

Disciplined leadership, professional learning, and development among Chinese vocational college professors

Li, Hongzhang ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines

Received: 1 April 2024

Available Online: 15 June 2024

Revised: 15 May 2024

DOI: 10.5861/ijrsm.2024.1071

Accepted: 30 May 2024

ISSN: 2243-7770

Online ISSN: 2243-7789

OPEN ACCESS



Abstract

Understanding the interaction among disciplined leadership, professional learning, and development among Chinese vocational college professors is crucial for fostering an environment conducive to the career advancement of Chinese vocational college professors, enhancing the educational standards, and bolstering competitiveness. These three factors are interconnected and mutually reinforcing. Currently, there is a lack of research simultaneously investigating these three factors. This study employed a descriptive research method to investigate disciplined leadership, professional learning, and development among Chinese vocational college professors. A total of 550 participants from six universities in China were involved. The results indicate that there is an almost equal number of male and female respondents, with the majority aged between 31 and 40 years old, holding deputy senior positions or above, and having more than six years of service. The respondents unanimously agreed on all indicators of disciplined leadership, demonstrating proficiency in team leadership, work engagement, and stress management, while placing significant emphasis on organizational leadership and personal development. Likewise, the respondents endorsed all indicators under professional learning, particularly valuing collaboration with colleagues and acquiring new knowledge. Concerning professional development, the respondents showed consensus on all indicators, prioritizing a conducive professional environment and cognitive and emotional responses. The length of service significantly influenced summary and reflection, while no other dimensions displayed significant differences. A strong correlation was found among disciplined leadership, professional learning, and development, suggesting that higher disciplined leadership leads to increased professional learning and better professional development. A teacher training program aimed at enhancing disciplined leadership, professional learning, and development was proposed. The primary recommendations of this study suggest that professors may need to focus on clarifying the discipline's vision and strategy, enhancing communication skills, improving decision-making, fostering team cohesion, and adapting to change. Continuous efforts and practices should be made to improve leadership skills, enabling professors to contribute more significantly to the discipline's long-term

development. Chinese vocational college administrators may need to allocate more resources, provide training, and offer guidance to professors, assisting them in effectively allocating time for reflection and self-assessment. The proposed teacher training program could be considered for implementation and subsequent evaluation. Further research could delve deeper into disciplined leadership, professional learning, and development among Chinese vocational college professors, as well as explore additional factors or variables that may impact the current study, such as work efficiency, teaching quality, and teaching skills. The aim is to enhance teacher development initiatives targeting disciplined leadership, professional learning, and development among Chinese vocational college professors for discussion, implementation, and evaluation.

Keywords: disciplined leadership, professional learning, professional development, Chinese vocational college

Disciplined leadership, professional learning, and development among Chinese vocational college professors

1. Introduction

Vocational education modernization is an important component of education modernization. According to the strategic deployment of "China's Education Modernization 2035," Chinese vocational colleges, as an important part of China's education system, bear the important task of cultivating high-level technical talents and improving the vocational literacy of workers (Sun, 2019). On October 25, 2022, the Ministry of Education of the People's Republic of China issued the "Notice on Doing Well in the Recognition of 'Dual-Teacher' Teachers in Vocational Education" and introduced the "Basic Standards for 'Dual-Teacher' Teachers in Vocational Education (Trial)" to guide and encourage vocational college teachers to follow the path of "dual-teacher" development, taking the lead in comprehensive education, enterprise practice, teaching reform, social services, and professional development of teachers (Zhang, 2022). In summary, the Chinese government has clearly defined the target direction, specific requirements, measures, and stage path for vocational education and vocational college teachers through policy and institutional arrangements. Therefore, it is imperative to improve the level of education in Chinese vocational colleges and enhance their competitiveness.

Teachers are key to the high-quality development of Chinese vocational colleges. For Chinese university teachers, disciplined leadership has a positive impact on teacher development (Guo, 2022), and professional learning has become a necessary means to enhance teachers' professional abilities (Wang, et. al., 2020). Teachers' professional development is endless, and teachers' professional competence is the foundation of students' core professional competence cultivation and the fundamental guarantee for educational development (Zuo, et. al., 2019). Disciplined leadership refers to the perspective of disciplines from the organizational environment and system. It aims to achieve the goals of disciplinary organizations by building a sound organizational atmosphere through organizational culture and discipline, strengthening team building, and promoting individual development. It connects relevant elements within the organization, generates systematic collaborative mechanisms, and enhances the ability to efficiently utilize internal and external resources (Guo, 2022). It can promote organizational development by consolidating various factors within the organization. In terms of the research object of leadership, it not only limits leadership to managers and the description of leader behavior but also studies the influence exerted by all members of the organization, thereby broadening the scope of leadership research.

Žydzūnaitė (2018) researched from the perspective of leadership behavior and concluded that disciplinary leadership includes aspects of fair and effective management, shared goal vision and strategy, teaching and research leadership, cross-departmental collaborative leadership, and development and identification skills. Zhou (2022), on the other hand, explored the influence and construction of disciplinary team leadership in terms of organizational member characteristics, organizational environment, organizational operation mechanism and disciplinary leaders in the context of first-class discipline construction. It is believed that besides personal charisma, discipline leaders should also possess such characteristics as respect for knowledge, law, practice and creation, pursuit of truth, strategic positioning ability and opportunity grasping ability, scientific and technological stimulation power and culture shaping power, as well as scientific and technological leadership power.

In the context of "double first-class" construction, Song (2022) studied the current development of interdisciplinary academic organizations in Chinese universities, and emphasized the importance of strengthening the reform of interdisciplinary organization system and management and operation system, as well as the construction of academic leadership with the core of leadership of organization leaders. Lu (2021), on the other hand, through his study of the characteristics of universities as knowledge-based organizations, argues that academic leadership is both individual and organizational leadership, with strong professionalism, requiring teaching ability, application ability, integration ability, and discovery ability.

Despite the lack of a theoretical analytical framework for disciplinary leadership in existing leadership research, most scholars have explored the content of disciplinary construction, the evaluation system of disciplinary construction, and the dimensions of interdisciplinary cooperation. Meanwhile, scholars have also focused mainly on leadership in the areas of academics, teaching, individual teachers, informatization, curriculum, and disciplinary leaders. Professional learning refers to teachers actively acquiring new knowledge, collaborating with colleagues, continually reflecting and summarizing, and daring to experiment and innovate in order to better achieve educational goals (Zhao et al., 2018).

Zhao et al. (2018) investigated 864 rural teachers in Q City, Shandong Province, and studied the mechanism of the influence of work environment on rural teachers' professional learning by establishing structural equation modeling with work environment as the independent variable and professional learning as the dependent variable. Meanwhile, Bootstrap method was used to test the mediating effect of psychological capital in this influence process. The results of the study showed that there were significant generational differences in professional learning and psychological capital among rural teachers. Work environment factors such as transformational leadership, procedural fairness, and collegiality had significant effects on rural teachers' professional learning, while psychological capital played a fully mediating effect between the two. Based on these results, it is recommended to improve the unfavorable environment that constrains rural teachers' innovation and learning, to stimulate their motivation for independent learning, to enhance psychological capital, and to implement differentiated support policies for rural teachers of different generations.

Zhu et al. (2023) reconstructed the thinking and practice path of teachers' professional learning through Gilles Deleuze's post-critical humanism theory, especially the assemblage, rhizomatics, and line metaphors (including grammatical, molecular, and escape lines) in it. This theory breaks the traditional dichotomous, static and compartmentalized mode of thinking and seeks continuity, diversity and heterogeneity of thinking activities. As a result, teacher professional learning is faced with a threefold shift in perspective: at the ontological level, it is seen as a highly mediated "human coexistentialist" activity involving multiple elements; it is not only a being, but also a generating one, with political and situational characteristics; and it circumvents the constraints of the kyriarchal line and utilizes both the molecular line and the escape line for pedagogical activity innovation.

According to the theoretical logic of Deleuze's post-critical humanism, the dominant international model of professional learning for teachers is mainly driven by "process-outcome" thinking, which ignores the impact of multiple policy contexts on teachers' professional learning and practice. This has led many university teacher training programs to continue to view teachers as experts in imparting knowledge to learners, to view learning as a passive participatory process of 'bank-saving', and to view schooling, curricula, and teaching as inherently depoliticized (Freire, 2018). Linear and simplistic thinking about teacher professional development incorrectly assumes that teachers have full agency to engage in professional learning and put their adopted pedagogical philosophies into practice in the classroom in their entirety, failing to take into account the moderating role of multiple contextual factors (Simmie, 2021).

Teachers' professional learning practices are emergent and generative temporary "phenomena," the joint, temporary product of a collection of teachers. Teachers' professional learning practices are constantly being transformed as different elements enter the teaching collection (Zhu et al., 2023). Professional development refers to the development of an individual in their professional role. The professional development of both in-service and pre-service teachers is an interpersonal and intrapersonal process within a specific social environment. Through this process, they critically acquire and develop knowledge, skills, and emotional intelligence (Judicael, 2020). Osman et al. (2020) delved into teachers' motivation to integrate professional development into their practice. A scale was developed to measure teachers' motivation to implement professional development in their classrooms. The study involved three samples of teachers (totaling 1,388) and the scale was developed and validated in an iterative process. Findings suggest that the scale is a reliable instrument for measuring teacher expectations, successful implementation, value of implementation, and perceived costs of implementation.

Based on the Theory of Planned Behavior, Xu (2023) conducted a multidimensional analysis of the deep-rooted causes of the professional development dilemma of senior "dual-teacher" teachers. It put forward the construction path of professional development for higher vocational "dual-teacher" teachers, including improving the professional development system to guide and motivate the formation of positive subjective norms; strengthening the in-service training system to improve teachers' perceived behavioral control; and creating a good development environment to cultivate positive attitudes towards professional development. Chen (2020) utilized the bibliographic and documentary analysis methods to systematically sort out the 70-year development history of listed companies in mainland China. The continuity and changes in development since the establishment of Professional Learning Communities (PLCs) in mainland China were analyzed. Major changes identified include increased administrative responsibilities, shifts in the direction of collective work, and integration with other professional development efforts. However, PLCs remain a top-down collaborative strategy for teacher professional development in China. This study highlights the lessons learned from teacher professional development in China and provides rich material for the global discussion of implementing PLCs for teacher professional development.

Overall, while research on disciplined leadership, professional learning, and development is relatively abundant, and the importance of teacher professional learning for school improvement has been widely recognized, much of the focus has been on primary and secondary school teachers, as well as university teachers. There is currently a gap in research regarding Chinese vocational college professors. Therefore, this paper delves into the current status of disciplined leadership, professional learning, and development among Chinese vocational college professors. It aims to explore their strengths and identify existing issues, analyze relevant influencing factors, and propose training programs to enhance their disciplined leadership, professional learning, and development. This endeavor aims to further improve the overall educational quality of Chinese vocational colleges, which is of significant importance for nurturing high-level technical talent and enhancing the vocational competence of the workforce in China.

Objective of the Study - The study determined disciplined leadership, professional learning, and development among Chinese vocational college professors. Specifically, it sought to describe the demographic profiles of the participants in terms of age, sex, years of service to the school / institution, professional title grade, to determine the disciplined leadership in terms of individual leadership, team leadership, organizational leadership, work engagement and work stress, personal development; to identify the professional learning in terms of colleague collaboration, summary and reflection, experimental innovation, gain new knowledge; to assess professional development in terms of cognitive and emotional responses, professional actions, professional environment among Chinese vocational college professors; to test the difference of responses on disciplined leadership, professional learning and development when grouped according to the profile variables; to establish the significant relationship among disciplined leadership, professional learning and development; and to propose an teacher training program to improve the quality of Chinese vocational college professors based on the results of the study.

2. Methods

Research Design - The researcher used the descriptive method in the assessment of disciplined leadership, professional learning and development among Chinese vocational college professors. According to Siedlecki (2020), the descriptive method is used in the assessment and finds answers to questions through the analysis of variables' relationship. It is very important and preliminary to the study to utilize various school documents and records to serve as basis for evaluating programs as basis for development and improvement. The present research also employed descriptive and correlational methods of research to describe and explain the relationships among disciplined leadership, professional learning and development. Descriptive method of research was employed in this study. Descriptive method of research is a research design that is appropriate for studies which aim to find out what prevails in the present: conditions or relationships, held opinions and beliefs, processes and effects, and developing trends.

Participants of the Study - The respondents of this study are Chinese vocational college professors, including those from Jiangmen Polytechnic, Guangdong Jiangmen Chinese Medicine College, Guangdong Jiangmen Preschool Teachers College, Guangdong NanFang Institute of Technology, Guangdong Vocational College of Post and Telecom, Jiangmen Technician College, and other similar institutions. These professors completed a questionnaire regarding disciplined leadership, professional learning, and development. Data were collected from Chinese vocational colleges using WJX.CN. Utilizing Raosoft software, the sample size for this survey was estimated to be at least 385 individuals with a probability of 95%. Collected survey responses were required to be complete, and incomplete questionnaires were excluded.

Data Gathering Instrument - A questionnaire was distributed to selected participants of the Chinese vocational college professors. The questionnaire was subjected to the criticism of the adviser for proper scrutiny of the instrument. The questionnaire was divided into four parts: The first part is the introduction of the interviewees: sex, age, years of service to the school/institution, professional title grade (Zhong, 2022). The second part is the discipline leadership questionnaire (Guo, 2022), including individual leadership, team leadership, organizational leadership, work engagement and work stress and personal development. The third part is the professional learning questionnaire (Liu, 2016), including colleague collaboration, summary and reflection, experimental innovation, gain new knowledge in four aspects. The fourth part is the professional development questionnaire (Judicael, 2020), including cognitive and emotional responses, professional actions, three aspects of professional environment. Some of the words in the relevant questionnaire were changed to suit the needs of the researchers. After the maturation scale was established, a small sample was tested 58 questionnaires were completed. 10 Indicators Cronbach Alpha coefficient was above 0.9, achieving a grade of excellence. 1 Indicators Cronbach Alpha coefficient was above 0.8, achieving a grade of good. Indicators Cronbach Alpha coefficient was above 0.7, achieving a grade of acceptable.

Data Gathering Procedures - The following steps were taken to complete this research. Firstly, the survey questionnaire was converted into an online questionnaire using WJX. It was distributed and collected via WeChat one-on-one messaging. Then, a small sample was selected to test the validity and reliability of the questionnaire. The purpose of the survey was detailed and faculty consent and support were obtained to ensure that the data collected were true and valid. This study outputs survey data, uses SPSS to verify the validity of the data and eliminates abnormal data and invalid data to ensure the accuracy of the questionnaire. A total of 550 data were received in this survey, 0 invalid data were excluded, and 550 valid data were obtained. -WJX- did not allow the submission of incomplete questionnaires, hence there were no invalid data.

Data Analysis - The following statistical tools were utilized for data analysis. Frequency and percentage distributions were used to describe respondents' basic characteristics in terms of age, sex, years of service to the school/institution, and professional title grade. Weighted mean and ranking were employed to assess disciplined leadership (comprising individual leadership, team leadership, organizational leadership, work engagement and work stress, personal development), professional learning (encompassing colleague collaboration, summary and reflection, experimental innovation, gaining new knowledge), and professional development (involving cognitive and emotional responses, professional actions, professional environment). Results of the Shapiro-Wilk test indicated that the p-values for the main variables were greater than 0.05, indicating a normal distribution of the dataset. Therefore, independent sample t-tests for two groups and analysis of variance for three groups were employed as part of non-parametric tests to determine significant differences. Similarly, Pearson product-moment correlation was utilized to test significant relationships among variables. The Likert scale ranging from 3.50 to 4.00 denoted "strongly agree," 2.50 to 3.49 denoted "agree," 1.50 to 2.49 denoted "disagree," and 1.00 to 1.49 denoted "strongly disagree." Furthermore, all data were processed using statistical software SPSS version 26, with a significance level set at $\alpha = 0.05$ for further interpretation of research results.

Ethical Considerations - The surveyors must ensure accurate and error-free communication of information. It is crucial to convey to the participating professors that the purpose of the experiment is to investigate disciplined leadership, professional learning, and development. The questionnaire is anonymous, and the entire survey process

maintains anonymity. Strict confidentiality of the collected data is ensured. All data presented in the document are authentic and valid. Additionally, ethical approval has been obtained from the LPU-B Research Ethics Review Committee.

3. Results and discussion

Table 1
Summary Table on Discipline Leadership

Indicators	Weighted Mean	Verbal Interpretation	Rank
Individual Leadership	2.80	Agree	5
Team Leadership	2.85	Agree	1.5
Organizational Leadership	2.84	Agree	3.5
Work Engagement and Work Stress	2.85	Agree	1.5
Personal Development	2.84	Agree	3.5
Composite Mean	2.84	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents the respondents assessment on discipline leadership. The composite mean of 2.84 indicates that the respondents agreed in general. Among the items cited, Team Leadership, Work Engagement and Work Stress obtained the highest mean score of 2.85, followed by Organizational Leadership and Personal Development. The assessment results of respondents reflect that in the current work environment, Team Leadership, Work Engagement, and Work Stress are considered crucial leadership abilities. Additionally, Organizational Leadership and Personal Development are also valued by respondents. An excellent team leader can effectively coordinate and integrate the work of team members, inspire the team's potential, and achieve higher work objectives. Furthermore, leaders should be passionate about their work and actively engage in it. They should be able to effectively cope with and manage work stress while maintaining a positive work state.

Ye et al. (2019) aimed to enhance the leadership abilities of education team leaders in higher education institutions, promote cooperation among education team members, strengthen the overall strength and cohesion of the team. Based on the classification of personality in psychology and relevant leadership theories, they analyzed the relationship between leadership qualities in higher education teams and team building, and explored the improvement of leadership qualities in higher education teams. Strategies for improving leader personalities were summarized, emphasizing that leaders should maintain humility, confront their personality weaknesses, maintain an open mindset, and work on improving their weaknesses. From the perspectives of professionalization, institutionalization, and subjectivity, the characteristics of university education leaders were proposed. Zhou (2022) discusses the impact and construction issues of discipline team leadership from the perspectives of organizational member characteristics, organizational environment, organizational operation mechanisms, and academic leaders, against the backdrop of first-class discipline construction. Discipline team leadership is strengthened through the following aspects: optimizing the structure of core members in discipline teams; self-cultivation of academic leaders; improving team operation mechanisms and assessment systems; establishing a common vision to inspire member enthusiasm. Wu (2023) argues that ordinary team managers also need to possess leadership skills. Team managers can cultivate their leadership by improving their own qualities and abilities, strengthening the team's vision and direction, increasing empowerment and trust, and enhancing respect and sincerity. This enables them to better lead the team towards healthy development and achieve established team goals.

Zhan et al. (2023) conducted semi-structured in-depth interviews with 44 leaders and coded the obtained interview data to derive items for a resilience leadership scale. The results indicated that resilient leadership significantly positively predicted self-efficacy and work engagement, while negatively predicting work stress and emotional exhaustion. Meanwhile, items Individual Leadership (2.8) rated the least. Respondents acknowledge the significant role of Individual Leadership in disciplined leadership. The development of disciplines relies on leaders with excellent leadership capabilities who possess outstanding personal qualities and can lead the team forward collectively. Ma (2022) argues that personal leadership is the pursuit of self-improvement, a method for grassroots employees to enhance their abilities, and a combination of hard skills and soft skills for individuals to

realize their value in the workplace. Personal leadership can be gradually enhanced through goal setting, finding meaning, making choices, and maximizing human potential. This process helps in cultivating personal leadership and improving overall enterprise capabilities. Wei (2020) posits that leaders should possess high levels of moral character, managerial abilities, and exemplary work ethics. Only when leaders possess these qualities can they fully leverage the value of leadership, gain recognition from school faculty and staff, mobilize the enthusiasm of all members to participate in school management, cultivate leadership characteristics within the school, and infuse the overall development of the school with vitality and vigor.

Table 2
Summary Table on Professional Learning

Indicators	Weighted Mean	Verbal Interpretation	Rank
Colleague Collaboration	2.83	Agree	1
Summary and Reflection	2.81	Agree	3.5
Experimental innovation	2.81	Agree	3.5
Gain New Knowledge	2.82	Agree	2
Composite Mean	2.82	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents the respondents assessment on professional learning. The composite mean of 2.82 indicates that the respondents agreed in general. Among the items cited, Colleague Collaboration obtained the highest mean score of 2.83, followed by Gain New Knowledge. Professors in Chinese vocational colleges endorse collaboration among colleagues and the pursuit of new knowledge because these behaviors align with the emphasis on teamwork and continuous learning in Chinese culture. Collaborative efforts among colleagues not only facilitate resource sharing and exchange of experiences but also lead to continuous enhancement of individual professional capabilities and overall team effectiveness.

Wang et al. (2021) argue that fostering positive teacher-colleague relationships plays a crucial role in promoting students' holistic development, enhancing teachers' personal qualities, and cultivating a positive collective of educators. Teachers should adhere to professional ethical requirements by showing mutual respect, fostering fair competition through communication and sharing, fostering unity and cooperation for collective progress, thus promoting the healthy development of teacher-colleague relationships. Liang, et. al., (2020) utilized PISA 2015 data from four provinces (municipalities) in China to explore the impact of teacher collaboration on student academic performance. The results indicate that teacher collaboration positively affects student outcomes and can indirectly influence student achievement through the mediating chain of "student-centered teaching practices → student learning motivation."

However, there is also research suggesting that conflicts or exclusions among colleagues may arise, indicating a need for further strengthening mechanisms for colleague collaboration. Li et al. (2020) highlight the critical importance of constructive responses to teacher conflicts in the construction of teacher learning communities. Such constructive responses encompass various aspects, including problem-solving approaches at the task-oriented level, professional-oriented responses, and communication-facilitating approaches. Additionally, they include perspective-expanding approaches at the interpersonal level, truth-seeking responses, emotional refinement approaches, as well as process-oriented optimization, innovative thinking, and vision clarification. These constructive response strategies play a vital role in stimulating teachers to change their perspectives, improving organizational culture, and ensuring smooth channels for dealing with conflicts constructively within learning communities. Guo et al. (2019) argue that the current state of collaboration culture among vocational college teachers is characterized by a certain sense of community consciousness but insufficient spontaneous collaboration effort, with teaching collaboration outnumbering research collaboration. Moreover, there is a lack of ability to address practical issues collaboratively. The fundamental strategies for fostering a culture of collaboration among vocational college teachers involve internal changes to ignite teachers' growth from within and external support to create a conducive school institutional culture.

Meanwhile, items Summary and Reflection (2.81), Experimental innovation (2.81) rated the least.

Respondents agree that experimental innovation and reflective summarization are essential in professional learning. Professors in Chinese vocational colleges recognize that regular reflective summarization and teaching innovation are crucial pathways to enhancing teaching capabilities. However, relatively lower scores indicate the need for strengthening in reflective summarization and teaching innovation. According to the implementation guidelines of the new curriculum reform released by the Chinese Ministry of Education, teachers are required to enhance their own literacy and professional abilities by possessing self-reflection and critical thinking awareness, as well as the ability to reflect on educational practices, assess their teaching behaviors in a timely manner, and devise improvement strategies based on self-assessment results (Ayniwar, 2022).

Li et al. (2022) established a three-level linkage mechanism with schools, colleges, and grassroots teaching organizations as the main bodies to construct a "three-in-one four-module" teaching quality assurance system from the perspectives of teacher teaching, student academic performance, quality monitoring, and feedback mechanisms. They innovated the teacher quality evaluation mechanism and cultivated teachers' reflective and innovative abilities to empower the improvement of teaching quality. Sun (2023) analyzed the principles of enhancing the teaching quality of young university teachers from a reflective perspective. Combining the significance of improving teaching quality, strategies were proposed to establish a quality assurance system for young teachers, improve the evaluation mechanism of young teachers' teaching quality, and actively cultivate the reflective and innovative abilities of young teachers, aiming to continuously enhance the teaching quality of young university teachers.

Regarding experimental innovation, Chen et al. (2022) pointed out existing deviations in the recognition of the concept of university teacher teaching innovation, as well as deficiencies in the guarantee of teaching academic system and a weak teaching academic culture. They proposed promoting university teacher teaching innovation through proper understanding of the essence of university teacher teaching innovation, construction of a teaching academic system, and creation of a teaching academic culture atmosphere. Xue et al. (2022) provided insights into the first National University Teachers' Teaching Innovation Competition and conducted an overall analysis of winning works from four dimensions: region, teacher, discipline, and curriculum. They proposed recommendations for promoting teaching innovation, including teaching academic thinking based on a multi-domain academic perspective, building open learning communities beyond individuals, deepening teaching reforms beyond technology, designing a closed-loop reflection of ideological and political education aligned with the concept of "Four News," and integrating multidimensional integrated space teaching beyond the classroom, aiming for further breakthroughs in teaching innovation.

Table 3
Summary Table on Professional Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
Cognitive and Emotional Responses	2.80	Agree	2
Professional Actions	2.79	Agree	3
Professional Environment	2.83	Agree	1
Composite Mean	2.80	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents the respondents assessment on professional development. The composite mean of 2.80 indicates that the respondents agreed in general. Among the items cited, professional environment obtained the highest mean score of 2.83, followed by cognitive and emotional responses. Respondents acknowledge the influence of the professional environment on professional development. In Chinese Vocational College, the crucial organizational environment for the professional development of university teachers is the institution (Wang, 2020). As the backing unit for professors, the organizational support provided by the school, namely a conducive professional environment, plays an indispensable role in their professional development. This environment includes practical working conditions provided by the school, such as material conditions, career advancement opportunities, and training opportunities for professors.

Zeng et al. (2019) explicitly emphasize the significant position of university teachers and advocate fostering

a culture of respecting and valuing teachers. They suggest establishing a fair and reasonable compensation system, increasing positive incentives for teachers, innovating the evaluation mechanism for professional titles, advancing the reform of teacher assessment and evaluation systems, establishing mechanisms for humane care, and building harmonious interpersonal relationships, all of which can effectively enhance the job satisfaction of university teachers. Tang (2019) suggests that by leveraging the leadership of primary and secondary school principals and subject teaching leaders, giving teachers full autonomy in professional learning and teaching research, using theoretical guidance from education experts as theoretical support, and collaborating from various aspects to build a professional learning community for teachers, effective support can be provided for their professional development, thus contributing to the improvement of teacher quality. Sumarto et al. (2020) employed literature review method to trace literature related to effective management, teachers, and schools. Several findings regarding professional teacher management, including commitment to organizational culture or to the student learning process, mastering profound subjects and how to teach them, being able to systematically reflect on what they do and learn from experience, and being part of a learning society, suggest that their professional environment enables them to enhance their professionalism, making it a crucial indicator for creating an effective school.

Meanwhile, items professional actions (2.79) rated the least. Respondents acknowledge the significant role of professional actions in professional development. However, the overall scores are relatively low, indicating that there is room for improvement among professors in Chinese Vocational College in terms of self-efficacy and personal learning. Teacher self-efficacy refers to an individual teacher's perception and judgment of their own abilities. High self-efficacy can leave a sense of fulfillment in teachers' consciousness, helping them build confidence and steadily progress towards professional development. Xu, et. al., (2019), using self-efficacy theory as a starting point, conducted research and data analysis on the status of teachers in Inner Mongolia's distance open education. They proposed measures such as establishing a "1 + 1" project for teachers, where distance teachers share how to conduct professional teaching and publish a related paper; organizing cultural salons for teachers to actively discuss professional development and progress; and establishing a community of intellectual teachers to share teaching knowledge, all of which effectively enhance teachers' self-efficacy and promote overall professional development. Hong (2021) conducted a study with 161 newly appointed university teachers to investigate the relationship between their occupational self-efficacy, occupational burnout, and their intention to leave. The research found that first, there was a significant negative correlation between the occupational self-efficacy of newly appointed university teachers and their occupational burnout and intention to leave. Second, occupational burnout mediated the relationship between teacher self-efficacy and intention to leave. This indicates that enhancing teacher self-efficacy helps alleviate occupational burnout, thereby reducing the intention to leave and promoting the professional autonomy development of newly appointed university teachers.

Table 4 displays the association between Discipline Leadership and Professional learning. The computed *r*-values indicates a moderate direct correlation and the resulted *p*-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the discipline leadership, the better is the professional learning.

Table 4
Relationship Between Discipline Leadership and Professional Learning

Individual Leadership	rho-value	p-value	Interpretation
Colleague Collaboration	.436**	0.000	Highly Significant
Summary and Reflection	.484**	0.000	Highly Significant
Experimental Supervision	.464**	0.000	Highly Significant
Gain New Knowledge	.469**	0.000	Highly Significant
Team Leadership			
Supportive and Appreciative Supervisor	.431**	0.000	Highly Significant
Collegiality and Workplace Relationships	.424**	0.000	Highly Significant
Income and Job Security	.389**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.442**	0.000	Highly Significant

Organizational Leadership			
Supportive and Appreciative Supervisor	.428**	0.000	Highly Significant
Collegiality and Workplace Relationships	.425**	0.000	Highly Significant
Income and Job Security	.419**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.427**	0.000	Highly Significant
Work Engagement and Work Stress			
Supportive and Appreciative Supervisor	.477**	0.000	Highly Significant
Collegiality and Workplace Relationships	.465**	0.000	Highly Significant
Income and Job Security	.435**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.471**	0.000	Highly Significant
Personal Development			
Income and Job Security	.441**	0.000	Highly Significant
Autonomy, Creativity at Work, and Student Relationship	.489**	0.000	Highly Significant
Working Conditions and School Culture	.470**	0.000	Highly Significant
Advancement and Professional Growth	.428**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Fostering discipline leadership through initiatives such as instructional leadership team projects effectively promotes teachers' professional learning. The professionalism, knowledge, and skills of teachers form the basis of subject leadership. It is essential to continually improve professional learning communities for teachers, satisfying their needs for belonging, autonomy, and competence. This fosters the enhancement of teachers' subject leadership, thereby achieving more effective professional learning.

Wei (2020) evaluated the "Instructional Leadership Teams" project initiated in California, a statewide collaborative professional learning initiative providing learning opportunities for teachers, transforming teaching practices, enhancing student engagement, and showcasing teacher leadership. The ILC project, tailored to local contexts, fostered teacher-led professional learning paradigms through peer assistance, multi-faceted support, systematic follow-up, and strategic relationships, promoting teachers' professional learning and school-based training models. Wei (2020) provided a review of Teacher Leadership and Compensation Systems (TLCS) in Iowa, USA. TLCS offered three models for district selection, enabling tailored teacher leadership plans while providing multi-level support for teachers and school leaders, emphasizing plan implementation supervision and evaluation. TLCS implementation positively impacted Iowa's teacher retention rates, collaborative teacher culture, professional development, and student achievement. Editorial (2023) examined principal leadership, suggesting that principals with a learning orientation emphasize professionalism, knowledge, and skills as the cornerstones of their influence, shaping leadership. Li et al. (2019) proposed a model for enhancing professional learning communities for online university English teachers based on self-determination theory. They recommended schools and communities provide support environments satisfying teachers' needs for belonging, autonomy, and competence. This helps teachers fully utilize the advantages of community platforms, respect teacher leadership, enhance teacher leadership, foster harmonious community atmospheres, establish various teacher learning modalities, and ensure genuine teacher learning.

Table 5
Relationship Between Discipline Leadership and Professional Development

	rho-value	p-value	Interpretation
Individual Leadership			
Cognitive and Emotional Responses	.529**	0.000	Highly Significant
Professional Actions	.504**	0.000	Highly Significant
Professional Environment	.454**	0.000	Highly Significant
Team Leadership			
Cognitive and Emotional Responses	.496**	0.000	Highly Significant
Professional Actions	.481**	0.000	Highly Significant
Professional Environment	.437**	0.000	Highly Significant

Organizational Leadership			
Cognitive and Emotional Responses	.409**	0.000	Highly Significant
Professional Actions	.458**	0.000	Highly Significant
Professional Environment	.431**	0.000	Highly Significant
Work Engagement and Work Stress			
Cognitive and Emotional Responses	.449**	0.000	Highly Significant
Professional Actions	.443**	0.000	Highly Significant
Professional Environment	.395**	0.000	Highly Significant
Personal Development			
Cognitive and Emotional Responses	.438**	0.000	Highly Significant
Professional Actions	.483**	0.000	Highly Significant
Professional Environment	.403**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 5 shows the association between Discipline Leadership and Professional Development. The computed r -values indicates a moderate direct correlation and the resulted p -values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the discipline leadership, the better is the professional development. There is a positive correlation between subject leadership and professional learning, with the former enhancing the quality of education. The improvement of teachers' leadership abilities promotes their professional development, enhancing their professional knowledge and teaching skills, ultimately improving the quality of education. Furthermore, subject leadership acts as a catalyst for teachers' professional growth. The enhancement of teachers' leadership abilities boosts their confidence and sense of belonging, encouraging them to take on greater job responsibilities with enthusiasm and actively reform teaching methods and engage in scientific research. These factors collectively contribute to teachers' professional advancement.

Li (2023) argues that developing teacher leadership is crucial for promoting teachers' professional development, enhancing the quality of education, and improving school management. To develop teacher leadership, optimizing the school management environment, providing policy support, and transforming the role of teachers are essential. Only through these measures can teachers effectively enhance their leadership. Wang (2019) defines the role of principals as leaders in promoting professional development, emphasizing that principals must accurately position their roles to achieve coordinated development. On the one hand, providing diverse training and learning opportunities for teachers continuously improves their level of professionalism and teaching ability. On the other hand, accurately positioning their roles, integrating leadership functions with teaching functions, enhances the effectiveness of school management and educational instruction. Xiang et al. (2018) elucidate the role of leadership enhancement in teachers' professional development. The enhancement of teachers' leadership can increase their confidence and sense of belonging, making them more willing to undertake job tasks and adopt a more positive attitude toward reforming teaching and conducting scientific research, all of which contribute to teachers' professional development.

Table 6 presents the association between Professional Learning and Professional Development. The computed r -values indicates a moderate direct correlation and the resulted p -values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the professional learning, the better is the professional development.

Table 6
Relationship Between Professional Learning and Professional Development

Colleague Collaboration	rho-value	p-value	Interpretation
Cognitive and Emotional Responses	.394**	0.000	Highly Significant
Professional Actions	.453**	0.000	Highly Significant
Professional Environment	.411**	0.000	Highly Significant
Summary and Reflection			
Cognitive and Emotional Responses	.456**	0.000	Highly Significant
Professional Actions	.492**	0.000	Highly Significant
Professional Environment	.512**	0.000	Highly Significant

Disciplined leadership, professional learning, and development among Chinese vocational college professors

Experimental Supervision			
Cognitive and Emotional Responses	.402**	0.000	Highly Significant
Professional Actions	.432**	0.000	Highly Significant
Professional Environment	.406**	0.000	Highly Significant
Gain New Knowledge			
Cognitive and Emotional Responses	.433**	0.000	Highly Significant
Professional Actions	.507**	0.000	Highly Significant
Professional Environment	.402**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Professional learning is positively correlated with professional development. For vocational college teachers, ongoing professional learning not only allows for the accumulation of rich experience but also facilitates the identification of specific problems. Through learning, individuals acquire knowledge and transform it into tools for problem-solving, which is a core competency in professional development. In the process of professional learning, the exploration and research of new technologies, theories, and methods drive professional growth. Additionally, professional learning involves a process of exchange and collaboration, where interaction with peers, mentors, or experts provides broader perspectives and more learning opportunities, making the path of professional development richer and more confident.

Lv (2022) delves into the connotation, characteristics, and mechanisms of action learning theory for vocational college teachers, and explores the construction of a professional development model for vocational college teachers. This model consists of four individual-level stages: "accumulation of experience, problem identification," "professional guidance, team sharing," "problem discussion, solution formulation," and "solution implementation, continuous improvement," as well as four organizational management-level stages: "problem scenario setting," "professional development, platform establishment," "system promotion, indicator setting," and "scientific assessment, rational evaluation." Corresponding implementation strategies are proposed, including fostering an open and inclusive humanistic environment, establishing project-led learning communities, creating action learning platforms for vocational college teachers, and improving human-centric teacher management systems. Wang et al. (2019) focus on a specific group, namely primary and secondary school backbone teachers, and construct an excellent teacher professional development model based on learning advancement, specifically targeting the stage of mature teachers evolving into expert teachers. Using the "Beijing Municipal Primary and Secondary School Excellent Teacher Development Project" as an example, they apply the advancement model to the design and implementation of excellent teacher professional development projects, yielding satisfactory practical results.

Zhang et al. (2020) select 12 multilingual teachers from a cross-disciplinary professional learning community at a foreign language university as participants to investigate the community's impact on teacher development. The study finds that the community significantly influences teachers' moral, research, teaching, and emotional aspects. On the moral level, teachers promote a spirit of dedication and enhance patriotism. On the research level, teachers identify with their researcher identity, enhance research capabilities, and increase possibilities for cross-disciplinary collaborative research. On the teaching level, they actively conduct teaching experiments and textbook adaptations, expand teaching content, and improve student training methods. On the emotional level, they gain more confidence in life and research. This study provides practical experience for promoting teacher development through professional learning communities and empirical evidence for constructing a theory of Chinese-style teacher professional learning communities.

Table 7
Teacher Training Program for Chinese Vocational College Professors

Objectives	Strategies/Activities	Success /Performance Indicator	Persons Involved
Individual Leadership 1. Enhance the leadership awareness of professors and improve their leadership level to	1. Leadership theory training: Invite leadership experts to give lectures and introduce leadership theories, models and skills. 2. Case study: By analyzing successful leadership cases, professors can learn practical leadership	1. Increase professors' awareness of leadership and improve their leadership skills by at least 20% to better promote disciplinary development and team building. By comparing self-assessment questionnaires on leadership and evaluations from team members before and after training, ensure a	1. Leaders of Chinese Vocational College: responsible for formulating and promoting the implementation of

<p>better lead the discipline development and team building.</p> <p>2. Develop professors' problem-solving skills and improve their decision-making and coordination skills to cope with complex educational environments.</p> <p>3. Improve professors' communication skills and interpersonal skills, and strengthen team cohesion and cooperation spirit.</p>	<p>experience and skills.</p> <p>3. Role play: Professors simulate different leadership situations and perform role play to improve their ability to solve practical problems.</p> <p>4. Team building activities: Organize team building activities to improve professors' teamwork and communication and coordination abilities.</p> <p>5. Reflection and sharing: Professors are encouraged to reflect and share their own leadership practices to promote mutual learning and growth.</p>	<p>minimum 20% increase in leadership scores.</p> <p>2. Cultivate professors' problem-solving abilities and enhance their decision-making and coordination skills to address complex educational environments. By simulating leadership scenarios, evaluate professors' performance in problem-solving, decision-making, and coordination, ensuring that over 80% of professors show significant improvement in these areas.</p> <p>3. Enhance professors' communication skills and interpersonal abilities, strengthening team cohesion and collaboration. Through team satisfaction surveys and self-assessment questionnaires on communication skills, ensure professors achieve a minimum 15% increase in scores for communication skills and interpersonal abilities, and a 10% increase in team cohesion scores.</p>	<p>this training plan.</p> <p>2. Trainer: Responsible for designing and teaching training courses and guiding professors to carry out practical activities.</p> <p>3. Professors: Participate in training programs, learn and practice leadership skills, and improve personal leadership level.</p>
<p>Summary and Reflection</p> <p>1. Improve professors' ability to summarize and reflect, so that they can better carry out teaching and scientific research;</p> <p>2. Cultivate professors' sensitivity and analytical ability to educational issues, improve teaching quality and academic level;</p> <p>3. Promote exchanges and cooperation among professors, and jointly promote the reform and development of higher vocational education.</p>	<p>1. Special lectures: Educational experts and scholars are invited to explain the methods and skills of summarizing and reflecting, so as to improve the theoretical level of professors;</p> <p>2. Case analysis: Organize professors to conduct in-depth analysis of typical education cases to cultivate their sensitivity and analytical ability to education issues;</p> <p>3. Group discussion: Discuss in groups, encourage professors to share their teaching and research experience, and promote mutual learning and communication;</p> <p>4. Personal reflection: Professors should conduct personal reflection on teaching regularly, sum up experience and lessons, and put forward improvement measures;</p> <p>5. Sharing results: Organize professors to share their teaching and scientific research results to improve their self-confidence and expression ability.</p>	<p>1. Improve professors' summarization and reflection abilities: After attending special lectures, ensure an average increase of at least 10% in professors' scores for summarization and reflection abilities. Professors should conduct personal reflection reports regularly, with the frequency accounting for 150% of their total teaching time.</p> <p>2. Cultivate professors' sensitivity and analytical skills to educational issues: Following completion of case analysis activities, guarantee an increase of at least 20% in professors' assessment scores for sensitivity and analytical skills towards educational issues.</p> <p>3. Promote exchanges and cooperation among professors: Ensure professors participate in group discussions at an average frequency of at least twice per month. The proportion of successful collaborative projects or proposals generated from group discussions and implemented in practice should be no less than 10% of the total discussions held.</p>	<p>1. Participants: Professors of various disciplines in Chinese Vocational College;</p> <p>2. Organizing personnel: Heads of academic affairs offices and scientific research offices of Chinese Vocational College;</p> <p>3. Guidance personnel: education experts, scholars.</p>
<p>Experimental innovation</p> <p>1. Master the basic concepts and methods of experimental innovation;</p> <p>2. Improve the ability of experiment design and implementation;</p> <p>3. Develop teamwork and communication skills;</p> <p>4. Promote the reform and development of experimental teaching in Chinese Vocational College.</p>	<p>1. Special lecture: Invite industry experts to share experimental and innovative ideas, methods and cases;</p> <p>2. Experimental operation: Organize professors to carry out experimental operation to improve their practical ability;</p> <p>3. Group discussion: discuss in groups, share experience in experiment and innovation, and improve teamwork ability;</p> <p>4. Interactive communication: Encourage professors to ask questions and express opinions, and promote knowledge sharing.</p>	<p>1. Mastering the basic concepts and methods of experimental innovation: Ensure that over 80% of professors complete relevant learning materials.</p> <p>2. Improving the ability of experiment design and implementation: After organizing experimental operation activities, ensure a minimum increase of 15% in the assessment scores for professors' experiment design and implementation abilities. Additionally, ensure that students' satisfaction scores for professors' experiment design and implementation abilities reach at least 80 out of 100.</p> <p>3. Developing teamwork and communication skills: Ensure a participation rate of over 90% in group discussion activities. Furthermore, guarantee a minimum increase of 10% in professors' self-assessment scores for teamwork and communication abilities.</p>	<p>1. Organizer: China Society of Vocational and Technical Education;</p> <p>2. Co-organizers: Academic Affairs Offices of Chinese Vocational College;</p> <p>3. Participants: Professors of relevant majors in Chinese Vocational College.</p>
<p>Professional Actions</p> <p>1. Improve the knowledge level and teaching ability of professors in their professional fields;</p> <p>2. Cultivate professors' ability of educational research and innovation;</p>	<p>1. Special lectures: Invite industry experts and outstanding professors to give special lectures to share the latest academic achievements and educational ideas;</p> <p>2. Case analysis: Organize professors to analyze successful teaching cases, sum up experience and lessons, and improve teaching level;</p> <p>3. Interactive discussion: Encourage professors to communicate with each</p>	<p>1. Enhancing professors' knowledge level and teaching abilities in their respective fields: After attending special lectures, ensure a minimum increase of 10% in professors' knowledge level and teaching abilities in their professional fields. Additionally, ensure that students' evaluation scores for professors' teaching abilities reach at least 80 out of 100.</p> <p>2. Cultivating professors' capabilities in educational research and innovation: Ensure that the proportion of educational research</p>	<p>1. Trainer: Invite industry experts and outstanding professors to serve as trainers, responsible for special lectures, case studies, interactive discussions and other activities;</p>

Disciplined leadership, professional learning, and development among Chinese vocational college professors

<p>3. Promote professors to master modern educational technology and improve teaching quality;</p> <p>4. Enhance professors' teamwork and leadership skills to better serve the development of Chinese Vocational College.</p>	<p>other, explore educational issues, and stimulate innovative thinking;</p> <p>4. Practical teaching: Organize professors to participate in teaching practice, curriculum design and other activities to improve teaching practice ability;</p> <p>5. Educational technology training: modern educational technology training, such as online course design, digital teaching resources development, etc.;</p> <p>6. Team building: Organize team building activities to improve team cooperation and leadership.</p>	<p>projects proposed and successfully implemented by professors accounts for over 20% of their total involvement in projects. Additionally, ensure that professors participate in innovative educational activities at least three times per year.</p> <p>3. Promoting professors' mastery of modern educational technology to enhance teaching quality: After participating in educational technology training, ensure a minimum increase of 25% in professors' proficiency levels. Furthermore, ensure that students' satisfaction scores for professors' application of modern educational technology in teaching reach at least 85 out of 100.</p>	<p>2. Trainees: Professors from Chinese vocational colleges, including professional teachers in various subject areas;</p> <p>3. Organizer: The education management department of each higher vocational college is responsible for organizing the implementation and management of the training plan.</p>
--	--	--	---

4. Conclusion and recommendations

The following conclusions are drawn from the results of the study. There is almost an equal number of male and female respondents majority are aged 31-40 years old, deputy senior holders and above 6 years in service. The respondents agreed on all indicators of disciplined leadership. Performs well in team leadership, work engagement and work stress, and attaches great importance to organizational leadership and personal development.. The respondents agreed on all the indicators under professional learning , giving high regard on colleague collaboration and gain new knowledge. In terms of professional development, the respondents agree on all the indicators , giving high regard to professional environment and cognitive and emotional responses. The years of service to the school / institution significantly affect the summary and reflection. None of the remaining dimensions showed the most significant differences There exists a highly significant relationship among disciplined leadership, professional learning , and development. This implies that the higher the disciplined leadership, the higher the professional learning and the better is the professional development. A teacher training program to enhance the disciplined leadership, professional learning , and development was proposed.

Professors may need to focus on clarifying the discipline's vision and strategy, improving communication skills, improving decision-making, strengthening team building and adapting to change. Continuous efforts and practices to improve their leadership and make greater contributions to the long-term development of the discipline. Chinese vocational college administrator may need to provide more resources, training and guidance for professors to help them effectively allocate time for reflection and self-assessment. The proposed teacher training program may be considered for implementation and evaluation after. Further researcher may conduct an in-depth research on the disciplined leadership, professional learning , and development among Chinese vocational college professors and other or factors or variables that may affect the present study such as work efficiency, teaching quality, teaching skills, etc.

5. References

- Ayniwar, Y. (2022). Improvement Strategies for Reflective Teaching. *Growth*, 12, 133-135.
- Chen, L. (2020). A historical review of professional learning communities in China (1949-2019): Some implications for collaborative teacher professional development. *Asia Pacific Journal of Education*, 40(3), 373-385.
- Chen, S. (2020). A Study on Peer Assistance among Young Teachers in Private Colleges (Master's thesis). Shanghai Normal University.
- Chen, X., & Xia, K. (2022). Teaching Innovation of University Teachers: Connotations, Actual Dilemmas, and Ideal Paths. *Journal of Hefei University: Comprehensive Edition*, 39(6), 128-132.
- Editorial Department of this Journal. (2023). Principal Leadership: From experiential to learning. **Fujian Education*, (1)*, 1-1.
- Freire, P. (2018). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

- Guo, C. (2022). Research on the Influence Mechanism of University Discipline Leadership on Teacher Development (Master's thesis). Harbin Institute of Technology.
- Guo, L., & Chen, L. (2019). Cooperative Culture of Teachers in Chinese Vocational College: Connotation, Current Situation, and Strategies. *Theory and Practice of Education*, (9), 3.
- Hong, X. (2021). Research on the relationship between teachers' self-efficacy, job burnout and turnover tendency from the perspective of professional independent development of beginning teachers in universities and colleges. *Journal of Heilongjiang College of Education*, 40(1), 24-26.
- Judicael, I. K. (2020). Research on Special Education Teachers' Professional Development and Its Social Cognitive Factors in Benin (Doctoral dissertation, Central China Normal University).
- Li, C., & Huang, Y. (2020). Constructive Response to Teacher Conflict in the Construction of Learning Communities. *Teaching and Management*, 12(4).
- Li, D., & Liu, Y. (2022). Research on the Path of Improving the Teaching Quality of Young Teachers in Colleges and Universities from the Perspective of Reflection. *Heilongjiang Education (Higher Education Research & Appraisal)*, 9, 48-50.
- Li, M., Mao, Y., & Zhang, S. (2023). The Impact of Teacher Emotional Intelligence and Trust Atmosphere on Organizational Commitment: An Analysis of Cross-Level Moderation. *Journal of Schooling Studies*, 20(2), 28-36.
- Li, X. (2019). School Environment and Reflective Skills: A Study on Professional Development of College English Teachers. *China Adult Education*, 2019(3), 84-88.
- Li, X. (2023). Analysis on the connotation of teacher leadership and its development strategies. *Educational Theory and Practice*, 43*(2), 41-43.
- Li, Y., Yan, H., Luo, C., & Li, X. (2023). The evolution of research on international teacher learning communities: A bibliometric analysis of 30 years of literature from the Web of Science database. *Lifelong Education Research*, 6, 71-81.
- Li, Y., Yan, H., & Li, X. (2023). Professional Learning Network: A New model for expanding teachers' learning boundaries. *Modern Distance Education Research*, 1-9.
- Liang, W., & Sun, R. (2020). How Does Teacher Collaboration Improve Students' Academic Performance?—The Chain Mediating Effects of Teachers' Teaching Practice and Students' Learning Motivation. *Teacher Education Research*, 32(3), 8.
- Liu, S. (2016). Research on the Antecedents and Their Mechanisms of Teacher Professional Learning (Doctoral dissertation). East China Normal University.
- Lu, Y. (2021). Academic Leadership of First-class Universities: Basic Characteristics, Hierarchical Diffusion and Implementation Strategies. *Research in Educational Development*, 9, 8.
- Lv, S. (2022). The Construction and Implementation Strategy of Vocational Teachers' Specialty Development Model from the Perspective of Action Learning Theory. *Vocational and Technical Education*, 43*(8), 6.
- Ma, L. (2022). How Grassroots Employees Can Enhance Personal Leadership. *Tie fa ke ji* (1), 212-215.
- Osman, D. J., & Warner, J. R. (2020). Measuring teacher motivation: The missing link between professional development and practice. *Teaching and Teacher Education*, 92, 103064.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Simmie, G. M. (2021). Teacher professional learning: A holistic and cultural endeavor imbued with transformative possibility. *Educational Review*, 1-16.
- Song, Z. (2022). The Academic Leadership Construction of Interdisciplinary Organizations in Chinese Universities. *China Higher Education*, 9, 50-52.
- Sun, X. (2019). Construction of Service Capacity in Chinese Vocational College from the Perspective of "Modernization of Education in China 2035". *Education and Vocation*, 9, 5.
- Sun, Y. (2023). Strategies for Improving the Teaching Quality of Young Teachers in Colleges and Universities from a Reflective Perspective. *Liaoning Youth*, 13, 0133-0134.
- Tang, S. (2019). Exploration of the Path of Teacher Professional Development from the Perspective of "Learning

- Organization". *Basic Education Research*, (21), 5.
- Wang, C. (2020). A Practical Study on the Effectiveness of College English Reading and Writing Teaching Based on Situated Cognitive Theory. *Journal of Shandong Institute of Commerce and Technology*, 020(001), 62-66.
- Wang, D., & Sheng, J. (2020). Construction of Community of Teacher Professional Development Based on Online Action Learning. *Teaching and Administration*, 36, 4.
- Wang, H. (2019). Research on the construction and strategy of Vocational college teacher development System -- Based on the analysis of Canadian Vocational teacher development System. *Vocational and Technical Education*, 40(28), 7.
- Wang, J. (2020). Project System Embedded in Dan-wei: Organizational Support for Teachers' Professional Development. *Journal of Higher Education*, (6), 49-56.
- Wang, J. (2020). Reflections on Improving the Level of Curriculum Lesson Plan Design in Higher Education. *Road to Success*, (10), 9-10.
- Wang, X. (2019). Discussion on teachers' professional development and Principals' teaching leadership. *Chinese Times · Principal Edition, (5)*, 2.
- Wang, Z., & Wang, L. (2021). Adjustment of teacher collegial conflict relationships: Based on the perspective of teacher professional ethics. *School*, 14(1), 3.
- Wei, S. (2020). On the Role of Personal Traits of Leaders in the Value of Leadership. *Basic Education Review* (1), 2.
- Wei, X. (2020). A New Approach to Teacher Leadership Development in the United States: A review of "Teacher Leadership and Compensation System" in Iowa. *Teacher Education Forum, 33*(8), 70-73.
- Wei, X. (2020). Towards a New Paradigm of Teacher-led Professional Learning--Based on the Introduction of California ILC Project. *Journal of Henan Institute of Science and Technology, 40*(4), 6.
- Wu, X. (2023). Four Directions for Developing Leadership Skills of Team Managers. *China Social Work* (9), 1.
- Xiang, M., Zhu, Y., Wang, L., Hu, Y., & Wang, D. (2018). The role of leadership development in higher vocational teachers' professional development. *Times Figure, (6)*, 24-29.
- Xu, F. (2023). Exploring the Professional Development Path of "Double-qualified" Teachers in Higher Vocational Education. *Journal of Liaoning Higher Vocational*, 25(8), 59-63.
- Xu, X., & Liu, T. (2019). Professional development strategies for teachers in distance and open education in Inner Mongolia based on self-efficacy. *Journal of Inner Mongolia Radio & TV University*, 0(6), 97-100.
- Xue, D., & Feng, Y. (2022). How to Innovate in Teaching: Based on the Analysis of the Winning Works of the First National Teaching Innovation Contest for College Teachers. *Review of Higher Education*, 10(3), 11.
- Ye, W., Li, Z., & Yang, J. (2019). The Perfect Strategy of the Leader's Character of College Education Teams. In 2019 International Conference on Advanced Education Research and Modern Teaching (AERMT 2019) (pp. 284-287). Atlantis Press.
- Zeng, L., Bao, Z., & Luo, X. (2019). Analysis of Environmental Factors Influencing Job Satisfaction of University Teachers and Research on Improvement Paths. *Journal of Yangzhou University: Higher Education Research Edition*, 23(1), 71-75.
- Zhan, X., Wang, T., Guo, Y., & Zhu, Z. (2023). Resilient Leadership: Structural Dimensions, Scale Development, and Validation. *Journal of Management Science*, 36(1), 46-61.
- Zhang, H., & Wen, Q. (2020). The impact of professional learning Community on the development of multilingual teachers. *Foreign Languages, (2)*, 27-34.
- Zhang, X. (2022). Research on Enhancing Teachers' Emotional "Self-Regulation Ability" from the Perspective of Positive Psychology. *Education and Cultivation*, (11), 39-41.
- Zhang, X. (2022). Research on the Sustainable Development of Double-qualified Teachers in Higher Vocational Education Based on the Basic Standards for Double-qualified Teachers in Vocational Education (Trial). *Journal of Luzhou Vocational & Technical College*, 22(6), 91-95.
- Zhang, Y. (2022). Construction of Service Support System for Professional Development of University Teachers Based on Organizational Support Theory. *Journal of Suzhou University of Science and Technology*

- (*Social Science Edition*), 39(6), 101-106.
- Zhao, X., & Liu, S. (2018). Research on the Functional Mechanism of Working Environment on Rural Teachers' Professional Learning--Mediating Effect of Psychological Capital. *Teacher Education Research*, 30(4), 37-43.
- Zhong, J. (2022). The Structure of Applied Undergraduate College Teaching Staff: Current Issues and Optimization Strategies—An Analysis Based on Nine Transformation Pilot Universities in Guangdong Province. *Intelligence*, (9), 178-180.
- Zhou, Y. (2022). On the Construction of Discipline Team Leadership under the Background of First-class Discipline Construction. *The Guide of Science & Education*, 23, 1-3.
- Zhu, G., Xu, G., Lin, Q., & Shi, K. (2023). Reconstruct Teachers' Professional Learning Thinking and Practice: Deleuze's Post-critical Humanistic Theory Perspective. *Open Education Research*, 29(3), 79-85.
- Zuo, C., & Wu, Y. (2019). Research on Teacher Professional Development: Progress and Direction. *China Adult Education*, 19, 74-79.
- Žydzūnaitė, V. (2018). Considerations on intellectual and academic leadership of a scholar in higher education: The descriptive literature review. *Acta Educationis Generalis*, 8, 33-49.