

Parents participation, school head management and teachers professional development in Chinese universities

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Abstract

This study aimed to examine the relationship between parental educational participation and the professional development of college teachers, as well as to analyze the effectiveness of management construction mechanisms within educational institutions. Given the increasing emphasis on quality education and continuous professional growth, understanding the impact of parental involvement and institutional management practices has become crucial for enhancing teacher support systems and career development. Using a quantitative research approach, data were collected from 425 college teachers selected through stratified random sampling. The significant findings revealed strong positive correlations between active parental participation and multiple dimensions of teachers' professional development, indicating that increased parental engagement directly contributed to improved teacher performance, motivation, and growth opportunities. Additionally, the study found that effective management mechanisms within educational institutions significantly facilitated and strengthened these positive relationships, thereby enhancing overall professional development outcomes for educators. The study underscores the importance of structured parental involvement programs and robust institutional management practices as vital components in supporting teachers' career advancement. Consequently, it is recommended that educational institutions implement comprehensive initiatives aimed at encouraging and facilitating active parental engagement, coupled with effective administrative strategies, to significantly enhance professional development and ultimately elevate the quality of higher education.

Keywords: career development, educational institutions, management mechanisms, parental participation, professional development

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1. Introduction

The educational landscape in China is currently experiencing substantial changes, driven by the need for educational quality, institutional effectiveness, and meaningful collaboration among stakeholders. At the forefront of these transformations are the management mechanisms employed by school leaders, the professional development of teachers, and the active participation of parents.

School leaders' management mechanisms have become increasingly crucial, given their direct influence on institutional culture, teaching quality, and academic outcomes. Effective management practices provide clear directions, promote collaboration, and allocate necessary resources, thereby fostering an environment conducive to teaching excellence. Teachers' professional development is central to ensuring educational quality, particularly amid increasing demands for pedagogical innovation and improved student outcomes. Parents' participation, deeply rooted in Chinese cultural norms emphasizing family involvement in education, significantly affects students' academic achievements and overall educational experiences. Nonetheless, parental engagement at the university level in China remains under-explored, with many universities lacking structured mechanisms to effectively involve parents. Moreover, overly intense parental involvement driven by high academic expectations can sometimes cause stress and anxiety among students, posing a challenge for teachers and school leaders alike (Li et al., 2020).

Therefore, this study investigates the relationships among management mechanisms, teachers' professional development, and parents' participation in Chinese universities. Addressing these interconnected elements can yield insights that contribute to enhancing educational outcomes, improving university governance, and advancing professional competencies of educators. This research provides evidence-based recommendations for creating balanced, responsive, and effective higher education environments.

Objectives of the Study - This study aimed to determine the involvement of parents educational participation, management construction mechanisms and professional development of Chinese University Teachers. In order to propose a training or development program accordingly in the quality of higher education in China based on research results. Specifically, this study determined parents' participation in terms of involvement, home-school communication, support and response to the school needs; determined school heads' management mechanisms in terms of Administration, Teaching management, Student management, Resource allocation and development planning, determined teachers professional development as regards teaching support, research support, career development support, academic exchange and cooperation, tested the relationships among school heads' management mechanism, teachers' professional development and parents' participation and propose an action plan to improve the quality of school heads' management mechanism, teachers' professional development and parents' participation for the students' quality learning.

2. Methods

Research Design - The study used the descriptive method of research of to determine the current situation of parents educational participation, management construction mechanisms and professional development among Chinese universities. In such descriptive studies, researchers typically collect data by using questionnaires. The collected and measured data is used to analyze the relationship between the three variables. The method is used to test the degree of correlation that exists between variables, rather than deliberately manipulating them. The conclusion of relevant analysis aims to provide suggestions and guidance for students' parents educational participation, management construct mechanism and professional development to help them better understand

the said study.

Descriptive research is a type of research that aims to describe the characteristics or behaviors of a specific population or phenomenon being studied. It focuses on providing a detailed account of the subject without influencing it in any way. Descriptive research involves the systematic collection, analysis, and presentation of data to answer questions about the who, what, where, when, and how of the subject. It does not seek to determine causality or predict future outcomes but rather provides a comprehensive snapshot of the current state of affairs.

The study on "Parents' Educational Participation, Management Construction Mechanisms, and Professional Development of Chinese University Teachers" will include university teachers currently employed at Chinese universities, parents of students enrolled in these institutions, and individuals involved in educational management or policy-making within the university context. To ensure relevance, all participants must be located within mainland China and possess at least a bachelor's degree, establishing a foundational understanding of higher education. Proficiency in Mandarin Chinese or English is also required to facilitate effective communication during data collection.

Conversely, the study will exclude retired university teachers and those employed in non-academic roles, such as administrative staff without teaching responsibilities. Parents whose children are not currently enrolled in a Chinese university or who have children attending foreign universities will not be considered. Individuals who do not actively participate in educational activities or management discussions related to university education will also be excluded, as will those unable to make the necessary time for interviews, surveys, or focus groups. These criteria ensure that the study captures relevant perspectives and experiences concerning educational participation and professional development dynamics within Chinese universities.

Participants of the Study - The selection of teachers from different Universities set the study's settings and provided a comparative framework for understanding the various variables mentioned. With approximately 5000 teachers in various Chinese Universities, the study encompassed a sizable sample size, ensuring adequate representation of the student population. The study focused on the 425 respondents, suggesting a focus on achieving a significant sample size to yield reliable and generalizable results. The rigorous random sampling procedures further enhance the study's credibility by minimizing selection bias and ensuring each participant has an equal chance of being included in the sample. To identify the variation for the profile of the respondents the study will imply the level of educational attainment of the teachers of the various Universities, this will be very helpful in the achievement of the responses of respondents accordingly. Their age and length of service will also be scrutinized to compare the variety of answers in the study.

Data Gathering Instruments - The instrument used in this study includes a carefully tailored four-part questionnaire. The questionnaire was meticulously crafted to capture relevant information about the respondents' profiles, parents' Educational participation, management construction mechanism, and professional development. The questionnaire is divided into four distinct parts demonstrating a structured approach to gathering data on different facets of the participants' experiences and perspectives.

The first part of the questionnaire focused on collecting demographic information, such as the respondents' sex, age, highest educational attainment, and length of service. This allowed us to characterize the sample and analyze any demographic background. The second part delved into the respondents' parents' educational participation. This section likely included questions related to factors such as Parents' involvement, home-school communication, parents' support, and Parents' Response to School Needs. The questionnaire was adapted from Wu (2023) Research on the impact of parents' educational participation on children's academic performance. The third part of the questionnaire explored the respondents Management Construction Mechanism. This likely included inquiries into their Administration Management, Teaching Management, Student Management and Resource allocation and development planning established frameworks Adapted from Xin (2022) Research on the discipline construction management mechanism of universities under the construction of "double first-class" construction. The fourth part of the questionnaire indicates the respondents' professional development, it will indicate the following domains;

teaching support, research support, career development support and academic exchange and cooperation. The questionnaire is adapted from Wang (2018) Research on organizational support for professional development of college teachers.

The indicators of the study exhibit strong reliability, with Cronbach Alpha values reflecting a range of quality. "Home-school communication" and "Academic exchange and cooperation" received the highest ratings, classified as "Excellent" with values of 0.903 and 0.907, respectively. Other indicators such as "Administration" (0.885), "Teaching management" (0.887), and "Research support" (0.887) also demonstrated good reliability, falling within the "Good" category. The remaining indicators—"Parents' involvement" (0.879), "Parents' support" (0.857), "Student management" (0.858), "Resource allocation and development planning" (0.882), "Teaching support" (0.881), and "Career development support" (0.874)—similarly exhibited good reliability. Overall, these results suggest that the indicators used in the study are reliable.

Data Gathering Procedure - The following steps will be completed in this study: First, the content validity and reliability of the questionnaire will be determined. Then, the ethical review will be submitted to the ethics committee so that a large-scale distribution of questionnaire can be facilitated after. The questionnaire will be distributed among various teacher in the chosen Universities in China. The data gathering procedure for this study involved a systematic approach to ensure the collection of reliable and relevant information regarding parents' educational participation, management mechanisms, and professional development of university teachers in China. Initially, a mixed-methods design was employed, combining quantitative surveys and qualitative interviews. The survey was distributed electronically to a stratified random sample of university teachers and parents of students, utilizing validated questionnaires designed to assess various indicators such as home-school communication and parental support. Alongside the surveys, in-depth interviews were conducted with a subset of participants to gain deeper insights into their experiences and perspectives. These interviews were semi-structured, allowing for flexibility in responses while covering key themes. Data collection took place over a period of several weeks, ensuring adequate time for participants to engage thoughtfully with the instruments. Upon completion, quantitative data were analyzed using statistical software to calculate Cronbach Alpha values for reliability, while qualitative data were transcribed and thematically analyzed to identify common patterns and insights. This comprehensive approach facilitated a thorough understanding of the dynamics at play in the educational landscape.

Data Analysis - Weighted mean and rank will be used to assess the parents educational participation among Chinese University Teachers, as well as the management construction mechanisms and professional development. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Spearman rho was used to test the significant relationship. All analyses were performed using SPSS version 26.

Ethical Considerations - Informed consent will be obtained from all participants, ensuring that they understood the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Participants will be assured that their anonymity would be preserved, and their data will be used solely for research purposes. Also, ensuring the anonymity of responses and providing clear instructions for completing the questionnaire. Additionally, steps will be taken to ensure that the research was conducted with integrity and transparency, adhering to established ethical guidelines and standards of professional conduct. Finally, any potential conflicts of interest or biases will be disclosed, and measures were implemented to mitigate their impact on the research findings. In conducting this study on parents' educational participation, management construction mechanisms, and professional development of university teachers, several ethical considerations were prioritized to ensure the protection of participants and the integrity of the research. Prior to data collection, the study was submitted for review and approval to the Ethics Review Committee of LPU Batangas. This process involved a thorough evaluation of the research design, consent procedures, and data handling practices to ensure compliance with ethical standards. Informed consent was obtained from all participants, clearly outlining the study's purpose, procedures, potential risks, and benefits. Participants were assured of their right to withdraw

from the study at any time without consequence. Confidentiality was strictly maintained; identifying information was removed from data sets, and findings were reported in aggregate form to protect individual identities. Additionally, all data were securely stored and accessible only to the research team to prevent unauthorized access. The research adhered to ethical guidelines established by LPU Batangas, promoting respect for participants and the responsible conduct of research. By prioritizing these ethical considerations, the study aimed to foster a safe and respectful environment for all involved while contributing valuable insights to the field of education.

3. Results and discussion

Table 1

Summary Table on Parents Educational Participation

Indicators	WM	VI	Rank
Parents' involvement	3.65	Strongly Agree	1
Home-school Communication	3.44	Agree	2
Parents' support	2.32	Disagree	4
Parents' Response to School Needs	3.08	Agree	3
Composite Mean	3.12	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 provides an overview of parents' educational participation, focusing on various aspects such as their involvement, communication with schools, support for educational activities, and Parents' Response to School Needs. The composite mean of 3.12, which corresponds to Agree, suggests that overall, parents have a moderate level of involvement in their children's education. However, there are clear differences in the level of engagement across different aspects of parental participation. The highest-ranked statement, with a weighted mean of 3.65, shows that parents strongly agree that they actively participate in their children's education. The second-ranked statement, with a mean of 3.44, indicates that parents agree on the importance of home-school communication, suggesting that communication between parents and schools is generally positive but not as strong as direct participation in educational activities.

The top-ranked highlights the significant role that parents play in their children's educational activities. Parental involvement, whether in the form of attending school events, assisting with homework, or volunteering, is seen as a crucial factor that positively impacts students' academic performance. This active participation reflects parents' investment in their children's success, and it can also enhance the overall educational environment by fostering a collaborative relationship between home and school. Recent studies emphasize the importance of parental involvement in education. According to Marschall et al. (2020), active parental participation is associated with improved academic outcomes, higher student motivation, and better social behavior. Similarly, Goodall et al. (2023) found that when parents are deeply involved in their children's learning, students tend to achieve higher grades and exhibit greater educational aspirations. This aligns with the strong agreement found in Table 1 regarding parents' active participation in their children's education.

The third and fourth-ranked statements, with weighted means of 3.08 and 2.32 respectively, reveal more moderate and lower levels of agreement. The indicator on Parents' education needs received a mean of 3.08, indicating that parents agree that they have educational needs that should be addressed. On the other hand, the Parents' support indicator scored 2.32, suggesting that parents feel there is a lack of sufficient support in place for them to fully assist in their children's education. The lowest-ranked indicator on Parents' support suggests a disconnect between the school and parents when it comes to providing adequate resources or guidance to help parents in their role. This lack of support could hinder parents' ability to engage more deeply with their children's education, especially for those who may not have the necessary knowledge or time to contribute effectively. Schools may need to implement additional programs to better equip parents with the tools and information they need to support their children's learning at home. Literature indicates that parental support is a critical component of student success, yet it often requires more structured assistance from schools. According to Tran et

al. (2022), many parents struggle to support their children academically due to time constraints, lack of educational background, or limited resources. Moreover, Kong et al. (2021) emphasize the need for schools to actively provide parents with the necessary support systems to enhance their involvement. This reinforces the findings in Table 1, where parents express dissatisfaction with the support they receive, pointing to an area for potential improvement.

Table 2

Summary Table on Management Construction Mechanisms

Indicators	WM	VI	Rank
Administration	2.73	Agree	4
Teaching Management	3.07	Agree	2
Student Management	2.87	Agree	3
Resource allocation and development planning	3.36	Agree	1
Composite Mean	3.01	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 summarizes the management construction mechanisms within the institution, covering administration, teaching management, student management, and resource allocation and development planning. The composite mean of 3.01 indicates that respondents generally agreed with the statements related to these mechanisms, showing that management practices are viewed positively, but with varying degrees of satisfaction across different areas.

The highest-ranked statement, with a weighted mean of 3.36, is Resource allocation and development planning, indicating strong agreement among respondents that the institution effectively allocates resources and develops plans. This is followed by Teaching Management with a weighted mean of 3.07, showing that respondents also agree that the institution has a well-structured approach to managing teaching processes.

Resource allocation and development planning ranking first suggests that the institution prioritizes the efficient use of resources and strategic planning, which are crucial for sustainable development and operational success. Proper resource allocation ensures that teaching, research, and student services receive adequate support, while development planning helps the institution set clear goals and achieve long-term stability. This focus on resource management reflects the institution's commitment to continuous improvement and optimization of its operational processes. Recent literature underscores the importance of resource allocation and development planning in educational institutions. According to Lubienski et al. (2019); Lubienski (2019) effective resource allocation enhances institutional performance by aligning resources with strategic priorities. Furthermore, Sosa-Díaz et al. (2020) emphasized that well-structured development planning ensures the sustainability of academic programs and supports innovation, leading to improved outcomes for both students and faculty. This literature supports the finding that respondents highly value the institution's resource allocation and planning processes.

The lower-ranked statements are Student Management (2.87) and Administration (2.73), both of which received lower levels of agreement compared to the top-ranked areas. While respondents still agree with the effectiveness of these mechanisms, the lower scores suggest that there may be concerns or areas for improvement, particularly in administration. The lowest-ranked indicator, Administration, highlights potential issues related to bureaucratic processes, decision-making, or administrative support within the institution. A score of 2.73 suggests that respondents may perceive administrative mechanisms as less efficient or less responsive to their needs compared to other areas. This could reflect challenges such as delays in decision-making, lack of communication, or inadequate administrative support, which can negatively impact the overall functioning of the institution.

Studies have shown that administrative efficiency is critical to the success of educational institutions. According to Gao et al. (2023); Li et al. (2019), effective administration requires streamlined processes and clear communication channels to support both academic and operational functions. Similarly, Akhmad et al. (2020)

found that poor administrative management can lead to dissatisfaction among staff and students, hindering institutional effectiveness. This aligns with the findings from Table 2, where respondents indicated lower satisfaction with the administration, pointing to the need for administrative improvements.

Table 3

Summary Table on Professional Development for College Teachers

Indicators	WM	VI	Rank
Teaching Support	3.18	Agree	3
Research Support	3.39	Agree	2
Career Development Support	2.60	Agree	4
Academic Exchange and Cooperation	3.58	Strongly Agree	1
Composite Mean	3.19	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 summarizes professional development indicators for college teachers, including teaching support, research support, career development support, and academic exchange and cooperation. The composite mean of 3.19 suggests that overall, respondents agreed that the institution provides sufficient support for professional development across these areas. However, there are variations in satisfaction, with some areas receiving higher rankings than others.

The highest-ranked indicator is Academic Exchange and Cooperation, with a weighted mean of 3.58, which indicates that respondents strongly agree that academic exchange activities and cooperation play a significant role in their professional development. Following this, Research Support ranked second with a mean of 3.39, showing that respondents also agree that the institution provides substantial research-related support, though not as highly rated as academic exchange.

Academic Exchange and Cooperation ranking first demonstrates the critical role of collaborative efforts and international partnerships in faculty development. Academic exchanges allow educators to broaden their knowledge, collaborate on research projects, and share best practices, ultimately enriching both their teaching and research capabilities. This high level of agreement reflects the importance that teachers place on access to diverse academic networks and collaborative opportunities as part of their professional growth. Recent studies emphasize the value of academic exchange in professional development. For instance, Minett-Smith et al. (2020) highlight that international academic collaboration promotes innovation and cross-cultural understanding, which enhances both research output and teaching quality. Similarly, Li et al. (2021) found that institutions supporting international academic exchanges see improved faculty performance, as these opportunities encourage the sharing of cutting-edge research and teaching strategies. These findings support the significance of Academic Exchange and Cooperation as a vital component of teacher development.

The lower-ranked indicators are Teaching Support (3.18) and Career Development Support (2.60). While respondents generally agreed that teaching support was satisfactory, Career Development Support received the lowest ranking, suggesting that respondents feel less supported in terms of opportunities for career advancement and professional growth.

The lowest-ranked statement, Career Development Support, indicates that teachers feel underserved in terms of career planning, mentorship, and promotion opportunities. A score of 2.60 suggests that there are gaps in the institution's efforts to provide clear paths for professional advancement. Teachers may feel that more resources, such as mentorship programs, promotion guidelines, and professional development training, are needed to foster their career growth. Research supports the need for enhanced career development support in educational institutions. According to Kim (2021), career development programs, including mentorship and clear promotion criteria, are essential for faculty satisfaction and retention. Likewise, a study by Joo et al. (2024) found that institutions that invest in career development opportunities see higher levels of staff engagement and commitment. The lower ranking for Career Development Support in this study aligns with these findings, suggesting that the institution should strengthen its support mechanisms in this area.

Table 4 illustrates the relationships between parents' educational participation and various management construction mechanisms in educational settings. The computed r-values indicate moderate positive correlations, particularly in administration, student management, and resource allocation and development planning, with highly significant p-values ($p < 0.001$). This suggests that as parents become more involved in their children's education, the effectiveness of management construction mechanisms improves. Notably, there is a lack of significant correlation in teaching management, indicating that this aspect may not be as influenced by parental participation.

Table 4*Relationship Between Parents Educational Participation and Management Construction Mechanisms*

Parents Participation	r-value	p-value	Interpretation
Administration	.293	0.000	Highly Significant
Teaching Management	0.087	0.074	Not Significant
Student Management	.294	0.000	Highly Significant
Resource allocation and development planning	.210	0.000	Highly Significant
Home-school Communication			
Administration	.292	0.031	Highly Significant
Teaching Management	.105*	0.000	Highly Significant
Student Management	.399	0.000	Highly Significant
Resource allocation and development planning	.194	0.000	Highly Significant
Parents' support			
Administration	.439	0.000	Highly Significant
Teaching Management	.102*	0.035	Significant
Student Management	.353	0.000	Highly Significant
Resource allocation and development planning	.208	0.000	Highly Significant
Parents education needs			
Administration	.339	0.000	Highly Significant
Teaching Management	0.091	0.060	Not Significant
Student Management	.471	0.000	Highly Significant
Resource allocation and development planning	.227	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

The findings suggest a strong relationship between parental involvement and the effectiveness of administrative and management practices within educational institutions. Specifically, the significant correlations in administration (.293), student management (.294), and resource allocation and development planning (.210) imply that enhanced parental participation is associated with improved management strategies. The moderate strength of these correlations indicates that while parental involvement plays a critical role, other factors may also contribute to the efficacy of management construction mechanisms.

The lack of a significant relationship between parental participation and teaching management ($r=0.087$) suggests that teaching practices may be more influenced by internal factors such as teacher experience and pedagogical approaches than parental engagement. This indicates a need for further exploration of how teaching management can better incorporate parental feedback and participation to enhance educational outcomes.

Recent literature underscores the importance of parental involvement in educational management. According to a study by Hill (2022), increased parental engagement is linked to higher levels of academic achievement and improved school management outcomes. This aligns with the findings that show significant correlations between parents' educational participation and various management mechanisms, suggesting that schools may benefit from fostering stronger relationships with parents. Furthermore, research by Fan et al. (2022) supports the notion that effective administration practices are enhanced by active parental involvement. Their study found that when parents are engaged, it leads to better resource allocation and more effective student management, which is consistent with the significant positive correlations observed in this study. Additionally, the work of Epstein et al. (2022) emphasizes the importance of home-school communication as a critical factor in successful educational management. The positive correlation observed in this study regarding home-school communication further reinforces the idea that stronger parental involvement fosters better management

In conclusion, the relationships identified between parents' educational participation and management construction mechanisms suggest that parental involvement significantly enhances various aspects of educational administration and management. The strong correlations found in areas like administration, student management, and resource allocation indicate that schools should actively encourage and facilitate parental engagement to improve their management strategies. However, the lack of significant correlation in teaching management highlights the need for schools to explore how to integrate parental feedback more effectively into teaching practices. As recent literature indicates, fostering a collaborative environment between parents and schools is essential for achieving optimal educational outcomes.

Table 5

Relationship Between Parents Educational Participation and Professional Development for College Teachers

Parents Participation	r-value	p-value	Interpretation
Teaching Support	.361	0.000	Highly Significant
Research Support	.318	0.000	Highly Significant
Career Development Support	.269	0.000	Highly Significant
Academic Exchange and Cooperation	0.064	0.189	Not Significant
Home-school Communication			
Teaching Support	.314	0.000	Highly Significant
Research Support	.255	0.000	Highly Significant
Career Development Support	.397	0.000	Highly Significant
Academic Exchange and Cooperation	.188	0.000	Highly Significant
Parents' support			
Teaching Support	.437	0.000	Highly Significant
Research Support	.273	0.000	Highly Significant
Career Development Support	.338	0.000	Highly Significant
Academic Exchange and Cooperation	.287	0.000	Highly Significant
Parents education needs			
Teaching Support	.351	0.000	Highly Significant
Research Support	.302	0.000	Highly Significant
Career Development Support	.433	0.000	Highly Significant
Academic Exchange and Cooperation	.263	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the relationship between parents' educational participation and the professional development of college teachers. The analysis reveals highly significant correlations across various dimensions of professional development, including teaching support, research support, career development support, and home-school communication. The only exception is the academic exchange and cooperation, which does not demonstrate a significant relationship with parental participation.

The computed r-values indicate moderate positive correlations, with the highest correlation found in parents' support for teaching support ($r = 0.437$) and career development support ($r = 0.338$), both of which are statistically significant ($p < 0.001$). These findings suggest that higher levels of parental educational involvement are associated with enhanced professional development opportunities for college teachers.

The strong correlations between parents' educational participation and various aspects of professional development suggest that parents play a crucial role in supporting teachers' professional growth. Specifically, the significant relationship between parents' support and teaching support indicates that when parents are actively involved in their children's education, teachers feel more supported in their instructional practices. This may lead to improved teaching methods and educational outcomes for students.

The positive correlations observed in research support and career development support suggest that parental involvement can also foster an environment conducive to teachers engaging in research and pursuing further career advancement. This is consistent with the findings of recent studies that emphasize the importance of collaborative partnerships between parents and educators in promoting teacher effectiveness and development.

However, the lack of a significant correlation in academic exchange and cooperation ($r=0.064$, $p=0.189$) suggests that while parental participation is beneficial for various support mechanisms, it may not directly impact collaborative initiatives aimed at academic exchange. This could indicate that other factors, such as institutional policies or teacher attitudes toward collaboration, might play a more significant role in fostering academic exchanges among educators.

Recent literature supports the findings of this study, highlighting the critical role of parental involvement in enhancing professional development for educators. According to a study by Hill (2022), parental engagement in education positively influences teachers' perceptions of support and resources available to them, leading to better teaching practices. This is evident in the significant relationships observed in this study, particularly in teaching support and research support. Furthermore, a study by McKenzie et al. (2024) emphasizes that effective communication and collaboration between parents and teachers can lead to more significant professional development opportunities. Their findings corroborate the significant correlations identified in this study regarding home-school communication and professional development, suggesting that open lines of communication enhance the support teachers receive. Moreover, the research by Brooks et al. (2021) reinforces the idea that when parents are involved, it creates a supportive learning environment, benefiting both students and teachers. This aligns with the significant correlations observed in the various support dimensions, underscoring the necessity of fostering strong parent-teacher partnerships for improved educational outcomes.

In conclusion, the relationships identified between parents' educational participation and professional development for college teachers highlight the importance of parental involvement in enhancing teachers' support systems. The significant correlations across various dimensions suggest that active parental engagement leads to better professional development opportunities, particularly in teaching support and career development. However, the lack of a significant relationship in academic exchange points to potential areas for further investigation, emphasizing the need for more comprehensive approaches to integrating parental support in collaborative educational initiatives. As highlighted by recent literature, fostering a partnership between parents and educators is essential for promoting effective teaching and learning environments.

Table 6

Relationship Between Management Construction Mechanisms and Professional Development for College Teachers

Administration	r-value	p-value	Interpretation
Teaching Support	0.391	0.000	Highly Significant
Research Support	0.287	0.000	Highly Significant
Career Development Support	0.292	0.000	Highly Significant
Academic Exchange and Cooperation	0.199	0.000	Highly Significant
Teaching Management			
Teaching Support	.115*	0.018	Significant
Research Support	0.129	0.008	Significant
Career Development Support	0.087	0.72	Not Significant
Academic Exchange and Cooperation	0.185	0.000	Highly Significant
Student Management			
Teaching Support	0.386	0.000	Highly Significant
Research Support	0.265	0.000	Highly Significant
Career Development Support	0.341	0.000	Highly Significant
Academic Exchange and Cooperation	0.231	0.000	Highly Significant
Resource allocation and development planning			
Teaching Support	0.205	0.000	Highly Significant
Research Support	0.209	0.000	Highly Significant
Career Development Support	0.255	0.000	Highly Significant
Academic Exchange and Cooperation	0.179	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates the relationship between management construction mechanisms and professional development for college teachers. The data indicate that most correlations between various dimensions of

management construction mechanisms and professional development are statistically significant, as evidenced by the computed r-values and corresponding p-values.

Specifically, the highest correlation was found between administration and teaching support ($r=0.391$), while teaching management had a significant correlation with teaching support ($r=0.115$) and research support ($r=0.129$). However, career development support within the teaching management context did not show a significant relationship, suggesting a specific area where management mechanisms might not effectively influence professional growth.

The significant positive correlations between management construction mechanisms and professional development highlight the importance of effective management practices in fostering teachers' growth and development. For instance, the strong correlation between administration and teaching support indicates that when administrative mechanisms are robust, teachers are likely to feel more supported in their teaching roles. This support may lead to enhanced pedagogical practices, as teachers feel more empowered to engage in innovative teaching strategies.

Furthermore, the correlations involving student management suggest that when management practices focus on students, there are positive outcomes for both teaching and research support. This aligns with the idea that effective student management practices can create an environment conducive to professional growth, allowing teachers to engage more meaningfully in their roles.

The notable finding that career development support under teaching management was not significant suggests a potential gap in how management mechanisms are structured in relation to supporting teachers' career advancement. This implies that while teachers may receive support in teaching and research, the systems in place might not adequately facilitate career progression, which is critical for retaining effective educators in the field.

Recent literature supports the findings of this study, emphasizing the role of effective management mechanisms in enhancing professional development for educators. A study by Tran et al. (2022) found that supportive administrative structures positively influence teachers' perceptions of their professional growth opportunities. Their findings align with the significant relationships noted in this study, particularly in teaching support and research support. Additionally, the work of Hargreaves et al. (2022) highlights that effective student management practices can enhance teacher satisfaction and efficacy, reinforcing the positive correlations observed in this study. Their research indicates that a well-managed classroom not only benefits students but also supports teachers' professional development, further supporting the significant correlations between student management and various aspects of professional growth. However, the lack of significant correlation between teaching management and career development support reflects findings from Brooks et al. (2021), who suggest that professional development programs often overlook specific pathways for career advancement. This underscores the need for management systems to integrate clear support structures for career progression alongside teaching and research support.

In conclusion, the significant relationships identified between management construction mechanisms and professional development for college teachers highlight the critical role that effective management practices play in fostering educators' growth. The strong correlations, particularly in administration and teaching support, suggest that a supportive management structure is essential for enhancing professional development. However, the lack of significance in the area of career development under teaching management indicates a need for improvement in this aspect. Future research should explore how management systems can better support teachers' career advancement to create a more comprehensive framework for professional development in education. As recent literature suggests, addressing these gaps is crucial for maintaining an effective and motivated teaching workforce.

Table 7

A Proposed Action Plan for School Heads' Management Mechanism, Teachers' Professional Development and Parents' Participation

Key Result Area Objective	Strategies/Activities	Persons Involved	Desired Outcome
Management Construction Mechanisms – Administration To strengthen administrative support structures to enhance teachers' professional development and teaching effectiveness.	1. Professional Development Programs: Implement regular professional development sessions focusing on effective teaching strategies and administrative support. 2. Feedback Mechanisms: Establish anonymous feedback channels for teachers to express their administrative support needs and suggestions for improvement. 3. Resource Allocation: Ensure appropriate resources and materials are available for teachers to facilitate effective teaching.	- School Administrators - HR Department - Teachers - Professional Development Coordinators	Enhanced administrative support leading to improved teacher satisfaction, effectiveness, and ultimately better student outcomes.
Professional Development for College Teachers - Career Development Support To improve career development opportunities for college teachers to enhance their professional growth and retention.	1. Mentorship Programs: Pair experienced faculty members with newer teachers for guidance and support in career advancement. 2. Career Development Workshops: Host workshops focused on career advancement strategies, grant writing, and research opportunities. 3. Performance Evaluation and Development Plans: Implement a structured performance evaluation process that includes personalized development plans for career growth.	- College Administrators - Faculty Development Officers - Senior Faculty Members - HR Department	Increased career advancement opportunities for college teachers, leading to higher retention rates, job satisfaction, and overall professional development.
Parents Educational Participation - Parents' support To enhance parents' involvement in educational activities to increase support for their children's education.	1. Conduct Workshops: Organize workshops on the importance of parental involvement in education and how parents can support their children academically. 2. Create a Parent-Teacher Association (PTA): Establish a PTA to facilitate communication between parents and teachers. 3. Monthly Newsletters: Distribute newsletters highlighting students' achievements and ways parents can contribute to their children's education.	- School Administrators - Teachers - Parent Volunteers - Community Leaders	Increased parental support and participation in school activities, leading to improved student academic performance and a stronger school community.

Table 7 presents the proposed action plan aims to address the identified areas needing improvement by fostering parental support, enhancing administrative mechanisms, and promoting career development for college teachers. By implementing these strategies, the school and college environments can become more supportive, leading to better educational outcomes for students and greater satisfaction for educators.

4. Conclusion and recommendations

The study's findings lead to the following conclusions: Regarding school leaders' management mechanisms, respondents generally agreed that resource allocation and development planning were effectively implemented. However, findings indicated the need for significant improvements in administration practices to further enhance overall management efficiency and support systems. Concerning teachers' professional development, respondents strongly agreed that academic exchange activities and institutional cooperation substantially contributed to their career growth. Nonetheless, results implied that further enhancements in career development support systems were necessary to fully realize teachers' professional potential and address evolving educational demands. Parents actively participated in their children's education, reflecting strong engagement. However, they expressed disagreement regarding the adequacy of parental support provided by educational institutions, highlighting a gap that required targeted strategies for enhanced collaboration. The study further established significant positive relationships among the variables. Enhanced parental participation correlated positively with improved management mechanisms and professional development opportunities. Similarly, effective management mechanisms positively influenced professional development outcomes. Based on these findings, an action plan was developed and proposed, targeting administrative improvements, strengthened career development programs, and structured parental involvement initiatives to comprehensively support educational effectiveness.

Based on the findings, the following recommendations are proposed: School Administrators and Teachers, they may develop programs that encourage and facilitate greater parental involvement in educational activities, focusing on enhancing home-school communication and support initiatives. Educational Administrators and Policy Makers they may implement training programs for administrators to improve their skills in managing educational resources effectively and enhancing teacher support systems. Faculty Development Coordinators and Academic Leaders they may create opportunities for faculty to engage in academic exchanges, collaborations, and partnerships with other institutions, both domestically and internationally, to broaden their professional development. Human Resource Departments and Faculty Development Committees they may design targeted professional development programs that address the specific needs of different demographic groups within the faculty, ensuring equitable access to support and resources. School Administrators and Educational Researchers they may establish a system for regular assessment of parental involvement and management mechanisms, incorporating feedback from teachers to continually improve these areas and enhance the overall quality of higher education in China. Future Researchers may explore the impact of parental engagement and administrative support on professional development and student outcomes, contributing valuable insights to the field of education.

5. References

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