

GUIDELINES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS IN GUIZHOU TONGREN DATA VOCATIONAL COLLEGE

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ABSTRACT

The purpose of this study is to: 1) Research on the current status of professional development of teachers at Guizhou Tongren Data Vocational College. 2) Offer guidance for the professional development of teachers at the Tongren Polytechnic College in Guizhou. The research utilized a questionnaire survey targeting a sample of teachers from the Tongren Polytechnic College in Guizhou. In-depth interviews were conducted with 159 teachers at the college to obtain relevant data, which is of significant importance for the professional development of vocational college teachers in Tongren, Guizhou.

Keywords: Vocational College, Professional Development, Guide

INTRODUCTION

With the continuous deepening of reforms in vocational education, how to build a professional and strong faculty in vocational colleges is a challenge these institutions face. Vocational college teachers play a vital role in cultivating students' professional abilities and practical skills. Therefore, vocational colleges need to focus on enhancing the professional level and practical experience of their teachers, and introduce more teachers with rich practical vocational experience. (Chen Zhansheng, 2021)

In the current teaching staff of vocational colleges, some highly skilled "double qualified" teachers are highly valued by many enterprises, hired by major enterprises, or engaged in independent entrepreneurship, resulting in talent loss in vocational colleges. Many young teachers have just graduated from universities and lack practical experience in related enterprises; Many universities hire teachers from the front line of enterprises, but these teachers happen to lack professional theory or have inappropriate teaching methods. Some middle-aged teachers in colleges and universities have outdated theoretical knowledge and are unable to access training and further education channels in a timely manner, unable to help students solve practical business problems. These have become obstacles to the

construction of teaching staff in vocational colleges. Therefore, building a strong team of vocational college teachers is to explore a path suitable for the professional development of vocational college teachers. (Li Jun,2014)

OBJECTIVES

1.To Study the current status of teacher professional development at Tongren Polytechnic College in Guizhou.

2.To propose guidance on the professional development of teachers at Guizhou Tongren Data Vocational College.

RESEARCH SCOPE

1.Content scope

This study focuses on the current state of teacher professional development at Tongren Polytechnic College in Guizhou. Therefore, the researcher collected and summarized content related to the professional development of vocational college teachers from various documents, literature, and related studies.

2. Population

The population and sample used in this study are teachers from Tongren Polytechnic College in Guizhou. The college currently has faculties in 7 departments, with a total of 270 teachers, and 159 teachers were selected as respondents.

METHODOLOGY

1.Research Methodology

This study involves research and data collection. It is a quantitative research study. A sample of 159 was used for analysis with statistical tools for inquiry. The researchers chose convenience sampling. There are two types of studies involved.

1.1 The raw data was collected through the distribution of survey questionnaires.

1.2 Secondary data refers to information obtained from existing research. This includes collecting articles, journals, dissertations, online resources, statistical data, and various reports.

2. Research Process

Determination of the population and sample group: The researcher used a method to determine the population and group in order to establish the sample size, which was set at 159 individuals.

Research Tools: The researchers used evaluative methods to analyze the questionnaire survey.

3.Data Collection

The data collection in this study involved the researchers gathering data from questionnaires.

3.1 The researchers assisted in completing the survey questionnaires.

3.2 Collecting the questionnaires, checking their completeness, and conducting an analysis.

4. Data Analysis

4.1 Perform statistical analysis of the following data in written form.

Conduct surveys on specific situations of teachers, including personal background, workload, research activities, career planning, and teaching reflection, using percentage and frequency values.

Teacher Professional Development	n = 159		Interpretation
	$\bar{x}$	S.D.	
1. Social environmental factors	3.17	0.84	Moderate level.
2. Environmental factors in higher vocational colleges	3.12	0.83	Moderate level.
3. Personal Factors	3.09	0.81	Moderate level.
4. The core factors.	3.53	0.84	High level.
Total	3.22	0.83	Moderate level

4.2 Inferential data is used for the following analysis.

4.2.1 Analyze the specific situations of teachers surveyed, comparing professional demands and categories. Descriptive statistics are used to determine the mean value of each professional demand, applying SPSS 17.0.

4.2.2 Interview analysis showcasing the conclusions and content analysis of the questionnaire survey on the professional development of teachers at Guizhou Tongren Data Vocational College.

An average value of 4.51 - 5.00 indicates a very strong need.

An average value of 3.51 - 4.50 indicates a positive attitude.

An average value of 2.51 - 3.50 indicates a neutral attitude.

An average value of 1.51 - 2.50 indicates a negative attitude.

An average value of 1.00 - 1.50 indicates a complete denial.

4.2.3 Present the conclusion and content analysis of the questionnaire survey on the professional development analysis of teachers at the Guizhou Tongren Data Vocational College, as well as the interview analysis.

RESEARCH RESULTS

The social environment, the environment of higher vocational colleges, individuals, and the core are factors influencing the professional development of teachers at Guizhou Tongren Data Vocational College. The research results can be summarized as follows:

Table 4.2 presents an overview of the mean and standard deviation results of professional development for teachers at Guizhou Tongren Data Vocational College.

From the perspective of Table 1, the results of the mean and standard deviation analysis for teacher professional development are smooth ($\bar{x}$ =3.22, S.D.=0.83). Simultaneously considering the ranking from highest to lowest, we find that the core factors have the highest value ($\bar{x}$ = 3.53, S.D. = 0.84), followed by social environment ($\bar{x}$ = 3.17, S.D.= 0.84), institutional factors in vocational colleges ($\bar{x}$ = 3.12, S.D.=0.83), and personal factors have the lowest value ($\bar{x}$ = 3.09, S.D.= 0.81).

The data results indicate that the core factors are the most crucial aspect of teacher professional development. Additionally, the social environment and institutional factors in vocational colleges play a

significant role in teacher professional development. However, personal factors seem to be less emphasized in certain aspects.

RESEARCH DISCUSSION RESULTS

1. Social Environment Factors

1.1 Teachers perceive that the social and professional prestige of teachers at the Tongren Data Vocational College in Guizhou and the evaluation standards for teachers have a significant negative impact on their professional development.

1.2 The salary level of the college's teachers and various training opportunities have a positive impact.

2. Environmental Factors of Higher Vocational Schools

2.1 The leadership role of the principal needs to be strengthened.

2.2 The degree of democracy in school management has a negative impact.

2.3 Value concepts have a positive impact on their professional development.

2.4 Professional assistance received from other teachers does not impact professional development.

3. Individual Factors

3.1 Positive factors influencing professional development include family and critical positive events.

3.2. Negative factors include life stages and crisis events.

4. Core Factors

Teachers' awareness of self-development and their proactive development ability have a positive impact on professional development.

SUGGESTION

In promoting the professional development of teachers at Guizhou Tongren Data Vocational College, emphasis should first be placed on social publicity and guidance, enhancing the occupational social recognition of teachers in vocational colleges. This can be achieved by altering societal perceptions of higher vocational education, establishing an evaluation system tailored to the characteristics of vocational college teachers, and constructing a comprehensive and multi-level training network for vocational college teachers, providing them with extensive professional development opportunities.

Secondly, vocational colleges should create a democratic and harmonious management culture, focusing on teacher motivation, strengthening a cooperative teacher culture, establishing team training mechanisms, initiating proactive professional development, and effectively enhancing teaching proficiency and practical capabilities.

Additionally, Guizhou Tongren Data Vocational College should pay attention to teachers' personal aspects, fostering healthy lifestyles and hobbies, elevating teachers' awareness of professional development, reinforcing self-directed development consciousness, conducting educational research, engaging in teaching reflection, and caring for and supporting the overall development of teachers to address potential psychological stress from family factors.

Ultimately, comprehensive promotion of teacher professional development requires an emphasis on professional beliefs and intrinsic motivation, supporting autonomous development and learning, and

continuously updating professional knowledge. This series of integrated measures will encourage teachers to continually progress in an environment of active learning, laying a solid foundation for the improvement of educational quality in vocational colleges.

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