

THE DEVELOPMENT OF TEACHING PROFESSION MODEL IN GUIZHOU QIANNAN ECONOMIC COLLEGE

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ABSTRACT

The research aimed: 1) to examine the current conditions and challenges affecting the quality of professional development of teachers in Guizhou Qiannan Economic College; 2) to develop a teaching profession model in Guizhou Qiannan Economic College; and 3) to verify and refine the developed teaching profession model in Guizhou Qiannan Economic College. A mixed-methods approach was employed, incorporating in-depth interviews and a questionnaire survey. Simple random sampling was used to select 274 full-time and part-time teachers for the quantitative phase. Data analysis consisted of descriptive statistics, including frequency, percentage, mean, and standard deviation.

The findings revealed that 1) Teacher professional development consisted of three dimensions, including social environment, organizational environment, and personal development. All three dimensions were rated at a high level: Social Environment ($\bar{X} = 4.06$), with the highest sub-indicator being “EdTech facilitated teaching innovation” ($\bar{X} = 4.36$); Organizational Environment ($\bar{X} = 3.78$), with “interdisciplinary teams enhanced professional growth” scoring highest ($\bar{X} = 3.95$); and Personal Development ($\bar{X} = 3.95$), with “ethical standards internalized in behavior” rated highest ($\bar{X} = 4.16$). 2) Based on interviews with 17 experts, a teaching profession model was constructed comprising three dimensions: Social Environment (seven indicators), Organizational Environment (thirteen indicators), and Personal Development (ten indicators). 3) Model verification was conducted through focus-group discussions with teacher-development stakeholders and university administrators. Participants agreed with the three-dimensional model and suggested implementation guidelines, including policy development, strategic planning, professional training programs, performance evaluation, work-life balance support, and benchmarking and research. The study concluded that the rigorous application of the model could substantially enhance the professional development of teachers within the institution.

Keywords: Teaching Professions, Teaching Profession Models, Teaching Development

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The enhancement of teacher professional development has emerged as a key component of China's educational reform agenda, driven by national efforts to raise the quality of education, improve teacher capabilities, and encourage the adoption of innovative instructional methods. The Ministry of Education (MOE) has introduced several policy initiatives that highlight the importance of continuous teacher development and institutional support to strengthen instructional quality and meet the demands of 21st-century education (Ministry of Education of the People's Republic of China, 2022).

Amidst China's rapid socioeconomic transformation, previous studies have consistently emphasized that teachers require not only strong academic knowledge but also advanced technological competence, intercultural awareness, and adaptive pedagogical skills. Zhao & Zhang (2021, pp. 102–121) reported that teacher development directly influences the adoption of innovative teaching methods, while Wang & Chen (2023) found that high-quality professional development positively correlated with teacher satisfaction and student achievement. International literature also supports these findings, indicating that sustained and systematic professional development significantly enhances teaching effectiveness and promotes long-term instructional improvement (Kennedy, 2019; OECD, 2019). These studies collectively reinforce the need for evidence-based and context-sensitive development models.

The significance of teacher professional development is especially pronounced at Guizhou Qiannan Economic College, an institution located in a region characterized by ethnic diversity, rural-urban disparities, and evolving economic conditions. The college faces challenges in attracting and retaining qualified instructors, highlighting the need for a structured model that aligns with local conditions

and institutional priorities (Sun, 2022, pp. 55–68). Previous research further suggests that institutions in similar contexts benefit from development frameworks that integrate technological empowerment, organizational support, and personal growth pathways (Chen & Shen, 2025, p. 157).

To address these needs, the present study adopts systems theory as the underlying theoretical framework. Systems theory provides a holistic framework for examining the interconnected influences of social environment, organizational environment, and personal environment on teacher professional development. This theoretical perspective enables the study to conceptualize teacher development as a dynamic and multidimensional process shaped by external and internal factors.

In summary, strengthening teacher professional development is crucial not only for supporting national reform initiatives but also for enhancing instructional quality and institutional sustainability at Guizhou Qiannan Economic College. By grounding the research in relevant empirical studies and a clear theoretical framework, this study contributes to the development of a contextualized and evidence-based teaching profession model.

Research Objectives

The research objectives of this article are as follows:

1. To examine the current conditions affecting the quality of professional development of teachers in Guizhou Qiannan Economic College.
2. To develop a teaching profession model for Guizhou Qiannan Economic College.
3. To verify and refine the developed teaching profession model in Guizhou Qiannan Economic College.

Conceptual Framework

In this study, the conceptual framework was developed by applying the system theory. It is summarized as the conceptual framework for research as shown in Figure 1.

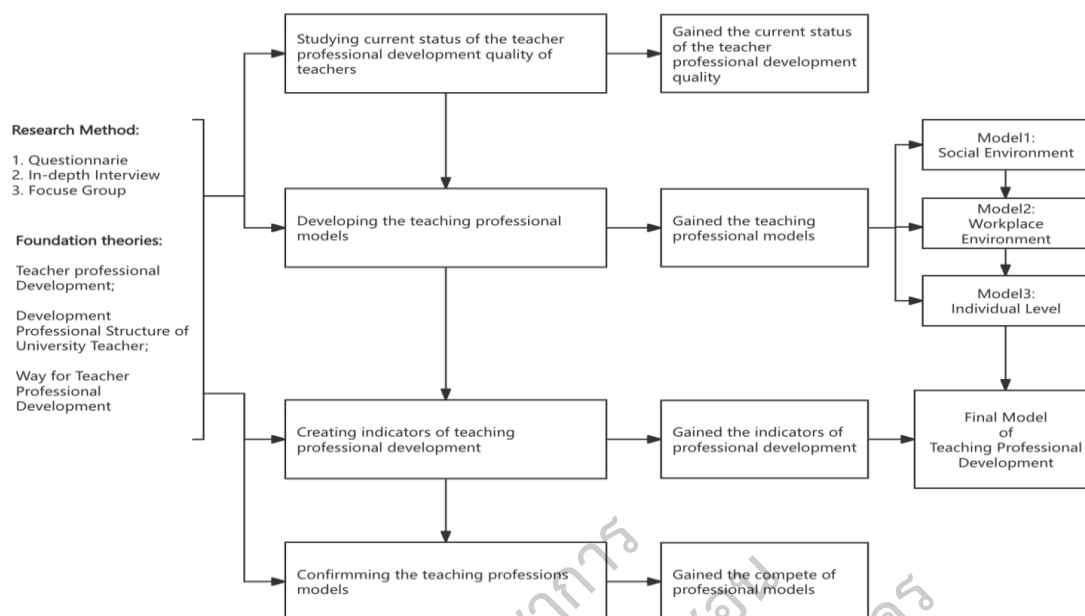


Figure 1. Conceptual framework

Research Methodology

1. Research Design

1.1 Quantitative Method

The quantitative component of this study utilized a structured questionnaire as the primary data collection instrument. The questionnaire is developed based on validated measurement scales and frameworks adapted from both international and domestic literature concerning teacher professional development.

1.2 Qualitative Method

The qualitative component is intended to enrich and deepen the findings derived from the quantitative analysis by capturing the lived experiences, perceptions, and nuanced viewpoints of teaching staff at Guizhou Qiannan Economic College. Semi-structured interviews are employed as the main qualitative data collection tool. The interview questions are developed in alignment with the study's conceptual framework and the key

variables identified in the quantitative phase, ensuring coherence and relevance to the overall research objectives.

2. Research Instruments

This study employs two main research instruments: a questionnaire survey and face-to-face interviews, as outlined below:

2.1 Questionnaire

The questionnaire served as the primary tool for collecting quantitative data related to teacher professional development. It contained a total of 66 items, and organized into the following three sections:

Part 1: Demographic Information

Part 2: Current Conditions and Challenges in Teacher Professional Development

Part 3: Four-Dimensional Drive Model for Teaching Development

2.2 Interview

The interview is divided into three main sections, each aligned with one of the model's key dimensions. Each section contains three open-ended questions, for a total of nine core questions. This structure ensures that the qualitative data collected aligns directly with the model's conceptual foundation.

Quality of the Research Instrument

1. Validity

The Item-Objective Congruence (IOC) method was employed to assess the validity of each item in the questionnaire, ensuring alignment with research objectives. The conformity index for the whole issue of the questionnaire ranged from 0.67 to 1.00.

2. Reliability

The reliability analysis of questionnaire section 1 revealed strong internal consistency across all three variables. The Workplace Environment dimension demonstrated exceptional reliability (Cronbach's $\alpha = .94$) with 13 items, indicating highly coherent measurement of institutional support systems. Both Social Environment ($\alpha = .85$, 7 items) and Personal Development ($\alpha = .89$, 10 items) also exceeded the .70 threshold, confirming robust scale design for external influences and individual growth factors, respectively.

3. Interview

The interview protocol was designed to explore key themes related to the development of teaching profession models at the college. The core questions were organized into four thematic areas:

- 3.1 Institutional Support
- 3.2 Technological Empowerment
- 3.3 Cultural Integration
- 3.4 Personal Growth

Each question is crafted to elicit detailed responses and real-life examples based on participants' professional experiences.

4. Population and Sample

4.1 Population

The population for this study consists of all full-time and part-time faculty members at Guizhou Qiannan Economic College. Currently, the college employs a total of 917 instructors across various departments and academic disciplines. This group includes individuals at different stages of their teaching careers, as well as academic administrators involved in instructional quality and faculty development.

4.2 Sample

A simple random sampling method was employed for the quantitative phase. Based on Krejcie and Morgan's (1970) table for determining an appropriate sample size, a total of 274 participants were required for the study.

A total of 17 expert interviews were conducted. The sample comprised teachers from different departments and levels of seniority, capturing both early-career and experienced faculty members. This diversity facilitated a comprehensive exploration of factors influencing teacher development and provided in-depth insights into the contextual challenges and opportunities present within the institution. The purposive sampling strategy thus contributed to the credibility and transferability of the qualitative findings in this research.

5. Data Analysis

5.1 Descriptive Statistics

Descriptive statistics were used initially to summarize and present the general characteristics of the dataset. The analysis included the calculation of frequency,

percentage, mean, and standard deviation for key demographic and research-related variables.

5.2 Professional Development Variables

The study focused on various aspects of professional development, including scores related to the social environment, organizational environment, and personal development, as well as multiple dimensions within the *Four Dimensional Drive* model. These dimensions include:

- Institutional Safeguards
- Technological Empowerment
- Cultural Immersion Validity
- Personal Growth Path
- Teaching Competence
- Dual-Teacher Quality
- Cultural Adaptability
- Policy Responsiveness

These variables were analyzed using mean and standard deviation (S.D.) to understand trends and variation.

5.3 Content Analysis

Content analysis was employed to analyze the qualitative data obtained from interviews. This method involved systematically coding and categorizing responses to uncover emerging patterns, themes, and insights. Content analysis enabled the extraction of meaningful findings from participants' narratives regarding teaching professional development.

Research results

1. Results of Current Conditions of Teacher Professional Development

1.1 Descriptive analysis of basic demographic information of respondents was presented in Table 1.

Table 1 showed basic information about teachers.

| Variable | Parameter | Frequency | Percentage |
|------------------------------|---------------------|-----------|------------|
| Age | 28–30 years | 136 | 49.10 |
| | 31–34 years | 82 | 29.60 |
| | 35–37 years | 38 | 13.70 |
| | 38–40 years | 21 | 7.60 |
| Years of Teaching Experience | Less than 3 years | 136 | 49.10 |
| | 4–6 years | 89 | 32.10 |
| | 7–10 years | 41 | 14.80 |
| | More than 11 years | 11 | 4.00 |
| Academic Title/Position | Assistant lecturer | 178 | 64.30 |
| | Lecturer | 78 | 28.20 |
| | Associate Professor | 18 | 6.50 |
| | Professor | 3 | 1.00 |
| Total | | 277 | 100.00 |

Summary of Table 1, the majority of respondents (49.10%) were aged 28–30 years. Likewise, 49.10% had less than three years of teaching experience. Regarding academic rank, most held the position of Assistant Lecturer (64.30%).

1.2 Results of the current conditions and challenges of teacher professional development were as follows:

Teacher professional development in this study was assessed across three dimensions, as follows:

- 1) Social Environment Dimension
- 2) Organizational Environment Dimension
- 3) Personal Development Dimension

The findings from each dimension were presented below.

1) The results of the social environment dimension were presented in Table 2.

Table 2: Level of Teacher Professional Development in the Social Environment Dimension

| Items | \bar{X} | S.D. | Level |
|---|-----------|------|---------|
| Policy support for teachers development | 4.22 | 0.85 | High |
| Social respect for teachers | 4.11 | 0.83 | High |
| EdTech facilitates teaching innovation | 4.36 | 0.70 | Highest |
| Education reform enhances teacher abilities | 4.17 | 0.81 | High |
| Government funding meets development needs | 4.06 | 0.90 | High |
| Socioeconomic constraints on opportunities | 3.53 | 1.13 | High |
| Teacher status matches career expectations | 4.00 | 0.84 | High |
| Overall | 4.06 | 0.64 | High |

According to Table 2, the overall level of teacher professional development in the Social Environment dimension was at a high level, with a mean score of 4.06 ($\bar{X} = 4.06$). Notably, the item “EdTech facilitates teaching innovation” received the highest mean score of 4.36 ($\bar{X} = 4.36$), which was also considered high.

2) Results of the organizational environment dimension were presented in Table 3.

Table 3: Level of Teacher Professional Development in the Organizational Environment Dimension

| Items | \bar{X} | S.D. | Level |
|--|-----------|------|-------|
| Adequate school facilities for teaching | 3.65 | 1.04 | High |
| Equitable development fund allocation | 3.74 | 0.96 | High |
| Interdisciplinary teams boost professional growth | 3.95 | 0.80 | High |
| Objective title evaluation reflects teacher competence | 3.90 | 0.89 | High |
| Compensation aligns with work effort | 3.61 | 0.99 | High |
| Comprehensive training for career stages | 3.79 | 0.90 | High |
| Effective participation in school decisions | 3.71 | 0.99 | High |

Table 3: (continued)

| Items | \bar{X} | S.D. | Level |
|--|-----------|------|-------|
| Leadership prioritizes career planning | 3.94 | 0.92 | High |
| Frequent & impactful development activities | 3.89 | 0.86 | High |
| Transparent and motivating promotion system | 3.80 | 0.93 | High |
| Secure occupational benefits | 3.64 | 1.12 | High |
| Campus culture fosters professional exchange | 3.91 | 0.93 | High |
| Workload impedes development participation | 3.66 | 0.98 | High |
| Overall | 3.78 | 0.74 | High |

According to Table 3, the overall level of professional development in this dimension is also rated as high, with a mean score of 3.78 ($\bar{X} = 3.78$). The item with the highest average is “Interdisciplinary teams boost professional growth,” with a mean score of 3.95 ($\bar{X} = 3.95$), indicating a high level.

3) Results of the personal development dimension were presented in Table 4.

Table 4: Level of Teacher Professional Development in the Personal Development Dimension

| Items | \bar{X} | S.D. | Level |
|--|-----------|------|----------|
| Clear 5-year career plan | 3.90 | 0.82 | High |
| Growing professional identity | 4.09 | 0.77 | High |
| Proactive discipline knowledge updates | 4.08 | 0.72 | High |
| Humanities knowledge fuels teaching innovation | 4.08 | 0.69 | High |
| Physical fitness sustains work intensity | 3.77 | 0.91 | High |
| Work-family conflict reduces engagement | 3.40 | 1.04 | moderate |
| Alignment of educational philosophy with the school vision | 4.06 | 0.73 | High |
| Consistent 10-hour weekly study commitment | 3.83 | 0.84 | High |
| Ethical standards internalized in behavior | 4.16 | 0.73 | High |
| Natural science integration in teaching | 4.13 | 0.71 | High |
| Overall | 3.95 | 0.57 | High |

According to Table 4, the overall level of professional development in the Personal Development dimension is reported at a high level, with a mean score of 3.95 ($\bar{X} = 3.95$). The highest-rated item is “*Ethical standards internalized in behavior*,” with a mean score of 4.16 ($\bar{X} = 4.16$), also at a high level.

Summary of findings across the three dimensions of teacher professional development was as follows:

The analysis of teacher professional development at Guizhou Qiannan Economic College revealed that all three assessed dimensions, 1) Social Environment, Organizational Environment, and Personal Development were rated at a high level overall. Among them, the Social Environment dimension demonstrated the highest overall mean score ($\bar{X} = 4.06$), with the strongest item being “*EdTech facilitates teaching innovation*” ($\bar{X} = 4.36$). The Organizational Environment dimension followed, with an overall mean of 3.78, where “*Interdisciplinary teams boost professional growth*” emerged as the highest-scoring item ($\bar{X} = 3.95$). Lastly, the Personal Development dimension had an overall mean of 3.95, with the item “*Ethical standards internalized in behavior*” receiving the highest rating ($\bar{X} = 4.16$). These results indicate that the faculty members perceive strong institutional and personal support for their professional growth, particularly in relation to the integration of educational technology and ethical development.

In summary, these three dimensions were validated for integration into teacher professional development, integrating rather than separating them, linking policy support, institutional mechanisms, and personal development. They provide a structured framework for future applications, including teacher evaluation, professional training, and institutional development planning.

2. Results of the Development of Teaching

Profession Model

2.1 Development of the Teaching Profession Model

The developed professional development model, based on interviews with 17 experts and guided by the three-dimensional framework identified in the literature review, comprised three dimensions as follows:

2.1.1 Social Environment: This dimension addresses the broader societal factors influencing the teaching profession. It consists of seven indicators as follows:

1) Laws and Regulations: Clear, supportive legislation concerning teacher rights, educational standards, and personnel management.

2) Educational Investment: Adequate funding for education, including budgets, technology, and essential resources.

3) Societal Development: A society that values education, lifelong learning, and respect for teachers.

4) Education System Reform: Progressive reforms promoting quality, equity, and sustainability.

5) Social Status of Teachers: Elevated social recognition and appreciation.

6) Social Atmosphere of Respecting Teachers: A culture valuing teachers and encouraging student achievement.

7) Modern Educational Technology: Integration of advanced technology to enhance teaching and learning.

2.1.2 Workplace Environment: This dimension focuses on conditions within the school affecting teachers, comprising thirteen indicators as follows :

1) Dedicated Funding: Specific funds allocated to support teacher development, school improvement, and professional growth initiatives.

2) School Infrastructure: Adequate and well-maintained school facilities, including classrooms, laboratories, libraries, and other resources necessary for effective teaching and learning.

3) Overall School Climate: A positive and supportive school environment that encourages collaboration, learning, and professional growth among teachers.

4) Development Platforms and Spaces: Opportunities for professional development, such as workshops, conferences, mentoring programs, and collaborative learning experiences.

5) Organizational Leadership: Effective and supportive school leadership that fosters collaboration, shared decision-making, and a positive work environment.

6) Participatory Decision-Making: Involving teachers in school-level decision-making processes to increase their sense of ownership and commitment.

7) Interdisciplinary Team Building: Creating opportunities for teachers to collaborate across disciplines and share best practices.

8) Teacher Development Organizations: Establishing professional organizations to support teacher collaboration, professional growth, and advocacy.

9) Evaluation and Appointment Systems: Fair, transparent, and merit-based systems for teacher evaluation and appointment.

10) Promotion Systems: Clear and equitable systems for teacher advancement and promotion based on merit and professional development.

11) Compensation Systems: Competitive and equitable compensation packages that attract and retain high-quality teachers.

12) Job Security: Providing teachers with job security and stability to reduce stress and allow them to focus on teaching.

13) Training Systems: Comprehensive and ongoing professional development programs that keep teachers up-to-date on best practices and new technologies.

2.1.3 Personal Development: This dimension targets personal attributes and professional growth of teachers, with ten indicators as follows :

1) Career Planning: Teachers should have clear career goals and plans for professional growth and development.

2) Professional Identity: A strong sense of professional identity and pride in the teaching profession.

3) Educational Philosophy: A well-defined educational philosophy that guides teaching practices and interactions with students.

4) Professional Knowledge: High levels of subject matter expertise and pedagogical skills.

5) Humanities, Social, and Natural Sciences Knowledge: Broad knowledge base across various disciplines to provide well-rounded instruction.

6) Professional Ethics: Adherence to high ethical standards and professional conduct.

7) Physical and Mental Health: Maintaining good physical and mental health to ensure effectiveness and well-being.

8) Energy and Enthusiasm: Maintaining a high level of energy and enthusiasm for teaching.

9) Work-Life Balance: Effective strategies for managing work-life balance to prevent burnout and maintain well-being.

10) Working Hours: Reasonable and manageable working hours that allow for adequate preparation and rest.

This three-dimensional model aligns with prior conceptual frameworks, such as Burkquist & Phillips (1975, Online), regarding factors influencing professional development in university teachers.

2.2 The results of the confirmation of the teaching profession model.

The model was further validated through focus group discussions involving stakeholders in teacher professional development and university administrators. Participants agreed with the three-dimensional framework and proposed the following implementation guidelines:

- 1) Policy Development
- 2) Strategic Planning
- 3) Professional Training Programs
- 4) Performance Evaluation
- 5) Work-Life Balance Support
- 6) Benchmarking and Research

This comprehensive approach is expected to effectively support the advancement of the teaching profession when earnestly applied.

3. The Results of Confirmation of the Proposed Teaching Profession Model

The confirmation of the developed teaching profession model at Guizhou Qiannan Economic College was an essential step in ensuring the effectiveness and relevance of the developed teaching strategies. This section outlines the key processes involved in confirming these models, including pilot testing, feedback collection, continuous evaluation and adjustment, and institutional support.

The confirmation method was as follows:

3.1 Pilot Testing

Pilot testing served as the initial phase in confirming the developed teaching profession model. This involved implementing the proposed models in a controlled setting within the college to assess their

feasibility and effectiveness. During this phase, selected courses or programs are targeted for implementation, and various teaching methodologies are applied. The objectives of pilot testing include:

- 1) Real-World Application. To observe how the models operate in actual teaching scenarios and identify any practical challenges.
- 2) Data Collection. To gather quantitative and qualitative data regarding student engagement, learning outcomes, and instructor performance.
- 3) Adjustment Identification. To identify aspects of the developed model that require refinement before broader implementation.

3.2 Feedback Collection

Following the pilot testing, a systematic feedback collection process is initiated to gather insights from all stakeholders involved. This includes:

- 1) Surveys and Questionnaires. Administering structured surveys to students, faculty, and administrative staff to gather opinions on the effectiveness and practicality of the teaching profession model.
- 2) Focus Groups. Organizing focus group discussions with participants to delve deeper into their experiences and perceptions regarding the teaching model.
- 3) Observation and Reporting. Encouraging peer observations, where faculty members can assess each other's implementation of the models and provide constructive feedback.

3.3 Confirmation of Teaching Professions Models

- 1) Results of the expert evaluation of the model. Five experts evaluated the model using Stufflebeam's evaluation framework across five dimensions: Utility, Feasibility, Propriety, Accuracy, and Evaluation Accountability. The mean scores across these dimensions ranged

from 4.56 ($\bar{X} = 4.56$, S.D. = 0.71) to 4.72 ($\bar{X} = 4.72$, S.D. = 0.10), with an overall average of 4.68 ($\bar{X} = 4.68$, S.D. = 0.11), corresponding to a very high level of approval. The experts confirmed that the model is theoretically sound, empirically reliable, and practically applicable in vocational higher education.

2) Results of expert suggestions and model refinement. Expert feedback led to minor revisions in terminology, clarification of indicator boundaries, and inclusion of additional notes about the interaction among the three dimensions. The final Teaching Profession Model, therefore, reflects a balanced integration of social support, institutional mechanisms, and personal growth, offering a clear and validated framework for teacher professionalism in vocational colleges.

Continuous evaluation is vital to ensure the teaching profession model remains relevant and effective. This involves:

1) Ongoing Assessment. Implementing regular assessment cycles to monitor the performance of the teaching models over time. This could involve a standardized testing, a student evaluation form, and performance metrics.

2) Iterative Refinement. Using the insights gained from feedback and assessments to make iterative adjustments to the teaching models. This dynamic process helps to keep the curriculum and teaching methodologies aligned with students' needs and industry trends.

3) Documentation of Changes. Keeping meticulous records of all changes made to the teaching profession model, along with the rationale behind each adjustment. This ensures transparency and aids in future evaluations.

In conclusion, the confirmation of the teaching profession model at Guizhou Qiannan Economic College involves a comprehensive approach that includes pilot

testing, feedback collection, continuous evaluation, and robust institutional support. This multifaceted strategy ensures that the model are effectively tailored to meet the needs of students and the demands of the evolving educational landscape.

The teaching profession model consisted of three dimensions, as shown in Figure 2.



Figure 2 Model of Teaching Professions

Figure 2 illustrates the three dimensions and their respective indicators, as summarised above.

A Teaching Profession Model of each dimension included:

1. Social Environment: This section focuses on the broader societal factors influencing the teaching profession.

1.1 Laws and Regulations: Clear, comprehensive, and supportive legislation regarding teacher rights, education standards, and personnel management within educational institutions. This includes legal protections for teachers, laws governing education, and regulations for hiring and managing school staff.

1.2 Educational Investment: Adequate funding for education, encompassing budgets, technology, and other resources crucial for quality education and teacher development.

1.3 Societal Development: A society that values education, lifelong learning, and the importance of teachers. This includes a culture of respect for educators and a commitment to continuous improvement in education.

1.4 Education System Reform: Progressive reforms focusing on quality, equity, and sustainability within the education system. This supports a positive environment for teacher growth and improved educational outcomes.

1.5 Social Status of Teachers: Elevated social status for teachers, marked by respect, recognition, and appreciation for their contributions to society. This helps attract high-quality individuals to the profession.

1.6 Social Atmosphere of Respecting Teachers and Valuing Education: A societal climate that values teachers and education, fostering a supportive environment for educators and encouraging high levels of student achievement.

1.7 Modern Educational Technology: Integration of modern educational technology to enhance teaching effectiveness, learning experiences, and overall educational quality.

2. Organizational Environment: This section focuses on the conditions within the school and their impact on teachers.

2.1 Dedicated Funding: Specific funds allocated to support teacher development, school improvement, and professional growth initiatives.

2.2 School Infrastructure: Adequate and well-maintained school facilities, including classrooms, laboratories, libraries, and other resources necessary for effective teaching and learning.

2.3 Overall School Climate: A positive and supportive school environment that encourages collaboration, learning, and professional growth among teachers.

2.4 Development Platforms and Spaces: Opportunities for professional development, such as workshops, conferences, mentoring programs, and collaborative learning experiences.

2.5 Organizational Leadership: Effective and supportive school leadership that fosters collaboration, shared decision-making, and a positive work environment.

2.6 Participatory Decision-Making: Involving teachers in school-level decision-making processes to increase their sense of ownership and commitment.

2.7 Interdisciplinary Team Building: Creating opportunities for teachers to collaborate across disciplines and share best practices.

2.8 Teacher Development Organizations: Establishing professional organizations to support teacher collaboration, professional growth, and advocacy.

2.9 Evaluation and Appointment Systems: Fair, transparent, and merit-based systems for teacher evaluation and appointment.

2.10 Promotion Systems: Clear and equitable systems for teacher advancement and promotion based on merit and professional development.

2.11 Compensation Systems: Competitive and equitable compensation packages that attract and retain high-quality teachers.

2.12 Job Security: Providing teachers with job security and stability to reduce stress and allow them to focus on teaching.

2.13 Training Systems: Comprehensive and ongoing professional development programs that keep teachers up-to-date on best practices and new technologies.

3. Personal Development: This section focuses on the personal attributes and professional development of individual teachers.

3.1 Career Planning: Teachers should have clear career goals and plans for professional growth and development.

3.2 Professional Identity: A strong sense of professional identity and pride in the teaching profession.

3.3 Educational Philosophy: A well-defined educational philosophy that guides teaching practices and interactions with students.

3.4 Professional Knowledge: High levels of subject matter expertise and pedagogical skills.

3.5 Humanities, Social, and Natural Sciences Knowledge: Broad knowledge base across various disciplines to provide well-rounded instruction.

3.6 Professional Ethics: Adherence to high ethical standards and professional conduct.

3.7 Physical and Mental Health: Maintaining good physical and mental health to ensure effectiveness and well-being.

3.8 Energy and Enthusiasm: Maintaining a high level of energy and enthusiasm for teaching.

3.9 Work-Life Balance: Effective strategies for managing work-life balance to prevent burnout and maintain well-being.

3.10 Working Hours: Reasonable and manageable working hours that allow for adequate preparation and rest.

Guidelines for Enhancing Teacher Professional Development

This model can be applied to enhance teacher professional development as follows:

1. Policy Development: Guide universities and government bodies in formulating supportive policies for early-career teacher growth.

2. Strategic Planning: Help institutions align resources, leadership, and culture with development needs.

3. Professional Training Programs: Serve as a framework to design comprehensive training addressing institutional and individual aspects.

4. Performance Evaluation: Integrate into appraisal systems for holistic teacher assessment and support.

5. Work-Life Balance Support: Aid institutions in fostering healthy balance, reducing burnout, and improving job satisfaction.

6. Benchmarking and Research: Provide structure for evaluating development initiatives and advancing scholarly work in teacher education.

Discussion

1. Results on the Current Conditions and Challenges of Teacher Professional Development

The study divided teacher professional development into three dimensions: social environment, organizational environment, and personal development. The social environment dimension had the highest overall mean score ($\bar{X} = 4.06$), with *Educational Technology Facilitating Teaching Innovation* scoring highest ($\bar{X} = 4.36$). The organizational environment dimension also rated highly ($\bar{X} = 3.78$), with *Interdisciplinary Teams Facilitating Professional Growth* as the highest item ($\bar{X} = 3.95$). These findings support the view that social, organizational, and personal factors directly impact teacher development.

Similarly, research by Chen & Shen (2025, p. 157) found that institutions benefit from a development framework that integrates digital competence, perceived organizational support, and self-efficacy to promote innovative behavior. Furthermore, this aligns with Kennedy's (2019, pp. 410–426) research showing that sustained professional development leads to significant improvements in teaching quality and student achievement.

2. The Results of Development of Teaching Profession Model

By using interviews with 17 experts regarding the development model of teachers' professional development according to the 3-dimensional framework from the literature review, the development of teachers' professional model in three dimensions involved: 1) Social Environment, with seven indicators, 2) Organizational Environment, with 13 indicators, and 3) Personal Development, with ten indicators. This 3-dimensional form was consistent with the concept of Burkquist & Phillips (1975, Online), which has been mentioned in the measurement index system for factors influencing the professional development of young teachers in universities.

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3. The Results of Confirmation of the Teaching Profession Model

The model confirmation was conducted using focus groups of those involved in teacher professional development and university administrators. The participants agreed with the model in three dimensions and proposed guidelines for its implementation as follows: 1) Policy Development, 2) Strategic Planning, 3) Professional Training Programs, 4) Performance Evaluation, 5) Work-Life Balance Support, and 6) Benchmarking and Research. This approach will contribute to the advancement of the teaching profession if implemented effectively

Suggestions

1. Suggestions for Applying the Research Results

University administrators should prioritize implementation of the model's 30 indicators based on institutional needs and feasibility.

2. Suggestions for Future Research

Further studies may explore the model's effectiveness across different educational contexts, subjects, or school levels.

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มหาวิทยาลัยราชภัฏสกลนคร