

## **THE CORRELATION BETWEEN YOUNG TEACHERS' CAREER DEVELOPMENT NEEDS AND DEVELOPMENT SATISFACTION IN SHANDONG YC COLLEGE, CHINA**

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**Abstract:** This study aimed to explore whether there are significant differences between young teachers' professional development needs and development satisfaction in Shandong YC College under different background variables, and then analyze the correlation and predictive power of teachers' professional development needs and development satisfaction. In this study, 205 valid questionnaires were collected from young teachers of Shandong YC University as the mother group. The researcher used the Questionnaire to survey the young teachers' career development needs on development satisfaction, data obtained were analyzed by descriptive statistics, independent samples t-test, one-way ANOVA and Pearson correlation analysis. The results showed that the higher the need for young teachers' professional development, the stronger the satisfaction of teachers' development. There were significant differences in young teachers' professional development needs and development satisfaction with different demographic background variables. There was a significant correlation between young teachers' professional development needs and development satisfaction.

**Keywords:** Young Teachers in Higher Education, Teachers' Professional Development Needs, Teachers' Development Satisfaction

### **Introduction**

As early as the 1960s, there had been studies on teacher professional development, and most of the studies focused on the content, purpose, and stage theory of teacher professional development. Fuller of the University of Texas in the United States is the earliest researcher in the stage of teachers' professional development. Taking the change of teachers' attention in their growth as the research image, he proposed the theory of teachers' professional development stage in the form of questionnaires. He believes that teachers' professional development should go through "pre-teaching concerns", early concerns about survival, teaching practical concerns and concerns about students.

Its purpose is to organize teachers into a teacher learning community, rely on skilled school or school district leaders to guide teacher professional development, and cultivate teachers' teaching knowledge and skills SDC (1994). The stage theory of teachers' professional development includes "the stage theory of teachers' concern", "the stage theory of teachers' development", and "the theory of teachers' professional cycle development". In the 1970s and 1980s, Burton put forward the theory of teacher career development, which divided the teacher's development career into three stages: survival, adaptation, and maturity; Katz's theory of teacher development in the same year has the same effect, which divides teacher development into four stages: survival, consolidation, renewal, and maturity (Jerry, Gaff, Ronald & Simpson, 1994).

Private colleges and universities are an important part of China's higher education and have played an important role in promoting China's national quality education. According to the official website of the Ministry of Education, there will be a significant tightening of the teaching staff in higher education in 2020, which is especially prominent in private colleges and universities. At present, China's private colleges and universities are still facing a lot of institutional problems in the construction of teaching staff, especially the serious loss of teaching staff, which has become an important obstacle to the high-quality development of China's private colleges and universities. Teacher turnover in private colleges and universities is serious, and the turnover rate is at a high level among ordinary colleges and universities. The high teacher turnover rate will have a negative impact on students, schools, and society. For students, the high turnover rate of teachers, on the one hand, will affect the articulation of courses, affecting the quality of learning; on the other hand, students will be skeptical of the stability and credibility of the school, which will affect the loyalty and sense of belonging to the school, resulting in the loss of interest in learning, and the loss of expectations for university life. The vicious circle of these two aspects will surely lead to some students to produce negative psychology, lose the goal of struggle, and even waste their years. For the school, the rapid change of the teaching staff is not conducive to the establishment of a stable and orderly teaching and research team. For society, private colleges and universities are an important part of the education business. The original purpose of the establishment of private colleges and universities is to alleviate the shortage of funds and resources invested in education by the state, and to lower the threshold for Chinese citizens to obtain higher education resources, improve the education level of Chinese citizens, and send a large number of high-quality talents to the society. When the teacher turnover rate of private colleges and universities is high and the teachers are not guaranteed, the quality of their teaching cannot meet the high demand for talents in the society, and it is not helpful to improve the quality of talents and the vigorous development of the social economy.

## **Research Objectives**

Based on the above problem statement and the specific research questions, the objectives of this study can be specified as follows.

1. To understand the career development needs and development satisfaction levels of young teachers in Shandong YC College.
2. To compare the differences of young teachers' professional development needs in Shandong YC College under different demographic backgrounds (gender, marital status, teaching level, highest education).
3. To compare the differences of young teachers' career development satisfaction in Shandong YC College under different demographic backgrounds (gender, marital status, teaching level, highest education).
4. To determine the correlation between young teachers' professional development needs and satisfaction in Shandong YC College.

## **Literature Review**

### ***The Connotation of Teachers' Professional Development and Related Theories***

In a broad sense, teacher development is a dynamic development process of orderly interaction between people and the environment. As for career development, American scholar Jeffrey defined it as: "a continuous process, individuals move forward along a series of stages, and each stage has a relatively unique set of problems, themes and missions" (Jeffrey, 2006), which has three characteristics of purpose, stage, and development. Hoyle (1980) believed that "teacher professional development is the process of mastering the knowledge and skills necessary for good professional practice at all stages of a teacher's career". Perry further believes that "teacher professional development is a process of personal growth in the teacher's career, mainly including enhancing self-confidence, improving skills, constantly updating and deepening professional knowledge, and classroom reflection and strengthening" (Perry, 1980). For the first time, American Shien divided career development into internal career development and external career development from the subjective and objective levels. Its internal career refers to the preparation and shaping process of specific professionals engaged in personal elements such as professional knowledge, ideas, psychological quality, and feelings; External career development refers to the development of objective external conditions such as job content, position, salary and status.

### ***The Content of Research on Teachers' Professional Development***

- (1) Studies on the professional development of young teachers in higher education

The focus of this kind of research lies in its different perspectives and different theoretical foundations, through analyzing the characteristics and laws of the career development of young teachers in colleges and universities, as well as the existing problems and solution paths in a specific context.

Ge (2014) analyzed the career development of young teachers in Chinese colleges and universities through the in-depth analysis of the connotation of career development and carries out an in-depth analysis and exploration of the path of career development of young teachers in Chinese colleges and universities in the field of social capitalism theory. Liu (2014) analyzed the career development dilemma of young teachers in colleges and universities from the perspective of academic capitalism and proposes the ways to solve the career development dilemma of young teachers in colleges and universities, such as the policy of young teachers' development and the development of a management system in colleges and universities in line with the development of young teachers. Zhang, Li, & Zhao (2014) discussed the main problems of young teachers in colleges and universities in the central and western regions in terms of their working conditions and professional development through the regional perspective and put forward positive suggestions to management departments and schools. Hou (2019) discussed in depth the advantages and disadvantages of the funding mechanism of the practice and exercise program for young teachers in colleges and universities and put forward improvement measures on the funding system of scientific research activities for young teachers.

(2) Studies on mechanisms for the professional development of young teachers in higher education

The construction of career development mechanism system for young teachers in colleges and universities is the construction of environment for young teachers' career development. Sound incentive mechanism and perfect support system can easily create a relaxed and free research and teaching environment, which can help to stimulate the innovation ability of young teachers in colleges and universities, release the excessive work pressure of young teachers, and improve the quality of teaching and scientific research work of young teachers in colleges and universities. For the research on the career development mechanism of young teachers in colleges and universities, there are typical views as follows: Yang (2018), through the study of young teachers' life and work stressors in colleges and universities in Beijing, found that the assessment mechanism of young teachers in colleges and universities is too monolithic, which puts pressure on young teachers and affects their career development.

Zhong & Liu Ju et al. (2019), in their discussion of the dilemma of young teachers' scientific research and teaching in colleges and universities, elaborated that the monolithic evaluation system and materialistic scientific research incentives have triggered many young teachers' academic misconducts, which have seriously constrained the personalized development of young teachers and the spirit of academic freedom, and impeded the career development of young teachers. Ma (2018) studied the

mechanism of how to improve the teaching ability of young teachers in colleges and universities and proposed to build a mechanism for the cultivation of teaching ability of young teachers from scientific planning, cultivation, training and incentives. Wu & Jin et al. (2020) believed that promoting the professional development of young teachers in colleges and universities can start from the team of young teachers, and build an environmental mechanism with planning goals, collaboration mode, sharing mechanism, academic exchange platform and other elements.

### (3) Studies on young teachers in higher education

There is also their own research and elaboration on the scientific research ability in the career development of young teachers in colleges and universities. Typical theoretical viewpoints are like Liu (2014), who believed that young teachers in Chinese colleges and universities are overburdened with teaching while their scientific research ability is relatively weak and emphasized that the scientific research ability of young teachers in colleges and universities should be strengthened from the perspective of scientific research awareness, scientific research methods, and scientific research significance. Yi (2013) also believed that the development of young university teachers' scientific research ability was hindered to some extent by the imperfect scientific research conditions, unreasonable allocation of scientific research echelons, and unsound external environment of scientific research evaluation mechanism. Zhang & Cao (2012) started from Maslow's hierarchy of needs theory on the development of young college teachers' scientific research ability, and deeply analyzed that the causes of young college teachers' scientific research weakness are mainly psychological pressure, heavy living burden, and difficulty in applying for scientific research funds. It is believed that colleges and universities should give more humanistic care, strengthen the support of scientific research funds, and improve the evaluation mechanism of scientific research.

In the empirical research, there are several opinions about the concentration of young college teachers' scientific research ability like Chen, Nie, & Hai (2013), through the statistical analysis of questionnaires on young teachers in 60 colleges and universities, believe that the interaction effect of independent development and support from organizations plays an important role in improving scientific research ability, and further explore the improvement of young teachers' scientific research ability would help promote their work performance (Yang & Su, et al., 2020)

#### Research on Teachers' Professional Development Needs and Satisfaction in Foreign Countries

Foreign scholars generally agree that the factors affecting the development of the teaching profession can be broadly summarized.

There are two aspects, namely, individual subjective factors and external objective factors. Personal subjective factors mainly include teachers' personality, hobbies, professional cognition. External objective factors include national policies, social expectations, family environment, school

organization and management, etc. Both subjective and objective factors have an inevitable impact on teachers' professional development.

Fessler (2005) believed that the factors affecting teachers' professional development include organizational factors and personal factors. Personal factors are mainly demographic variables related to individual characteristics. Organizational environment factors are divided into social expectations, organizational management style, school rules and regulations, public expectations, professional development organizations, etc. meanwhile, Gratehorn (2005) also mentioned that three factors, namely teachers' personal factors, activities related to teachers' work and special activities that can promote teachers' development, are the key factors affecting teachers' professional development. Masuda & Ebersole (2019) interviewed 16 teachers to explore their attitude and willingness to career development in different career stages. The results show that although teachers have different career concepts and attitudes at different stages of their career, no matter which career stage they are in, the content they learn to promote career development must be linked to their teaching environment. At the same time, teachers' professional development attitude is also affected by time, money, responsibility, and other factors.

Gillespie (2002) proposed that external environmental factors such as politics, economy, and culture, as well as internal factors such as organization, conditions and culture in colleges and universities will have an impact on the professional development of college teachers. Luthans (2005) pointed out that psychological capital exceeded human capital and social capital and became the key to affecting teachers' professional development. Brownell (2012) believed that factors such as lack of teaching training, lack of time, lack of incentives, and lack of teacher professional development needs have an important impact on teacher professional development. Ji (2015) found that time and money are the main obstacles affecting teachers' professional development through research. In the same time, Leibowitz (2015) conducted research on eight South African universities in different social and geographical environments, and found that historical and geographical resources, leadership and administrative procedures, beliefs about quality teaching and career development, research-oriented teaching relationships, recognition and evaluation, the ability, image and status of the staff of the Education and Teaching Development Center and other factors have a significant impact on teachers' career development. Affounh (2020) analyzed the professional development of science, technology, engineering, and mathematics teachers, believed that teachers of different disciplines had different views on their professional development based on their own experience, and analyzed the influencing factors of professional development from both internal and external aspects. The internal factors were teachers' attitudes and beliefs towards science, technology, engineering and mathematics professional development activities and teachers' abilities, External factors such as training plan, training content and training time.

## **Methodology**

The sample groups of this study were all young teachers of Shandong YC College. According to the latest survey data of the Personnel Department in August 2023, young teachers refer to teachers aged between 24 and 40, accounting for 270. All 270 young teachers were selected in this study, and questionnaires were distributed to each teacher, covering different majors, including preschool education, art, and engineering. The sample selection was representative enough. Through WeChat work group, questionnaires were distributed to teachers at a university in Shandong who participated in the survey, and they were collected and sorted out within the specified time. Finally, 205 valid questionnaires were collected, with an effective return rate of 80%.

## **Results**

### *Demographic Analysis of Questionnaire Participants*

In this questionnaire survey, there were 205 samples of high school teachers, The respondents of this scale were mainly women, 110 or 53.3% of the respondents, while 95 or 46.7% of the respondents were men.

In terms of marital status, the survey respondents were mainly unmarried, with 130 respondents, or 63.4 percent, and married, with 75 respondents, or 36.6 percent.

In terms of the highest educational level, the survey respondents were mainly master's degree, with 150 respondents, accounting for 73.5%, followed by bachelor's degree, doctoral degree, and diploma, with 37, 10 and 8 respondents, accounting for 18.3%, 4.4% and 3.8% respectively.

In the teaching section where the school is located, the survey respondents were mainly undergraduates, 127 or 61.8% of the respondents, followed by diploma and vocational schools, 45 and 33 or 22.1% and 17.1% of the respondents, respectively.

### *Statistical Analysis Results*

According to the research purpose of this study, the researcher unified the information collected from 205 valid questionnaires for SPSS statistical analysis to better conduct the hypothesis test the relationship between young teachers' professional development needs and professional development satisfaction in Shandong YC College in the teaching section. The following part mainly used the methods of correlation analysis to test the research hypothesis. The specific analysis results are shown in the table below.

This study used independent sample t-test to study the overall differences between gender and organizational environment satisfaction, management system satisfaction, teachers' professional identity, teachers' professional development satisfaction.



**Table 1:** Difference Analysis of Young Teachers' Career Development Satisfaction with Gender

Dimension	Male (N=95)		Female (N=110)		T	P
	M	SD	M	SD		
Organizational Environment Satisfaction	3.16	0.47	3.83	0.44	-12.844	0.000
Management System Satisfaction	3.50	0.78	3.74	0.57	-3.093	0.002
Professional Identity	3.29	0.62	3.68	0.55	-6.025	0.000
Overall	3.28	0.61	3.63	0.54	-6.024	0.000

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

Table 1 shows organizational environment satisfaction, management system satisfaction, teachers' professional identity. The overall difference of teachers' professional development satisfaction showed a significant difference ( $P < 0.05$ ), and the comparison result of the mean score of 3.29 for men was significantly lower than that of 3.63 for women.

Table 2 shows the different marital status on organizational environment satisfaction, management system satisfaction, teachers' professional identity, the overall difference of teachers' professional development satisfaction showed a significant difference ( $P < 0.05$ ), and the mean score comparison result showed that the mean score of unmarried was 3.34, which was significantly higher than the mean score of married was 3.07. Therefore,

**Table 2:** Difference Analysis of Young Teachers' Career Development Satisfaction with Marital Status

Dimension	Married (N=75)		Unmarried (N=130)		T	P
	M	SD	M	SD		
Organizational Environment Satisfaction	3.91	0.757	3.67	0.593	-10.834	0.000
Management System Satisfaction	3.76	0.664	3.53	0.728	-7.063	0.007
Professional Identity	4.02	0.638	3.76	0.641	-5.025	0.000
Overall	3.07	0.58	3.34	0.60	-4.164	0.000

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

Table 3 shows that the satisfaction of different teaching stages with organizational environment, management system, and teachers' professional identity, the overall difference of teachers' professional development satisfaction showed a significant difference ( $P < 0.05$ ), and the mean score comparison result was that the mean score of 3.24 in junior colleges was significantly lower than that of 3.36 in undergraduate colleges and 3.77 in technical schools.



**Table 3:** Differences of Young Teachers' Career Development Satisfaction with Teaching Levels

Dimension	Diploma		Under-graduate		Vocational School		F	P
	M	SD	M	SD	M	SD		
Organizational Environment Satisfaction	3.51	0.56	3.10	0.60	3.79	0.40	8.508	0.000
Management System Satisfaction	3.61	0.70	3.46	0.78	3.79	0.56	2.752	0.015
Professional Identity	3.44	0.61	3.36	0.55	3.77	0.58	8.266	0.000
Overall	3.24	0.61	3.36	0.55	3.77	0.58	8.266	0.000

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

Table 4 shows those different degrees of organizational environment satisfaction, teachers' professional identity, there was a significant difference in the overall satisfaction of teachers' professional development ( $P < 0.05$ ), among which there was no significant difference in the satisfaction of management system among different educational backgrounds ( $P = 0.069 > 0.05$ ). The result of score comparison is that the mean value of 3.04 for junior college students is significantly lower than that of 3.48 for undergraduate students and 3.72 for master students. Therefore,

**Table 4:** Differences of Young Teachers' Career Development Satisfaction with Highest Education

Dimension	Diploma		Under-graduate		Master's Degree		Doctoral Degree		F	P
	M	SD	M	SD	M	SD	M	SD		
Organizational Environment Satisfaction	3.15	0.54	3.44	0.57	3.86	0.45	3.71	0.35	12.054	0.000
Management System Satisfaction	3.54	0.82	3.58	0.70	3.72	0.55	4.04	0.72	9.382	0.069
Professional Identity	3.17	0.52	3.50	0.64	3.52	0.42	3.64	0.77	6.466	0.000
Overall	3.04	0.66	3.48	0.70	3.72	0.55	3.04	0.48	7.382	0.000

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

This study used the independent samples t-test to study the overall differences between gender and teacher development needs, professional development needs, organizational development needs, personal development needs, and teacher professional development needs. Table 5 shows that gender has differences in teacher development needs, professional development needs, organizational development needs, personal development needs, and overall teacher professional development needs. It shows a significant difference ( $p > 0.05$ ), male ( $M = 3.56$ ,  $SD = 0.64$ ), female ( $M = 3.84$ ,  $SD = 0.53$ ), ( $T$  value = -3.978,  $P$  value = 0.000). It can prove that hypothesis H2.1 was true, namely, there was a

significant difference in the professional development needs of different genders, significant differences in the professional development needs of young teachers with different genders did exist.

**Table 5:** Differences of Young Teachers' Professional Development Needs with Gender

Dimensions	Male (N=95)		Female (N=110)		T	P
	M	SD	M	SD		
Teacher Development Needs	3.07	0.58	3.34	0.60	-4.164	0.000
Professional Development Needs	3.35	0.65	3.62	0.62	-3.672	0.000
Organizational Development Needs	3.58	0.67	3.85	0.55	-3.988	0.000
Personal Development Needs	3.32	0.73	3.41	0.59	-4.249	0.000
Overall	3.56	0.64	3.84	0.53	-3.978	0.000

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

This study used independent samples t-test to study the overall differences between marital status and teachers' development needs, professional development needs, organizational development needs, personal development needs, and teachers' professional development needs. It can be seen from Table 4.6 that marital status affected teachers' development needs, professional development needs, organizational development needs, and personal development needs, the overall difference of teachers' professional development needs was significant ( $p < 0.05$ ), and the mean score of married students was 3.36, which was significantly lower than that of unmarried students 3.74. It can be seen from this that hypothesis H2.2 was valid, namely, there were significant differences in the career development needs of young teachers with different marital status.

**Table 6:** Differences of Young Teachers' Professional Development Needs with Marital Status

Dimension	Married (N=75)		Unmarried (N=130)		T	P
	M	SD	M	SD		
Teacher Development Needs	3.89	0.735	3.72	0.647	-4.164	0.006
Professional Development Needs	3.94	0.527	3.76	0.582	-4.356	0.000
Organizational Development Needs	3.88	0.602	3.87	0.677	-8.134	0.000
Personal Development Needs	3.41	0.73	3.32	0.59	-3.234	0.000
Overall	3.36	0.64	3.74	0.53	-3.978	0.000

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

Table 7 shows that different educational backgrounds have different needs for teacher development, professional development needs, organizational development needs, and personal

development needs, the overall difference of teachers' professional development needs is significant ( $p < 0.05$ ).

The score comparison results showed that the mean of 3.34 for junior college students was significantly lower than the mean of 3.42 for doctor degrees, 3.47 for undergraduates, and 3.63 for master's degrees. It can be seen from this that hypothesis H2.3 was true, namely, there were significant differences in the professional development needs of young teachers with different educational backgrounds.

**Table 7:** Differences of Young Teachers' Professional Development Needs with Highest Education

Dimensions	Diploma		Under-graduate		Master's Degree		Doctoral Degree		F	P
	M	SD	M	SD	M	SD	M	SD		
Teacher Development Needs	3.07	0.66	3.21	0.63	3.29	0.46	3.13	0.71	9.672	0.000
Professional Development Needs	3.35	0.77	3.48	0.66	3.60	0.60	3.43	0.46	6.844	0.000
Organizational Development Needs	3.89	0.74	3.71	0.64	3.83	0.52	3.45	0.53	11.830	0.000
Personal Development Needs	3.44	0.66	3.34	0.69	3.47	0.52	3.36	0.56	10.672	0.000
Overall	3.34	0.76	3.47	0.66	3.63	0.61	3.42	0.45	6.844	0.000

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

Table 8 shows that different teaching stages have different needs for teacher development, professional development needs, organizational development needs, and personal development needs, the overall difference of teachers' professional development needs was not significant ( $p > 0.05$ ). It can be seen from this that hypothesis H2.3: There was no significant difference in the professional development needs of young teachers in private colleges and universities in different teaching levels.

**Table 4.8:** Differences of Young Teachers' Professional Development Needs with Teaching Levels

Dimensions	Diploma		Under-graduate		Vocational School		F	P
	M	SD	M	SD	M	SD		
Teacher Development Needs	3.24	0.59	2.95	0.63	3.24	0.64	3.549	0.301
Professional Development Needs	3.52	0.64	3.26	0.79	3.53	0.59	2.402	0.092
Organizational Development Needs	3.73	0.59	3.62	0.90	3.78	0.56	0.735	0.480
Personal Development Needs	3.38	0.64	3.28	0.87	3.36	0.57	0.360	0.305
Overall	3.75	0.59	3.64	0.89	3.78	0.65	0.739	0.480

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

## **Conclusions**

Based on the survey of young teachers' professional development needs and their satisfaction with their professional development in Shandong YC College, this study summarizes the following conclusions according to the analysis results of the collected questionnaire data:

1) Young teachers in Shandong YC College have a higher level of professional development needs, and the level of young teachers' professional development satisfaction was stronger.

2) There are significant differences in the professional development needs of college teachers among different genders, marital status, educational background, and teaching age groups.

3) There are significant differences among different genders, marital status, educational background, and teaching age groups in their satisfaction with the career development of young college teachers.

According to the results of the questionnaire, the main factors that cause the difference between the background variables of teachers in Shandong YC College and the satisfaction of young teachers' professional development are "gender", "marital status", "educational background" and "teaching age". Young male teachers are more satisfied with their professional development than female teachers. Married young teachers are more satisfied with their professional development than unmarried young teachers. Young teachers with doctoral degrees are the most satisfied with their professional development, followed by masters, undergraduate and junior college teachers. Teachers at technical school teaching age are the most satisfied with their professional development, followed by undergraduate and junior college teachers.

There is a significant positive correlation between young teachers' professional development needs and young teachers' professional development satisfaction in Shandong YC College.

## **Recommendations**

In the process of massification of China's higher education, the changes in education have brought about adjustments and reforms in the internal management mechanism of colleges and universities. The internal management system of teachers in colleges and universities obviously reflects a lot of inadaptation, and this change brings a lot of complex challenges to the young teachers in them. As the most important human resources of colleges and universities, colleges and universities should create a good institutional environment for young teachers, cultivate the career development ability of young teachers, help young teachers to do a good job of regulating, effectively guiding and encouraging young teachers to give full play to their creative ability.

Colleges and universities should pay attention to the physical condition and mental state of young teachers. Actively pay attention to the ideological dynamics of young teachers and enhance the

sensitivity of young teachers' scientific research. Strengthening young teachers' sense of professional identity.

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