocational education system. As an important part of it, it has cultivated many high quality skilled talents for the national modernization construction. In recent years, the Chinese government has stepped up efforts to promote the high quality and standardized development of private education through legislative and policy adjustments. It is worth noting that the revised Private Education Promotion Law in 2019 and the Implementation Regulations of the Private Education Promotion Law issued in 2021 have provided a legal framework and institutional support for private vocational education, aiming to address long standing issues such as uneven quality, insufficient resources, and ambiguous supervision (Dai J.B,2023)

Teachers, as the primary resource for educational development, form an important component of educational management and play a crucial role in enhancing educational quality and advancing the high quality development of vocational education. However, under the background of standardization development, the quality, structure and institutional guarantee of teachers in private vocational colleges have become increasingly prominent. (Chen Y,2023). By integrating existing literature and empirical research, this paper discusses the current



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situation, difficulties and strategies to promote teacher development, and tries to provide cutting edge strategies for teacher professional development for private vocational education, policy makers and educational managers, so as to help the sustainable development of teachers and comprehensively improve the overall quality.

### **Teacher Professional development in the Private Vocational Education**

The professional of teachers in private vocational education encompasses the continuous enhancement of their professional knowledge, teaching skills, research capabilities, and institutional engagement throughout their careers. Wang Yining(2020) pointed out that the professional development of teachers includes teaching ability, academic research ability, innovation ability, as well as emotional concepts and moral norms about teaching and research. The professional development of teachers is also realized in the interaction and mutual promotion between teaching and research (Wang Yining2020). Under the background of the grand ideology and politics education, the professional development of teachers in private colleges needs to take into account the dual improvement of ideological and political qualities and professional abilities. Teachers are required to integrate ideological and political elements into professional teaching to achieve the unity of knowledge imparting and value guidance. This puts forward higher requirements for teachers' interdisciplinary integration ability and educational innovation ability(Dai lili,2025).In the context of digitalization, the professional development of teachers in private universities should rely on information technology, maintain the concept of lifelong learning, actively adapt to the changes brought about by educational digitalization, and continuously enhance their professional capabilities.(Wang Yanghui,2024)

Moreover, Sancar et al. (2021) point out that effective teacher professional development should focus on aspects such as evaluation, scope of research, duration, comprehensiveness, dissemination, context, support and control, as well as collaboration. This provides a broader perspective for understanding the professional development of teachers in private vocational colleges, emphasizing that their development is a comprehensive process involving multiple aspects.(Sancar et al,2021)

### **Dilemmas in the Professional of Teachers in Private Vocational Education**

In the field of private vocational education, teachers are confronting multiple professional challenges that not only hinder their personal development but also pose fundamental obstacles to quality improvement. The interplay of these issues has become the core challenge requiring urgent resolution in building a competent teaching workforce for private vocational education. Specifically, the main difficulties include:

#### **Teacher professional development lacks basic guarantees**

Teachers at private vocational colleges face the challenge of weak material security. Their salaries are generally lower than those in public institutions, and "five social insurances and one housing fund" are mostly paid at the minimum standard, with a significant gap in retirement benefits. Dai Jianbo's follow-up survey on W College shows that 70% of teachers have the intention to resign due to "low salaries" and "unstable welfare"(Dai J.B,2023). In addition, the



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teaching and research conditions are simple. Most colleges and universities lack special funds to support teacher training or academic exchange, In Gao Yutian's study, opportunities for further education and training are widely recognized by young teachers, but the satisfaction level of private university teachers regarding such opportunities remains low. ( Gao Yutian,2025).

Private vocational colleges fail to provide teachers with sufficient institutional security. Although the Private Education Promotion Law stipulates that teachers in private institutions enjoy equal rights with those in public ones, in practice, private teachers rarely have access to national-level training or research project applications. The evaluation of professional titles is often restricted by rigid indicators such as "educational background thresholds" and "number of papers," which are disconnected from the "practice oriented" orientation of vocational education (Chen Yang,2023). Jin Shoubo points out that the personnel management in private colleges mostly remains at the "transactional level" and lacks systematic design for teachers' career planning (Jin S.B.&Zhou W.J,2025). Jurs et al. (2023) found in their research that teacher professional development is affected by many factors in terms of quality and efficiency, one of which is the lack of systematic methods and excessive workload. This is consistent with the situation in private colleges, where the lack of institutional security and heavy teaching tasks make it difficult for teachers to engage in effective professional development. (Jurs et al. 2023)

### **Crisis of Professional Identity**

Social recognition of teachers in private vocational colleges is low. The public holds stereotypical impressions of private education as "low quality" and "profit-driven," and private teachers are often regarded as "non-formal educators." Private vocational colleges lag behind public universities in terms of career prospects, salary benefits, and opportunities for further education and advancement. Compared to public institutions, private vocational colleges lack job security, particularly in areas such as pensions and medical care, which leads to lower recognition among teachers for private schools. (Chi Chaoqun,2025). Such prejudices directly affect teachers' professional pride and even lead some teachers to hide their workplaces.

Teachers in private vocational colleges have ambiguous role positioning. Private colleges and universities have the dual attributes of "educational public welfare" and "market-oriented operation," placing teachers in a role conflict between "educators" and "service providers": on the one hand, they need to meet students' demands for skill improvement; on the other hand, they need to cater to the institution's assessments of enrollment rates and employment rates (Dai J.B ,2023). From a philosophical perspective, Chen Yang points out that this contradiction makes it difficult for teachers to establish stable professional values, resulting in a "loss of sense of meaning" (Chen Y,2023).

### **Obstacles to teachers' professional development**

Professional development for teachers in private vocational colleges features a single channel. Most have not established a hierarchical and classified teacher development system, with the promotion path limited to the traditional sequence of "teaching assistant, lecturer, associate professor, professor," which is disconnected from the training goal of "double-qualified" teachers (who possess both teaching ability and industry experience). Xu Dongyang



points out that vocational education teachers urgently need an integrated development path of "industry practice-teaching transformation-research innovation," but private colleges and universities often lack such designs (Xu D.Y, 2023).

In private vocational colleges, the support resources for teachers' professional development are insufficient. In private vocational colleges, the problem of insufficient funding is particularly prominent. Compared with public universities, there is a huge gap in the investment of scientific research funds in private private vocational colleges. The sum of scientific research funds invested by most private universities in several years is even less than the funds invested by a public university in one year (Chi Chaoqun, 2025). This results in that teachers in privateprivate vocational colleges who want to conduct scientific research have neither platforms nor financial support. In the long run, teachers are only satisfied with completing teaching tasks and neglect scientific research. At the same time, the investment in teacher training funds in private private vocational colleges is also seriously insufficient, resulting in fewer opportunities for teachers to participate in further training and making it difficult for them to improve their professional abilities (Gao Yutian, 2025).

Teachers at private vocational colleges participate in various courses and seminars. However, due to a lack of time, heavy workload, and excessive responsibilities, they find it difficult to apply the knowledge and innovative methods they learn to their daily work. This, in turn, gradually diminishes their enthusiasm. (Jurs et al,2023). This further reflects the problem of blocked professional development channels for teachers in private colleges and universities, where even if there are training opportunities, they cannot be effectively utilized due to various constraints. Sancar et al. emphasize that effective professional development requires sufficient support resources, including appropriate training content, time, and support from the school, and the insufficient support resources for teachers in private colleges and universities make it difficult to carry out effective professional development activities (Sancar et al,2021).

### **Implementation and Assurance of Professional Development for Teachers in Private Vocational Colleges**

In the context of rapid development in vocational education, private vocational colleges play a crucial role in cultivating technical and skilled talents. The professional development level of their teaching staff directly affects the quality of talent cultivation and the core competitiveness of the school. However, according to the above mentioned, teachers in private vocational colleges generally face problems such as insufficient policy support, imperfect training system and limited career development opportunities in the process of professional growth, which restricts the improvement of the overall quality of teachers. Therefore, it is of great theoretical and practical significance to explore the effective implementation path and guarantee mechanism of teachers' professional development in private vocational colleges and solve the dilemma of teachers' professional development to promote the high quality development of private vocational education.



### **The effective implementation of policies and mechanisms**

Strengthening policy implementation and resource inclination. Implement the Regulations on the Implementation of the Private Education Promotion Law, and promote local governments to establish a "special fund for the development of private school teachers" to subsidize teacher training, academic qualification improvement, and research start up funds (Jin S.B.& Zhou W.J,2025). Drawing on the experience of Zhejiang Province, financial support shall be provided for teachers in private vocational colleges to participate in national and provincial training programs, ensuring that they have equal opportunities as public school teachers .

Optimizing the evaluation and promotion mechanism. Establish a three dimensional evaluation system covering "teaching,practice,research": the teaching dimension focuses on the passing rate of students' skills; the practice dimension includes achievements in industry services (such as technical guidance and enterprise cooperation); and the research dimension encourages "application oriented" research (such as curriculum reform and skill standard development (Xu D.Y,2023).In the process of teaching courses by teachers, appropriate teaching classification management should be implemented, and the workload of teachers should be detailed. Evaluation should be conducted from three dimensions: morality, diligence, and performance. A balance should be found between the comprehensiveness and operability of assessment criteria, and an evaluation index system that fits the development of private vocational colleges should be designed (Yuan Yanfeng et al,2020). Jurs et al. (2023) argue that efficient school management needs to establish scientific evaluation mechanisms. Optimizing the evaluation and promotion mechanism for teachers in private colleges and universities can better motivate teachers to engage in professional development and improve their enthusiasm and initiative. (Jurs et al,2023)

### **Building Teacher Professional Platforms**

Constructing a hierarchical and classified training system. For new teachers: implement a "mentor ship system" where senior teachers guide them in teaching skills and industry resource connection (Cochran-Smith M.et al,2018) for middle aged and young teachers: carry out an "industry immersion program" by arranging 1-3 months of enterprise practice each year with subsidies for transportation and lost wages (Xu D.Y,2023); for backbone teachers: in terms of capability, it advocates diverse teaching methods, encourages participation in 'Golden Courses' creation to improve teaching skills, arranges teachers to train in enterprises, and jointly builds platforms with enterprises to enhance practical abilities; in terms of mechanisms, it utilizes diagnostic and improvement information platforms for goal monitoring and early warning, revises performance systems to incentivize innovation, and promotes the development of teachers towards becoming backbone teachers. (Huang, R.et al,2020). Sancar et al. (2021) point out that teacher professional development is a process that runs through a teacher's career. Constructing a hierarchical and classified training system can meet the different needs of teachers at different stages, making professional development more targeted and effective. (Sancar et al,2021)

Promoting the integration of teaching research and industry. Learn from the experience of the InFo-TED project, establish a "teacher learning community" to carry out collaborative



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research on themes such as curriculum reform and skill inheritance(Cochran-Smith M.et al,2018). Cross institutional cooperation and communication should be encouraged and supported to promote resource sharing and teacher training among educational institutions. Collaboration with the industry can integrate real world work experience into teaching, helping teachers understand current industry trends and ensuring that their educational content remains aligned with actual needs.(Xu D.Y,2023).

Build a digital training platform, focusing on cultivating teachers' digital awareness and updating their knowledge structures. Private vocational colleges should adapt to the times, actively create opportunities for teacher training and research, enhance teachers' digital education awareness, improve their digital literacy, and effectively integrate digital technology into classroom teaching and research work, promoting professional development(Wang Yanghui,2024).The construction of a digital training platform can rely on a hybrid training method combining 'online and offline' approaches. It leverages the exemplary role of national teaching teams and renowned teachers, utilizing the advantages of digital resource sharing and interaction to conduct digital teaching capability training. Additionally, the platform can integrate teacher digital literacy evaluation, achieving long-term tracking and feedback on teacher digital literacy.(Wang X.et al,2023)

### **Cultivating a Supportive Culture**

Improving teachers' right to participate and speak. Establish a "Teacher Development Committee" to participate in decision-making processes such as the formulation of institutional development plans and teaching standards, so as to enhance their sense of ownership (Jin S.B.& Zhou W.J,2025). Regularly hold activities such as "Teaching Achievement Exhibition" and "Industry Contribution Award" to recognize the diverse values of teachers (Dai J.B,2023). Establish a teacher mental health service center to alleviate occupational burnout through group counseling and individual consultation (Chen.Y,2023).

Create an academic cultural support environment to enhance teachers' professional beliefs. Schools should raise awareness and accelerate the construction of an academic culture system, organize various academic activities within the school, tap into the school's inherent potential and resources, mobilize internal driving forces for school development, and promote the improvement of teachers' professional development levels.(Ma Yanli.et al,2023)In his research, Wang Yining mentioned that based on teachers' professional development needs, schools should not only meet the conditions for teachers' learning and teaching research but also focus on building research teams and educational research systems to provide a platform for the development of teachers' professional academic abilities.(Wang Yining,2020)

### **Conclusion**

The professional development of teachers in private vocational colleges is crucial for advancing the high-quality growth of China's private vocational education. This comprehensive enhancement encompasses multidimensional improvements in professional knowledge, teaching skills, research capabilities, and digital literacy. Currently, these educators face multiple challenges including inadequate material support, insufficient institutional backing, ambiguous professional identity, limited career advancement pathways,



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and resource scarcity, all of which severely hinder faculty growth and educational quality improvement. To address these issues, policy mechanisms should be strengthened through: Implementing the "Regulations on the Implementation of the Private Education Promotion Law" to allocate more resources; Establishing a three dimensional evaluation and promotion system integrating teaching, practice, and research; Developing tiered training programs, fostering industry academia collaboration, and creating digital professional development platforms. Additionally, cultural support should ensure faculty participation in decision-making, improve incentive systems, and cultivate an academic environment conducive to professional growth. The professional development of private vocational college teachers requires robust guarantees from governments, schools, and stakeholders. By alleviating career challenges, enhancing professional identity and expertise, and fostering a supportive ecosystem, we can ultimately achieve sustainable faculty development and lay a solid foundation for the high-quality, standardized advancement of China's private vocational education.

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