
CURRENT STATUS ,PROBLEMS AND SUGGESTIONS OF THE TEACHER
PROFESSIONAL DEVELOPMENT SUPPORT SYSTEM IN THE SCHOOL
OF EDUCATION AND PSYCHOLOGICAL SCIENCES OF
SICHUAN UNIVERSITY OF SCIENCE
AND ENGINEERING

Gu Hong¹, Somkiet Tunkaew², Somyos Chanboon³

Corresponding Author E-mail: 2110801743@qq.com

Received: May 24, 2025; Revised: Jul 07, 2025; Accepted: Jul 26, 2025

Abstract

This study took the School of Education and Psychological Sciences at Sichuan University of Science and Engineering as a case 1) to investigate the current status, 2) to existing problems of the professional development support system for university teachers and 3) to propose targeted improvement strategies. It aimed to enrich the theoretical discourse on teacher professional development and offer practical references for optimizing support systems and improving teacher management policies in higher education institutions. Grounded in three core dimensions—institutional support, instrumental support, and emotional support—the research employs literature analysis and questionnaire survey methods to examine teachers' satisfaction with the support system provided by the university. The total sample size was 36, and the analysis data by descriptive statistics. The findings indicated that while overall satisfaction with the current system is moderately upward, teachers report relatively low satisfaction in areas such as promotion and rewards, academic development, humanistic care, and psychological support. The average score was 2.694, 2.750, 3.417, 2.917, 2.639, respectively. Based on these issues, the study proposed the following suggestions: 1) enhancing emotional support to improve teachers' professional well-being; 2) improving institutional mechanisms to clarify career development paths and evaluation standards; 3) and strengthening instrumental support to promote teachers' academic and professional growth.

Keywords : Higher Education Faculty, Professional Development, Support System

¹ Doctor of Education, Faculty of Education, Chiang Rai Rajabhat University

² Lecturer, Faculty of Education, Chiang Rai Rajabhat University

³ Lecturer, Faculty of Humanities and Social Sciences, Chiang Rai Rajabhat University

Introduction

In recent years, the country has attached great importance to the professional development of university teachers and introduced a series of policies to promote the improvement of the support system for teacher professional development and enhance the overall quality of the teaching staff. For example, in 2018, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era", which pointed out the need to establish a teacher training system with classified development and hierarchical support, and encourage universities to build a learning community to promote experience sharing and collaborative growth among teachers. In addition, in 2020, the Central Committee of the Communist Party of China and the State Council issued the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era", emphasizing the establishment of a scientific and reasonable teacher evaluation mechanism, breaking the evaluation orientation of "only papers, only professional titles, and only awards", and promoting the multidimensional growth of teachers. In 2024, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Promoting the Spirit of Educators and Strengthening the Construction of a High quality and Professional Teacher Team in the New Era", which clearly stated the need to enhance the teaching and educational abilities of teachers and improve the development support service system for university teachers. The implementation of these policies is not only to meet the strategic needs of educational modernization, talent cultivation, and national innovation and development, but also to provide long-term institutional guarantees for the professional development of university teachers and the improvement of the support system.

The academic community has also formed a relatively systematic understanding of the connotation of the teacher professional development support system. Kang, D. (2024: 19) pointed out that the "support system" refers to the construction of a closely connected and interdependent support system that fully mobilizes the roles of various related and complementary support elements in order to promote overall development. Yin, Y. (2022: 5) believes that the teacher professional development support system is a system composed of multiple complementary support elements, aimed at promoting the professional development of teachers through the synergistic effect of institutions, organizations, resources, and systems. Zhao, Y., Fu, Y., and Luo, Q. (2017: 63) further proposed that the system should include three main parts: a learning community, a teacher professional development center, and a school system, constructing a multi-level and networked support system. Zhu, P. (2020: 83) believes that the system is an organic collection of various support elements provided by education departments and training institutions from the perspectives of policy and training. In addition, Chen, J. (2024:5) pointed out that the teacher support system at the school level mainly covers five core dimensions: institutional support, resource support, activity support, management support, and spiritual support. Liu, S., Guo, J., and Zhao, X. (2022: 80) believe that the school support service system refers to a series of mutually independent and internally connected incentive strategies within the school. Overall, the support system for teachers' professional development is not a combination of single elements, but a multi-party, multi-level, and dynamic system. Its core goal is to promote teachers' professional growth, improve their teaching and research level, and enhance their sense of professional identity and belonging through a scientific and reasonable support mechanism. The importance of the teacher professional development support system has also been widely recognized in

academia. Yang, X. (2023: 72) believes that building a reasonable support system can help promote the professional growth of teachers and encourage university administrators to formulate more targeted teacher development policies. Gong, C. (2024: 114) pointed out that a sound teacher support system can not only provide assistance for teachers' professional development, but also optimize the overall educational ecology of universities, and help improve the quality and efficiency of higher education. Yin, Y. (2022: 1) advocates for the construction of a scientific and reasonable teacher professional development support system through multidimensional collaborative effects such as systems, resources, institutions, and organizations. She believes that the research on teacher professional development support system expands the scope of teacher professional development theory and has practical guidance significance for school managers to formulate education reform policies. In addition, Lv, Y. (2016: 23) emphasized that a sound teacher development support system can stimulate teachers' creativity and improve the overall quality of the teaching staff. Su, P., & Zou, T. (2022: 98) also proposed that the construction of an ecological support system for teacher professional development can encourage teachers to consciously integrate ecological resources and achieve long-term sustainable development. However, although the importance of the teacher development system has been recognized by everyone and universities are actively promoting the construction of the teacher development support system, there are still many challenges in the actual operation process. Li, Q. (2024: 1) found that some universities have not yet formed a systematic and sustainable support system for teacher assessment, training, motivation, and other aspects; The imbalance of learning resources and the lack of high-quality teacher support and guidance have led to a lack of clear growth paths for teachers in their career development process. In addition, the lack of emotional and psychological support is also a weak link in the current development system of university teachers. Teachers not only need support for professional development, but also need to receive more attention in terms of mental health, professional identity, and job satisfaction, which is often overlooked in the current university support system. Yang, X. (2023: 1) conducted field investigations on young teachers in private universities in Guangdong Province, focusing on school support, self support, and other dimensions. The study found that some private universities still provide limited support for young teachers in training, scientific research development, job title evaluation, salary and benefits, which affects the deep development of teachers in teaching and research fields. Boeskens, L., Nusche, D., and Yurita, M. (2020: 6) pointed out the OECD Teachers' Professional Learning (TPL) study seeks to support the development of effective TPL policies and practices in schools and school systems.

At present, the School of Education and Psychological Science at Sichuan University of Science and Engineering has a relatively clear support system for teachers' professional development, and has taken a series of measures to promote teachers' professional development. However, there are still some problems, such as some measures in the support system being not specific enough and not fully implemented, which restrict the further development of teachers.

In summary, although some insights have been proposed in previous studies on the construction of a support system for the professional development of university teachers, current research mostly focuses on concepts, importance, and overall development frameworks, with relatively little practical research on specific universities or departments. Based on this, this article takes the School of Education and Psychological Science at Sichuan University of Science and Engineering as an example to conduct

research on the current situation, problems, and optimization paths of the teacher professional development support system.

Research Objectives

1. To investigate the current situation of the professional development support system for teachers in the School of Education and Psychological Science at Sichuan University of Science and Engineering.
2. To analyze the problems in the teacher professional development support system of the School of Education and Psychological Science at Sichuan University of Science and Engineering.
3. To propose suggestions for optimizing the professional development support system for teachers in the School of Education and Psychological Science at Sichuan University of Science and Engineering.

Research Methodology

1. Research Methods

1.1 Literature research method

Researchers mainly conducted literature searches using keywords such as "Teacher Professional Development Support System", "Teacher Development System", "University Teacher Development System", and "School Support" through CNKI and Google Scholar Database. They extensively read relevant literature and organized, analyzed, and summarized the retrieved information to understand the development dynamics and research trends of the teacher professional development support system, and also provided reference for designing questionnaire content.

1.2 Questionnaire survey method

On the basis of reading literature, the researchers referred to the perspective of social support theory that focuses on instrumental and emotional support, combined with the "Opinions on Promoting the Spirit of Educators and Strengthening the Construction of a High quality Professional Teacher Team in the New Era" issued by the Central Committee of the Communist Party of China and the State Council in 2024, as well as existing research, selected mature questionnaires that are consistent with this study, and made appropriate adaptations based on the research purpose, research route, and framework to develop the "Survey Questionnaire on the College Support System for Teacher Professional Development". The scope of the questionnaire includes basic information of the survey subjects and the current status of the teacher professional development support system. Among them, basic information includes gender, age, teaching experience, education, degree, and professional title; The current status of the teacher professional development support system includes three dimensions: institutional support, instrumental support, and emotional support. Each question is measured using the Likert five point scale, with "very dissatisfied", "not very satisfied", "average", "relatively satisfied", and "very satisfied" assigned 1-5 points respectively. Through questionnaire surveys, researchers can obtain first-hand information on the current status of the teacher professional development support system, providing empirical materials for exploring the problems existing in the support system.

2. Research Tools

The core research tool of this article is the "Survey Questionnaire on the College Support System for Teacher Professional Development" developed based on the questionnaire compiled by Li (2024) and Yang (2023), combined with the actual situation and needs of this study.

3. Collect data and analyze

Questionnaire first passed 5 expert assessments, $IOC > 0.6$, then 30 questionnaires were issued for pre-surveys, and then officially issued a questionnaire. Researchers used the Wenjuanxing platform to create a questionnaire and distributed it to teachers from the School of Education and Psychological Science at Sichuan University of Science and Engineering through QQ and WeChat. The questionnaire had a response rate and validity rate of 100%. Afterwards, SPSS statistical analysis software was used to analyze the collected data, and the basic information of the survey subjects was mainly analyzed for frequency, percentage, and other factors. The current status of the teacher development support system is mainly analyzed through mean and standard deviation. The reference standard value for mean analysis data is "1.00-1.50", which indicates "the current situation is very poor or the problem is very serious"; 1.51-2.50 "indicates" poor current situation or relatively serious problems "; 2.51-3.50 "means" the current situation is average or the problem is average "; 3.51-4.50 "means" the current situation is good or the problem is relatively small "; 4.51-5.00 "means" the current situation is very good or basically no problem ".

Research Results

1. Sample statistical characteristics

Table 1 Statistical Characteristics of Samples

Name	Option	Quantity	Percentage (%)
Gender	male	11	30.56
	female	25	69.44
Age	26-35 years old	24	66.67
	36-45 years old	9	25.00
	45 years old and above	3	8.33
Length of teaching	5 years or less	22	61.11
	6-10 years	4	11.11
	11-20 years	7	19.44
	Over 20 years	3	8.33
Academic degree	Master	24	66.67
	Dr	12	33.33
Title	teaching assistant	17	47.22
	lecturer	15	41.67
	associate professor	2	5.56
	professor	2	5.56

According to Table 1, the proportion of males in the sample is 30.56%, and the proportion of females is 69.44%. In terms of age distribution, the age group of "26-35 years old" is the most concentrated, accounting for 66.67% of the total population. The age group of "45 years old and above" has the lowest number, accounting for only 8.33% of the total population, while the rest are in the age group of "36-45

years old", accounting for 25%. In terms of teaching experience distribution, the number of people with "5 years or less" teaching experience is the highest, accounting for 61.11% of the total, followed by those with "11-20 years" teaching experience, accounting for 19.44% of the total, and then those with "6-10 years" teaching experience, accounting for 11.11% of the total. The number of people with "20 years or more" teaching experience is the lowest, accounting for only 8.33% of the total. The proportion of people with a master's degree in the sample is as high as 66.67%, and the proportion of people with a doctoral degree is 33.33%. The sample mostly consists of "teaching assistant" and "lecturer" titles, accounting for 88.89% of the overall sample. The number of people with "associate professor" and "professor" titles is the same, with a proportion of 5.56%.

2. Scale testing

To ensure the rigor of the investigation, it is necessary to conduct reliability and validity tests on the data.

2.1 Reliability analysis

Table 2 Reliability Analysis

Dimension	Investigation content	Item number	Cronbach α
Institutional support	Teacher learning system	D1	0.865
	Teacher teaching and research system	D2	
	Teacher training system	D3	
	Teacher assessment and evaluation system	D4	
	Teacher reward system	D5	
	Teacher position promotion system	D6	
	Teacher salary and welfare system	D7	
Instrumental support	Investment in learning resources	E1	0.877
	Teaching facilities and equipment	E2	
	Funding investment for learning	E3	
	Carry out various educational and teaching activities	E4	
	Discipline construction	E5	
	Apply for scientific research projects and funding support	E6	
	Publish paper support	E7	
	Support participation in domestic and international Academic conferences	E8	

Emotional support	Construction of teacher ethics and conduct	F1	0.918
	College culture construction	F2	
	Colleague relationship	F3	
	Leaders and superiors are concerned	F4	
	Guidance on teacher career development planning	F5	
	Leadership team philosophy	F6	
	Humanistic concern	F7	
	Psychological health and stress relief	F8	
	Learning community	F9	
Overall questionnaire			0.944

The reliability of the questionnaire in this study was measured using Cronbach's alpha coefficient and analyzed using SPSS software. The results are shown in Table 2. It is generally believed that an alpha coefficient value higher than 0.8 indicates good reliability, while an alpha coefficient value between 0.7-0.8 indicates good reliability. The overall reliability coefficient of this questionnaire is 0.944, which is greater than 0.8, with a reliability coefficient of 0.865 for the institutional support dimension; The reliability coefficient of the instrumental support dimension is 0.877; The reliability coefficient of the emotional support dimension is 0.918, indicating that the reliability of this questionnaire is good.

2.2 Validity analysis

Table 3 Validity Analysis

KMO and Bartlett's test		
KMO sampling suitability quantity		0.715
Bartlett's sphericity test	Approximate chi square	838.526
	freedom	276
	significance	0.000

This questionnaire was tested for validity using KMO and Bartlett's test, and the results are shown in Table 3. It is generally believed that a KMO value higher than 0.8 indicates good validity, while a KMO value between 0.7-0.8 indicates good validity. The KMO value of this questionnaire is 0.715, which is greater than 0.7, indicating good validity and suitability for extracting information from the research data.

2.3 Descriptive Analysis

Table 4 Descriptive Analysis of Satisfaction with Teacher Professional Development Support System

Investigation content	\bar{x}	SD	Level
Teacher learning system	3.778	0.422	Good
Teacher teaching and research system	3.667	0.478	Good
Teacher training system	3.778	0.485	Good
Teacher assessment and evaluation system	3.333	0.632	Average
Teacher reward system	2.750	0.604	Average
Teacher position promotion system	2.694	0.710	Average
Teacher salary and welfare system	3.111	0.575	Average

Investment in learning resources	3.750	0.500	Good
Teaching facilities and equipment	4.083	0.500	Good
Funding investment for learning	3.667	0.535	Good
Carry out various educational and teaching activities	3.806	0.401	Good
Discipline construction	3.583	0.554	Good
Apply for scientific research projects and funding support	3.417	0.806	Average
Publish paper support	3.444	0.695	Average
Support participation in domestic and international Academic conferences	3.417	0.692	Average
Construction of teacher ethics and conduct	4.056	0.532	Good
College culture construction	3.778	0.722	Good
Colleague relationship	3.778	0.485	Good
Leaders and superiors are concerned	3.389	0.728	Average
Guidance on teacher career development planning	3.667	0.478	Good
Leadership team philosophy	3.944	0.475	Good
Humanistic concern	2.917	0.874	Average
Psychological health and stress relief	2.639	0.762	Average
Learning community	2.750	0.806	Average
Support system	3.264	0.554	Good

Based on literature review, researchers have divided the current status of the college support system for teacher professional development into three dimensions: institutional support, instrumental support, and emotional support. Institutional support mainly refers to a series of rules and regulations established and implemented by the college, while instrumental support mainly includes the college's support in learning resources, facilities, equipment, and funding to meet the needs of teacher professional development. Emotional support mainly includes the college's construction of teacher ethics and style, college culture, leadership philosophy, teacher physical and mental health, and humanistic care. According to the reference standard for analyzing data based on the average value mentioned earlier, it can be seen from Table 4 that the overall evaluation of the support system is above average, with minor issues and an average value of 3.264; The problems of teacher assessment and evaluation system, teacher reward system, teacher position promotion system, and teacher salary and welfare system in the institutional support dimension of the system are generally average, with average values of 3.333, 2.750, 2.694, and 3.111, respectively; The issues related to applying for scientific research projects and funding, supporting publication of papers, and supporting participation in domestic and international academic conferences in the instrumental support dimension are generally average, with average values of 3.417, 3.444, and 3.417, respectively; In the dimension of emotional support, issues related to leadership and superior care, humanistic care, teacher mental health and stress relief, and learning community are generally average, with average values of 3.389, 2.917, 2.639, and 2.750, respectively; After ranking the average value of the "general problem" item, researchers found that the average values of the teacher reward system, teacher promotion system, humanistic care, mental health and stress relief, and learning community in the college support system for teacher professional development were all less than 3.00, indicating that respondents had lower satisfaction with these five aspects in particular. A small standard

deviation indicates that the data is relatively concentrated, while a small standard deviation indicates that the data is relatively scattered. As shown in Table 4, the survey respondents have the greatest differences in "humanistic care" with a standard deviation of 0.874, and the smallest differences in "teacher learning system" with a standard deviation of 0.422.

2.4 Correlation analysis

Table 5 Pearson correlation coefficients between variables

	Age	Length of teaching	Academic degree	Title	Institutional support	Instrumental support	Emotional support	Support system
Age	1							
Length of teaching	0.952**	1						
Academic degree	-0.184	-0.170	1					
Title	0.674**	0.636**	0.339*	1				
Institutional support	0.199	0.101	0.196	0.428**	1			
instrumental support	0.019	-0.089	-0.034	0.018	0.540**	1		
Emotional support	0.012	-0.109	0.090	0.172	0.676**	0.699**	1	
Support system	0.072	-0.054	0.090	0.218	0.819**	0.856**	0.933**	1

Note: * $p < 0.05$, ** $p < 0.01$

Correlation analysis is a statistical method that studies whether there is a certain correlation between two or more variables. When there is a relationship between two or more variables, changes in one variable may affect changes in another variable. Correlation analysis can quantify the strength and direction of this relationship. This article uses Pearson correlation coefficient to represent the strength of the correlation relationship. According to Table 5, age is positively correlated with teaching experience and professional title, teaching experience and professional title are positively correlated, degree and professional title are positively correlated, professional title is positively correlated with institutional support, institutional support is positively correlated with instrumental support and emotional support, instrumental support is positively correlated with emotional support, and there is a significant positive correlation between the support system and all dimensions. The correlation coefficient between the support system and emotional support is the highest, at 0.933; Next is instrumental support, with a correlation coefficient of 0.856; Finally, there is institutional support with a correlation coefficient of 0.819.

Conclusions and Discussions

This study conducts empirical analysis on the teacher professional development support system of the School of Education and Psychological Science at Sichuan University of Science and Engineering. The research results indicate that the overall evaluation of the current support system by the interviewed teachers is above average, but there is still significant room for optimization in areas such as teacher promotion incentives, academic development support, humanistic care, and mental health protection.

Correlation analysis shows that emotional support has the most significant impact on teachers' professional identity and development motivation ($r=0.933$), indicating that relying solely on institutional guarantees and resource investment is difficult to meet teachers' multidimensional development needs, and more attention should be paid to teachers' emotional support and professional well-being. The innovation of this study lies in exploring the support system for university teachers at the departmental level, filling the research gap at the micro level; Emphasize the interactive relationship between institutions, tools, and emotional support; Using quantitative data for analysis provides objective and quantifiable research evidence; Propose targeted optimization strategies and provide actionable suggestions for university administrators.

Overall, this study deepens the understanding of the support system for teacher professional development, emphasizes the importance of emotional support in promoting teacher career growth, and provides empirical evidence for universities to optimize teacher development policies. This study verifies the importance of institutional support, tool-based support, emotional support to teachers' professional development, and provides a reference for university managers' development policies. College managers need to further strengthen relevant support, especially to strengthen the support of weak links, such as strengthening humanistic care and academic support, paying attention to faculty and health education, etc.

Suggestions

1. Improve emotional support for teachers and enhance their professional well-being

Research shows that teachers' satisfaction with emotional support is relatively low, especially in areas such as humanistic care, mental health and stress relief, and learning community (mean less than 3.0). Therefore, the college should increase its attention to the psychological and emotional health of teachers, establish psychological counseling and support mechanisms, organize stress relief activities, and pay attention to the physical and mental state of teachers. At the same time, we should enhance humanistic care for teachers, such as improving holiday benefits, optimizing office environments, and improving teacher rest spaces, in order to create a warm atmosphere for educating students. In addition, a teacher learning community should be established, such as teaching and research groups, teacher studios, etc., to enhance teachers' emotional belonging and teamwork abilities, and help them continue to grow.

2. Improve institutional support for teachers, optimize teacher development paths and evaluation mechanisms

The current satisfaction level of the college in terms of assessment and evaluation, reward system, and promotion mechanism is relatively low (average below 3.5), indicating that the support at the institutional level is not yet perfect. It is suggested to improve the teacher evaluation system, promote the transformation from "scientific research only" to a diversified comprehensive evaluation method of "teaching research service", and introduce mechanisms such as peer review, student feedback, and developmental evaluation. And further clarify the promotion path and standards for teachers, establish a professional title application consultation and support platform, and enhance the transparency and operability of the system. At the same time, positive incentives can be strengthened and teachers' internal drive for growth can be stimulated through methods such as selecting teaching achievement awards and youth backbone awards

3. Enhance instrumental support and promote the in-depth development of teachers' academic and professional expertise

There is still room for improvement in teachers' satisfaction with research support, paper publication, academic exchange, and other aspects. The college can strengthen its support for the academic development of teachers, increase its support for scientific research project applications, paper publications, and international academic exchanges, optimize the allocation of academic resources, and enhance teachers' research enthusiasm. For example, the approval process for stamping scientific research projects can be optimized, research start-up funds can be added, a mechanism for incubating teaching and research projects can be established, and teachers can be encouraged to actively apply for various research projects; At the same time, optimize the academic achievement reward mechanism and provide appropriate multidimensional support such as funding, performance, and time. And simplify the academic exchange procedures, ensure the funding and time resources for teachers to participate in domestic and international academic conferences, and establish a broader academic development platform for them. Improving the supply level of teaching and research resources such as books, materials, and databases is also an important guarantee for teachers to continuously improve.

References

- Boeskens, L., Nusche, D., & Yurita, M.(2020). **Policies to support teachers' continuing professional learning: A conceptual framework and mapping of OECD data**, OECD Education Working Papers, (235).
- Cao, M. , & Xu, S. (2022). **Investigation and analysis of the professional development motivation of young university teachers in China**. Higher Education Forum, (05), 19-23.
- Chen, J. (2024). **Research on the school support system for rural teachers' professional development** [Master's thesis]. Mudanjiang Normal University.
- Gong, C. (2024). **The construction path of the professional development support system for university teachers**. China University Science and Technology, (04), 113-114.
- Kang, D. (2024). **Research on the current status and optimization strategies of the professional development support system for rural preschool teachers**. [Master's thesis]. Jishou University.
- Li, Q. (2024). **Research on school support for the professional development of public vocational school teachers**[Master's thesis].Hubei University.
- Liu, S., Guo, J., & Zhao, X. (2022). **Research on the impact mechanism of the school support service system on the teaching innovation of young rural teachers**. Teacher Education Research, 34(01), 78-85.
- Lv, Y. (2016). **Analysis and reconstruction of the rural teachers' professional development support system**. Educational Theory and Practice, 36(17), 22-24.
- Su, P., & Zou, T. (2022). **Construction of a professional development support system for rural teachers from the perspective of educational ecology**. Journal of Fuyang Institute of Technology, 33(01), 97-102.
- Sun, Y. (2022). **Research on the support for preschool teachers' professional development under the background of curriculum gamification**. [Master's thesis].Northwest Normal University.

-
- Yang, X. (2023). Research on the professional development support system for young teachers in private universities. [Master's thesis].Guangzhou University.
- Yin, Y. (2022). Optimization research on the professional development support system for middle-aged teachers in rural junior high schools. [Master's thesis].Three Gorges University.
- Zhang, Y. (2022). Construction of a professional development service support system for university teachers based on organizational support theory. *Journal of Suzhou University of Science and Technology (Social Science Edition)*, 39(06), 101-106.
- Zhao, Y., Fu, Y., & Luo, Q. (2017). Investigation and research on the reform of classroom teaching models in key middle schools in Shanxi Province—A case study of F Middle School. *Educational Theory and Practice*, 37(01), 61-64.
- Zhu, P. (2020). Research on the construction of a professional development support system for rural teachers under the background of targeted poverty alleviation. *China Adult Education*, (18), 82-84.