

Young Teachers' Professional Development Model in Art Colleges and Universities under Liaoning Province

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ABSTRACT

The objectives of this research were: (1) to explore the components and indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province; and (2) to propose the young teachers' professional development model in Art Colleges and Universities under Liaoning Province.

The research was a mixed methodology, including qualitative and quantitative research. The population of the research was full-time art teachers from 28 Public Art Colleges and Universities under Liaoning Province. There were a total of 3,137 person. The stratified random sampling technique was used to select samples, for totaling 400 samples. The key informants consisted of persons, who had more than 8 years' work experience and highly experienced in academic management, they were obtained by purposive sampling. The instruments used for data collection were semi-structured interview form, and a five-point rating scale questionnaire. The statistics used for data analysis were descriptive statistics and Confirmative Factor Analysis.

The research findings revealed that: (1) there were 5 components and 15 indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province, which consisted of "Career planning", "Practice and growth", "Self development awareness", "Professional skills improvement", and "Advance with times"; and (2) the proposed the young teachers' professional development model in Art Colleges and Universities under Liaoning Province was congruent with the empirical data. The value of

Relative Chi-square (χ^2/df) = 1.197, Degree of Freedom (df) = 62, Statistical Significance (p) = 0.137, Goodness of Fit Index (GFI) = 0.976, Tucker-Lewis Index (TLI) = 0.997, Comparative Fit Index (CFI) = 0.998, Root Mean Square Error of Approximation (RMSEA) = 0.022, met the criterion. And the key components had the weight between 0.76-0.96 higher than 0.70.

Keywords: Professional Development Model, Young Teachers, Art Colleges and Universities, Liaoning Province

1. Introduction

Since the 1950s, teacher development has gradually been regarded as a core element of education reform, and even as the "core of school and teaching reform, which can maximize the reconstruction and revitalization of a country's educational hope." Therefore, emphasizing teacher development has become an important trend in education reform in developed countries (Pan, 2007). With the advent of the knowledge economy, education plays an increasingly important role and has become an important social engine. The quality of education is directly related to the development of future society, and the embodiment of education quality - talent directly affects the progress of technology and the competition of the country, and the key factor in talent cultivation lies in teachers. The report of the 18th National Congress of the Communist Party of China pointed out that "education is the cornerstone of national rejuvenation and social progress", especially emphasizing the need to strengthen the construction of the teaching staff. In the context of the popularization of higher education, the team of university teachers is constantly growing, and higher requirements have been put forward for the quality of the teaching staff. It can be said that the current demand for university teachers in society is no longer satisfied with simple quantitative or short-term on-the-job training, but it is necessary to establish a development perspective that emphasizes more professional characteristics. As a profession and a specialized profession, the professional development of university teachers depends on their own acquired knowledge and knowledge accumulation. The inherent meaning requires them to achieve lifelong and sustainable learning and improvement, and therefore, there is a greater need for timely knowledge growth and updating mechanisms. It can be seen that the discussion and exploration of the professional development of university teachers not only conforms to the needs of the times, but also has important practical significance. In recent years, with the popularization of art majors in Chinese universities and

the expansion of the scale of major universities, the demand for art teachers has further increased.

The professional development of young teachers determines the upper limit for the future development of universities. Young teachers must be the key to the long-term development and bright future of universities. At present, there are still certain problems in the training process of young teachers in art colleges in Liaoning Province. In addition to low salaries for teachers, related research facilities are also not synchronized, greatly limiting the development of young teachers. In addition, although Liaoning Province is an important geographical location on the map of China, it is not the core geographical location. Insufficient policy efforts have led to an abnormal shortage of resources for the development of young teachers, making them feel responsible in the development process. A feeling of having no place to serve the country. Young teachers usually hope to develop and contribute to the school, but they have enough energy. In addition, there are insufficient channels for young teachers to relearn in Liaoning Province, and the promotion channels for young teachers are also limited. Therefore, young teachers have to leave Liaoning Province or China to find more ways to continue education, but they often face a problem. The problem is that when some young teachers encounter universities with higher salaries during their learning process, they will leave Liaoning Province and choose a better region. With the passage of time, the number of young teachers in art colleges in Liaoning Province continues to decrease, directly leading to the loss of youth strength in the development of universities, and the future of universities is also in jeopardy. This research aims to identify the factors that affect the professional development of young teachers through research on this issue, and propose reasonable professional development suggestions on this basis, so that young teachers can find ways to improve their professional level and avoid the occurrence of the aforementioned problems. As a member of the young teachers in art colleges in Liaoning Province, the problems and professional development faced by the researcher are more representative. The researcher deeply feel the difficulties in the professional development of young teachers, as well as many influencing factors in the development process, which directly lead to difficulties in their own development level. Young teachers in art colleges are a special group in the teaching staff of universities. In addition to undertaking a large amount of education, teaching, research, and social services, their own professional abilities are also closely related to their teaching abilities. Therefore, promoting the professional development of young teachers in art colleges is related to the effectiveness of teacher human resources and the improvement of higher education quality. The specific practical

significance includes: (1) conducting empirical analysis on the impact of social environment, workplace, and personal factors on the professional development of art teachers. (2) Evaluate the overall situation of art teachers' professional development and the influencing factors of sub group structure characteristics. (3) Explore policy measures at the social, school, and individual levels to promote the professional development of art school teachers. The purpose of choosing this topic is to overcome current difficulties, explore the problems encountered in professional development, find solutions to these problems, and provide new ideas for the professional development of young teachers at Liaoning Art College.

This research summarized and analyze the theoretical scope and influencing factors of the professional development of young teachers, especially art teachers, in art universities in Liaoning Province. The specific theoretical significance includes: (1) improving and forming theoretical research on the professional development of teachers in art colleges in Liaoning Province. This dissertation defines the connotation of the professional development of young teachers at Liaoning Academy of Arts, and summarizes the structure, stages, and influencing factors of the professional development of young teachers at Liaoning Academy of Arts. (2) On the basis of theoretical reference and data analysis, a theoretical framework has been constructed to research the components and corresponding indicators of the professional development of young teachers in Liaoning Academy of Arts. (3) A model for the professional development of young teachers in art colleges in Liaoning Province was established, and the theoretical model was validated using empirical analysis results.

2. Research Questions

1. What are the components and indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province?
2. What are the young teachers' professional development model in Art Colleges and Universities under Liaoning Province?

3. Research Objectives

1. To explore the components and indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province.
2. To propose the young teachers' professional development model in Art Colleges and Universities under Liaoning Province.

4. Research hypotheses

Young teachers' professional development model in Art Colleges and Universities under Liaoning Province was congruent with the empirical data.

5. Research Method

5.1 Research Design

Used mixed method, both qualitative and quantitative, first the qualitative to explore the components and indicators of young teachers' professional development through content analysis from 20 literature and research related, included interview 7 key informants. After that quantitative method was employed to collect the empirical data from the respondent through survey questionnaire.

5.2 Population and Sample / Key Informants

(1) This research used the purposive sampling method by selected 7 key informants who had title of Professor and Associate Professor, and more than 8 years' work experience for in-depth interviews. They were educational experts from China, and relatively senior in teaching, academia, and scientific research. And all work in Art Colleges and Universities under Liaoning Province, and they were highly experienced in academic management.

(2) The population in this study, they were full-time art teachers in 28 Public Art Colleges and Universities under Liaoning Province, totalling 3,137 teachers. The sample group obtained by proportional stratified random sampling. The sample size was determined by using G*Power program, totally 400 teachers.

5.3 Research Instruments

Researcher used semi-structured interview form, and a five-point rating scale questionnaire. The quality of questionnaire was assessed by validity and reliability. For content validity, it was checked by five experts and analysed by Item-Objective Congruence (IOC). For the reliability, it was analysed by Cronbach's alpha coefficient.

5.4 Data Analysis

The researcher used descriptive statistics to describe the demographic variables and inferential statistics, for the model of young teachers' professional development. CFA would be employed for finding and estimate the parameter in this situation.

6. Research Results

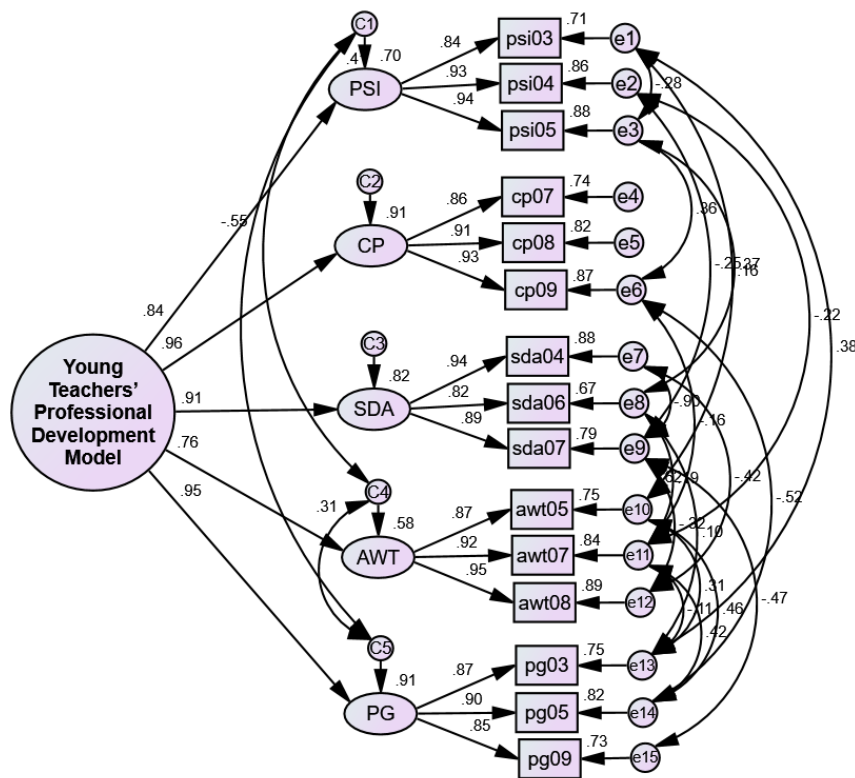
Step (1) Exploring the components and indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province. It was a qualitative research. The researcher has studied related literature about the concept, principles, and theories, related research on young teachers' professional development about 20 literature as well as in-depth interview from 7 key informants who has title of Professor and Associate Professor, and more than 8 years' work experience. They were educational experts from China, and relatively senior in teaching, academia, and scientific research. Purpose sampling method was employed. Semi-structured interview form and data record form was used. And highly experienced academic management experts 5 person who had more than 10 years' work experience in classifying and screening all the components comprehensively. Data collection was performed by the researcher. The collected data was analyzed by content analysis.

Step (2) Proposing the young teachers' professional development model in Art Colleges and Universities under Liaoning Province. It was a quantitative research. The researcher used the components and indicators of young teachers' professional development from step (1) to prepare an instrument as a questionnaire as to collect data from samples in order to propose the model of young teachers' professional development in Art Colleges and Universities under Liaoning Province. Population consisted of 3137 who were full-time art teachers in Public Art Colleges and Universities under Liaoning Province. They came to 28 Public Art Colleges and Universities under Liaoning Province. The sample size was approximate 400 samples, determined by the G*Power program, with a stratified random sampling technique.

The researcher employed a questionnaire which composed of three parts; Part I: General information of the respondents (8 items). Part II: Questionnaire about Young Teachers' Professional Development in Art Colleges and Universities under Liaoning Province (45 items). Part III: Suggestions and additional comments. Instrument was developed as a questionnaire. The quality of questionnaires were assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was ≥ 0.60 . For the reliability, it was analyzed by Cronbach alpha at 0.960. The questionnaires were sent by online, E-mail, and researcher.

The data of demographic variables were analyzed by descriptive statistics, frequency, and percentage. The components and indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province were analyzed by descriptive statistics; Arithmetic Mean (\bar{X}), Standard Deviation (S.D.), Skewness (Sk.), Kurtosis (Ku.) and Coefficient of Variation (C.V.).

The inferential statistics used in the analysis included KMO and Bartlett's Test. The components and indicators of young teachers' professional development were analyzed by Confirmatory Factor Analysis (CFA) to reduce irrelevant indicators, with a statistically ready-made program (SPSS) and AMOS program to analyze models. The value of Relative Chi-square (χ^2/df) = 1.197, Degree of Freedom (df) = 62, Statistical Significance (p) = 0.137, Goodness of Fit Index (GFI) = 0.976, Tucker-Lewis Index (TLI) = 0.997, Comparative Fit Index (CFI) = 0.998, Root Mean Square Error of Approximation (RMSEA) = 0.022, all in line with specified criteria. As shown in Figure 1.



Chi-square = 74.240; df = 62;
 Relative Chi-square = 1.197; P = .137; GFI = .976;
 AGFI = .954; TLI = .997; CFI = .998; RMSEA = .022;

Figure 1 Show the second order of young teachers' professional development model that was congruent with the empirical data

From the research objectives, major findings were revealed as follows:

1. There were 5 components of young teachers' professional development in Art Colleges and Universities under Liaoning Province which consisted of: (1) Career Planning, (2) Practice and Growth, (3) Self Development Awareness, (4) Professional Skills Improvement, and (5) Advance with Times.

2. There were total 15 indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province. Details were as follows:

Component 1: Career Planning, it was the latent variable that consisted of 3 indicators:

(1) Young teachers can learn to manage, optimize management, and improve efficiency.

(2) Young teachers can exert their personal subjective initiative and actively plan their career development plans.

(3) Young teachers can adjust their mentality in work, learn to face problems with calm and open-minded attitude, and rationally face job burnout.

Component 2: Practice and Growth, it was the latent variable that consisted of 3 indicators:

(1) Young teachers can coordinate and balance various factors in practice, and continuously grow.

(2) Young teachers can have the identity of professional mission.

(3) Young teachers can actively promote the reform of management systems and enhance their enthusiasm for scientific research, innovation, and practice.

Component 3: Self Development Awareness, it was the latent variable that consisted of 3 indicators:

(1) Young teachers can pay attention to the process and experience of one's own life growth, and stimulate one's active learning awareness.

(2) Young teachers can have a positive awareness of seeking truth and carry out self-education.

(3) Young teachers can motivate individuals' internal motivation and self-development needs through appropriate external incentive mechanisms.

Component 4: Professional Skills Improvement, it was the latent variable that consisted of 3 indicators:

(1) Young teachers can achieve self-improvement through innovative driving forces.

(2) Young teachers can focus on the meaning and value of one's own life.

(3) Young teachers can have professional concept, professional emotion, professional orientation and professional self.

Component 5: Advance with Times, it was the latent variable that consisted of 3 indicators:

(1) Young teachers can make systematic planning for future development goals.

(2) Young teachers can further strengthen the professionalism in the new era.

(3) Young teachers can optimize the institutional environment for professional growth and development.

This research result was concluded that young teachers' professional development model in Art Colleges and Universities under Liaoning Province from theory and research related was congruent with the empirical data. It was based on research assumptions.

7. Discussion

7.1 Discussion about major findings of objective 1

There were 5 components and 15 indicators of young teachers' professional development in Art Colleges and Universities under Liaoning Province which consisted of: (1) Career Planning, (2) Practice and Growth, (3) Self Development Awareness, (4) Professional Skills Improvement, and (5) Advance with Times. The major findings were revealed as such because these components and corresponding indicators can enhance the young teachers' professional development in Art Colleges and Universities under Liaoning Province or the whole country. This topic has important practical significance in this research field. Young teachers are the backbone of the future development of universities. Cultivating young people is particularly important. The professional development of young teachers determines the upper limit for the future development of universities. Young teachers must be the key to the long-term development and bright future of universities. This paper can help Liaoning Province or national art universities cultivate young teachers, provide reasonable suggestions and training methods, and its purpose is to solve the problems of the development of various art majors. Provide innovative training programs for universities.

7.2 Discussion about major findings of objective 2

The young teachers' professional development model in Art Colleges and Universities under Liaoning Province from theory and research related was congruent with the empirical data. The major findings were revealed as such because this model helps to construct a teacher evaluation index system that conforms to the characteristics of the art discipline. Guided by the theory of teacher professional development and the concept of development evaluation, with the goal of promoting teacher professional development, researching the construction process of the evaluation index system for university teachers can systematically classify the level of teacher professional development. The selection of evaluation indicators and the process of system construction provide a reference for constructing a teacher evaluation system that conforms to the characteristics of art disciplines in Liaoning Province. As shown in Figure 2.



Figure 2 Professional development model mind map for young teachers of Art Colleges and Universities under Liaoning Province

8. Recommendations

Professional development of young teachers in Art Colleges and Universities under Liaoning Province is a complex process, influenced by multiple factors. Research shows that both individual and school environment and social environment play an important

role in the professional development activities of young teachers. In order to promote the professional development of young teachers, we need to consider the influence of school environment and social environment, and formulate corresponding policies and measures according to the development stage of young teachers. At the same time, the creation of external environment can create good conditions for the professional development of young teachers, and young teachers themselves also need to show their autonomy and endogenous motivation, and constantly improve their professional knowledge and ability. Through these efforts, the professional development of young teachers in Art Colleges and Universities under Liaoning Province can be promoted.

Through systematic and sustained research, this dissertation obtained a set of young teachers' professional development model with theoretical and practical significance. It can help young art teachers' professional development, improve their professional fields, and enable them to move forward on the path of professional improvement that is no longer confusing. Provide reasonable suggestions and training methods for cultivating young teachers in art universities in Liaoning Province or across the country, with the aim of solving the development problems of various art majors. Can help universities retain outstanding young teachers. It helps to construct a teacher evaluation index system that conforms to the characteristics of art disciplines, systematically categorizes the professional development level of teachers, and provides a reference for constructing a teacher evaluation system that conforms to the characteristics of art disciplines in Liaoning Province. Indicating the direction for art colleges in Liaoning Province or nationwide, as a talent cultivation goal for various universities, and providing effective guidance plans for cultivating teacher strength, teacher evaluation, and professional improvement, so that each teacher can find the best path for their own development. By formulating a professional development plan based on young art teachers and constructing a model for the professional development of young teachers in art colleges in Liaoning Province, an improvement strategy can be implemented to promote the comprehensive development of teachers. It can be seen that the discussion and exploration of the professional development of university teachers not only conforms to the needs of the times, but also has important practical significance.

The results of this research found that 3 of the 5 components had the highest comprehensive statistical values, namely, "Career Planning", "Practice and Growth" and "Self Development Awareness".

1. "Career Planning", it consists of:

(1) Young teachers can learn to manage, optimize management, and improve efficiency.

(2) Young teachers can exert their personal subjective initiative and actively plan their career development plans.

(3) Young teachers can adjust their mentality in work, learn to face problems with calm and open-minded attitude, and rationally face job burnout.

2. “Practice and Growth”, it consists of:

(1) Young teachers can coordinate and balance various factors in practice, and continuously grow.

(2) Young teachers can have the identity of professional mission.

(3) Young teachers can actively promote the reform of management systems and enhance their enthusiasm for scientific research, innovation, and practice.

3. “Self Development Awareness”, it consists of:

(1) Young teachers can pay attention to the process and experience of one's own life growth, and stimulate one's active learning awareness.

(2) Young teachers can have a positive awareness of seeking truth and carry out self-education.

(3) Young teachers can motivate individuals' internal motivation and self-development needs through appropriate external incentive mechanisms.

The management direction has been pointed out for the professional development of young teachers in art colleges in Liaoning Province, the professional development goals have been clarified, a talent development and training plan has been formulated, and an evaluation system has been constructed. In the future, young teachers can improve their professional level and growth model based on the above three aspects, constantly supervise and improve themselves. Enable young teachers in higher education in Liaoning Province and even across the country to maximize their own value. It has a broad impact and reference value on the educational development of the country, society, and universities, such as young teachers, leaders, relevant personnel, and students.

In the future research, we will further explore the professional development of young teachers from the following four aspects:

Firstly, thoroughly investigate the specific needs of young teachers. Understanding the needs, challenges and expectations of young teachers in professional development through qualitative research methods, such as in-depth interviews or focus group discussions. This provides a more comprehensive understanding of their mental state,

career goals and stages of development, providing the basis for the development of targeted support measures.

Secondly, explore the relationships of individual characteristics and professional development. Quantitative research methods, such as questionnaires, are used to investigate and analyze the relationship between young teachers' individual characteristics (e. g., gender, age, educational background) and their professional development. This can help identify possible differences and needs of different groups in professional development, providing a basis for personalized support measures.

Thirdly, to investigate the impact of the school environment on the professional development. By observing and investigating school environmental factors, such as educational resources, leadership support, and professional development opportunities, to research the degree and mode of the influence of school environment on the professional development of young teachers. This helps to understand the level of school support for young teachers and the existing space for improvement, and to provide a basis for improving school management and providing targeted support measures.

Finally, compare the situation of different art colleges. Comparative studies among multiple art colleges to explore the educational models, professional development support mechanisms and practical experiences of different colleges. This helps to obtain a wider range of data from a cross-college perspective, provide a basis for experience exchange and reference between colleges, and promote the professional development of young teachers.

Through the in-depth exploration of the above research suggestions, we can further understand the professional development of the young teachers of Liaoning Art College, and provide a strong basis for the formulation of more effective policies and measures. This will help to enhance the professional quality and ability of young teachers and promote their long-term development in the field of art education.

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