THE STRATEGIES OF PROFESSIONAL DEVELOPMENT OF
FIRST-LEVEL ADMINISTRATORS IN UNIVERSITIES IN GUANGXI

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Thesis Title	Guideline for Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities
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ABSTRACT

The objectives of this research were: 1) to study the current situation of professional development of first-level administrators in universities in Guangxi. 2) to develop the strategies of professional development of first-level administrators in universities in Guangxi. 3) to evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi. The sample group of the questionnaire is 600 first-level administrators from 6 universities in Guangxi. The interview group was 20 middle-level administrators and teachers. The experts for evaluated the adaptability and feasibility of the strategies of professional development of first-level administrators were from 6 universities in Guangxi, totaling 6 people. The research instruments were questionnaire, structured interview, and evaluation form. The statistic to analyze the data were percentage, average value, standard deviation, and Content Analysis

The results were found that:

1. The professional development of first-level administrators in universities in Guangxi is at a high level in five aspects. Considering that the results of this study rank from highest to lowest: the highest level is professional awareness, followed by professional knowledge and skills, the lowest level is training and guarantee systems.

2. Researchers have proposed 27 strategies of professional development of first-level administrators from five dimensions.

3. The results about evaluation of the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi was at highest level.

Keywords: Universities in Guangxi, First-Level Administrators, Professional Development, Strategies

ชื่อเรื่อง	กลยุทธ์การพัฒนาความเชี่ยวชาญทางวิชาชีพของผู้บริหาร
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ปีการศึกษา	2566

บทคัดย่อ

        การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการพัฒนาความเชี่ยวชาญทาง
วิชาชีพของผู้บริหารระดับสูงในมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อพัฒนากลยุทธ์การพัฒนาความ
เชี่ยวชาญทางวิชาชีพของผู้บริหารระดับสูงในมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความ
เหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความเชี่ยวชาญทางวิชาชีพของผู้บริหารระดับสูง
ในมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารระดับสูง จำนวน
600 คน กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ อาจารย์และผู้บริหารระดับกลาง รวมทั้งสิ้น 20 คน กลุ่ม
ผู้ประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความเชี่ยวชาญทางวิชาชีพของ
ผู้บริหารระดับสูง ประกอบด้วย ผู้บริหารระดับสูง จำนวน 6 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่
แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่
ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา (Content Analysis)
        ผลการวิจัย พบว่า
        1. สภาพปัจจุบันของการพัฒนาความเชี่ยวชาญทางวิชาชีพของผู้บริหารระดับสูง
ในมหาวิทยาลัยในมณฑลกวางสี โดยภาพรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้าน พบว่า
การตระหนักด้านความเชี่ยวชาญทางวิชาชีพ มีค่าเฉลี่ยสูงสุด รองลงมาคือ ทักษะและความรู้ด้าน
ความเชี่ยวชาญทางวิชาชีพ ส่วนระบบการรับประกันและการฝึกอบรม มีค่าเฉลี่ยต่ำสุด
        2. กลยุทธ์การพัฒนาความเชี่ยวชาญทางวิชาชีพของผู้บริหารระดับสูง ประกอบด้วย
27 กลยุทธ์

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความเชี่ยวชาญทางวิชาชีพของผู้บริหารระดับสูงในมหาวิทยาลัยในมณฑลกวางสี อยู่ในระดับสูงมาก

คำสำคัญ: มหาวิทยาลัยในมณฑลกวางสี ผู้บริหารระดับสูง การพัฒนาความเชี่ยวชาญทางวิชาชีพกลยุทธ์

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Wang Chunxia

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Chapter 1

Introduction

Rationale

Research Background

The principle of education is the foundation of a century long plan' has been a long-standing educational policy in China, and it is also the fundamental foundation for the development of China's education industry. With the acceleration of the popularization and internationalization of higher education in China, the management activities of universities are becoming increasingly complex. To achieve high-quality development of higher education, not only an excellent teaching team but also a professional and professional university management team are needed. Establishing a high-level and specialized university management team has become an inevitable requirement for modern university governance. The university management team is the overall conductor of the "band" of higher education institutions. He commands the activities of the entire university, and the role of university management personnel is constantly deeply ingrained in people's hearts.

Li (2015, p.56) pointed out that administrative personnel in universities undertake important administrative responsibilities such as decision-making, coordination, and management to ensure the normal and orderly development of teaching, research, and other work in the school, and play an important and positive role in the comprehensive development of higher education. Higher education institutions are gradually realizing the important role of management personnel in their development. Strengthening the construction of the administrative management team in universities and improving the quality of management personnel is becoming increasingly important, and it is also an important issue faced by university management work.

First-level administrators in universities are the main body of school administrative management work, playing the roles of managers, service providers coordinators, executors, and monitors in education and management activities. They

are an important force in promoting school construction and development. First-level administrators in universities need to possess higher qualities. Improving the quality and efficiency of administrative management work in universities cannot do without the professional development of first-level administrators. The professional development of first-level administrators in universities is directly related to the stability of the development foundation of universities, directly affecting the quality of education management and the overall development level of universities. It is a powerful guarantee for achieving the professionalism of higher education affairs. However, at present, the overall quality of first-level administrators in universities is uneven, and there is an uneven development trend in education, abilities, knowledge literacy, and other aspects. Compared with the professional development of university teachers, universities do not attach great importance to the professional development of first-level administrators. Due to work pressure, family factors, and other factors, first-level administrators in universities have not independently engaged in professional development. The current situation of professional development of first-level administrators in universities is not optimistic. Professional development is the core content of first-level administrators in universities. Studying the professional development of first-level administrators in universities not only helps them clarify their professional development tasks and adopt practical and feasible professional development strategies, but also helps to strengthen and improve the level of first-level administrators in universities, and achieve scientific, standardized, institutionalized, and humanized administrative management work in universities. Therefore, studying and analyzing the professional development of first-level administrators in universities is of great significance for promoting the professional construction of first-level administrators in universities and improving the management level and governance ability of Chinese universities.

This article mainly adopts methods such as literature analysis, comparative research, and survey research to conduct research. Using multiple disciplinary perspectives such as education and management, starting from the relevant concepts and theories of first-level administrators in universities, this paper analyzes the problems and influencing factors in the professional development process of first-

level administrators in universities in Guangxi. Based on the experience of developed countries abroad, a professional development model for first-level administrators in universities in Guangxi is constructed, and strategies to develop professional development of first-level administrators in universities in Guangxi are proposed.

Research Significance

Theoretical Significance

The rapid development of higher education has put forward a higher level of demand for the professionalization of first-level administrators in universities. The practice of professionalizing the construction of first-level administrators in universities calls for the vigorous development of theoretical research, but theoretical research has yet to meet the needs of practice. In the new historical stage, the theoretical construction of the professionalization of first-level administrators in universities is conducive to filling the theoretical gaps in the professionalization construction of first-level administrators in universities, and providing deep theoretical guidance for the professionalization construction of first-level administrators in universities. Therefore, this study has high theoretical research value.

Practical Significance

1. Improving the professional ability of first-level administrators is an Important guarantee for Improving the Management Level of Higher Education Institutions. The level of management in higher education institutions is directly influenced by the professional level and ability of first-level administrators, and the professional level of first-level administrators depends on the effectiveness of the overall professional construction of education industry management personnel. Therefore, improving the professional ability of first-level administrators in universities is of great significance for improving the level of university management.

2. Improving the professional ability of first-level administrators is beneficial for improving the overall quality of higher education institutions. Everything is in a process of change and development, and higher education institutions need to further improve their overall educational strength, attach importance to talent cultivation, and follow the path of connotative development. The current situation of low professional management level of management personnel in higher education

institutions has become an unfavorable factor affecting the improvement of their educational quality. First-level administrators are the main body of administrative management work in universities. First-level administrators with strong professional abilities can not only contribute to improving the management level and efficiency of higher education institutions, but also provide management guarantees for promoting the long-term development of the teaching staff, thereby improving the overall development level of higher education institutions.

Research Questions

1. What is the current situation of professional development of first-level administrators in universities in Guangxi?

2. What are the strategies of professional development of first-level administrators in universities in Guangxi?

3. What is the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi?

Objectives(s)

1. To study the current situation of professional development of first-level administrators in universities in Guangxi.

2. To develop the strategies of professional development of first-level administrators in universities in Guangxi.

3. To evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population were from university administrators and teachers in Guangxi. The overall research is Guangxi University (A1), Guangxi Normal University (A2), Guilin University of Electronic Technology (A3), Guangxi University of Science and Technology (A4), Guilin Medical University (A5), and Liuzhou Institute of Technology

(A6). The total number of administrators and teachers in these six schools is approximately 8600.

The Sample Group

The sample group of the questionnaire is 600 first-level administrators from 6 universities in Guangxi.

The sample group of the interview is 20 middle-level administrators and teachers. The qualifications of the interviewees are as follows: 1. Middle-level administrators with at least 8 years of senior management experience; 2. Possess rich experience in information leadership; 3. Master's degree or above; 4. The interviewed teacher should have at least 10 years of teaching experience and a doctoral degree or above.

The sample group of the evaluation is 6 experts from 6 universities in Guangxi.

The main factors to consider when selecting samples are: 1. Regional differences, with the samples coming from Nanning, Liuzhou, and Guilin in Guangxi, China. Most universities in Guangxi are in these three cities; 2. Differences in the types of universities, with samples being comprehensive universities, normal universities, science and engineering universities, and medical universities; 3. Level differences: national key construction universities, provincial key universities, provincial ordinary universities and Private university. These six universities have certain typicality and representativeness in terms of region, category, and level. I hope to reflect the professional development of first-level administrators truly and objectively in Guangxi's universities.

The Variable

Independent Variable

The characteristics of professional development of first-level administrators in universities in Guangxi include professional awareness, professional spirit, professional knowledge and ability, professional organization, training and guarantee systems.

Dependent Variable

Strategies of professional development of first-level administrators in universities in Guangxi

Advantages

1. On the basis of in-depth research on relevant literature at home and abroad, and starting from the actual situation of first-level administrators in universities in Guangxi, the "Questionnaire on Professional Development of First-level Administrators in Universities in Guangxi " has been developed.

2. Analyze the influencing factors and existing problems of professional development of first-level administrators in universities in Guangxi through survey questionnaires and in-depth interviews. This can provide theoretical support for the construction of management teams in higher education institutions and enrich the theory of human resource management in universities.

3. Based on relevant research conclusions, specific suggestions have been put forward to promote the professional development of first-level administrators in universities in Guangxi. For Guangxi universities located in ethnic minority areas, it will have extremely important special significance in improving the level of higher education in ethnic minority areas, prospering cultural undertakings in ethnic minority areas, and maintaining political stability in ethnic minority areas.

Definition of Terms

1. **Guangxi Universities** refers to the colleges and universities that implement higher education in Guangxi, China. These colleges and universities provide teaching and research conditions and authorize the awarding of degrees, including universities, colleges, Vocational university, higher vocational and technical colleges, and colleges and universities.

2. **First-level administrators in Universities** refers to management personnel engaged in specific management affairs at the top and lower levels of the university. They undertake tedious and tedious tasks such as information transmission, communication and coordination, and emergency response, which directly determine

the normal operation of administrative organization work in universities. Fang and Guan (2019, p.16) believe that the administrative personnel of higher education institutions refer to natural persons who represent the administrative subject of the school and have contact with the administrative counterpart. It is generally believed that various personnel engaged in management work within the Party and government departments, administrative management, teaching management, and scientific research management departments of universities belong to the category of administrative personnel in universities. Structurally, it is divided into high-level (decision-making level), middle-level (executive level), and first-level (operational level), who play different roles in the operation of universities.

3. The Professional Development of First-level Administrators in Universities in Guangxi refers to the conscious, continuous, and systematic development process of management as a profession. The professionalization of first-level administrators in universities in Guangxi includes two levels of meaning. Firstly, it refers to a specialized grassroots management team in universities with high professional management literacy, efficiency, and relative stability. Secondly, it refers to first-level administrators who, throughout their entire management career, rely on the university management platform, learn professional knowledge and skills in education management through lifelong management, implement professional autonomy, demonstrate professional ethics, and gradually improve their management quality, becoming a well-trained university management professional. A mature and specialized grassroots management team in universities should possess the following characteristics: first, a clear professional awareness; second, a persistent professional spirit; third, a multidisciplinary and composite professional knowledge and abilities; fourth, a sound professional organization; and fifth, a complete training and Guarantee Systems.

Research Framework

The research topic of this paper is the strategies of professional development of first-level administrators in universities in Guangxi. The researcher defined a research conceptual framework as follows:
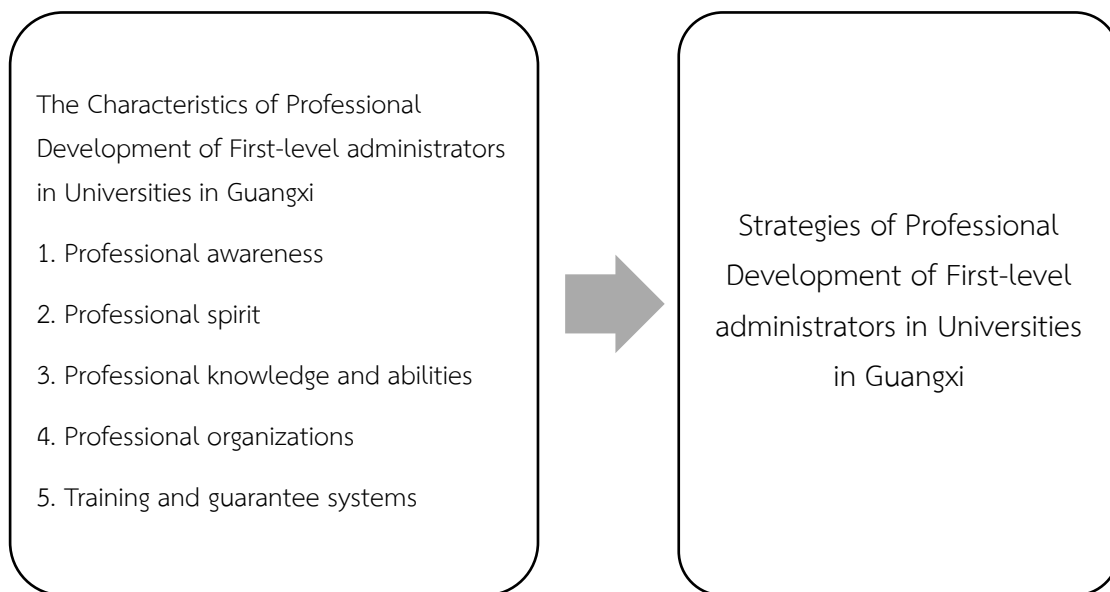
Figure 1.1 Research Framework of Professional Development of First-level Administrators in Universities in Guangxi

Chapter 2

Literature Review

This study refers to the current situation of professionalization of university management personnel, factors affecting the development of professionalization of university management personnel, literature and related studies promoting the development of professionalization of universities, and analyzes the relevant concepts of professionalization theory, human resource management theory, higher education theory, and stakeholder theory. Therefore, the article analyzes the literature and related research results from the following aspects:

1. Theoretical Basis

2. Research on the Professionalization of University Administrators in China

3. Experiences and Inspirations from Developed Countries in the Professionalization Construction of University Management

4. Literature Review

The details are as follows.

Theoretical Basis

Specialization Theory

Specialization is often used to refer to the process of a partially professional profession gradually meeting the standards of a fully professional profession. It refers to the process in which a certain job is specialized by personnel who have undergone professional training and training, and continuously improve their level of specialization. It is a requirement for the high level of knowledge and expertise of a certain profession, as well as a recognition of its complexity and creativity.

Many scholars have proposed different views on the standards of specialization. The details are as follows:

Bao (2022, p.37) mentioned that American scholar Hall proposed 14 characteristics of professional specialization.

Suo (2019, p.129) mentioned that specialization has seven basic conditions: professional knowledge and skills, professional training, professional organization, Professional ethics, professional autonomy, professional services and professional growth.

Zhao (2014, p.8), a Chinese scholar, mentioned that specialization can be seen as a social process. In this process, driven by the intricate interaction between the four entity elements of "state", "society", "university" and "the activity itself", it has been developing through different stages, such as "secondary specialty", "quasi specialty", "formed specialty", "emerging specialty", and "mature specialty". In this process, the organization and degree of autonomy of the population related to the activity, the scientific knowledge system and knowledge acquisition system, economic and social benefits, as well as the level of regulation and protection of the activity by the state and society are gradually shifting from a low-level state to a high-level and developed state.

Chen (2008, p.22) proposed that the professionalization movement is gradually completed by a series of factors through systematic interaction and comprehensive integration. The professional system includes six aspects: structural elements, background elements, activity elements, educational elements, ideological elements, and behavioral elements.

Shi (2014, p.36) Specialization refers to the process of a job being specialized and continuously improved by staff who have undergone professional training and training. Professional development refers to the process of improving people's professional knowledge, skills, and attitudes, as well as the necessary support, as well as how the organization redesigns its structure and culture.

In short, there are many conditions for specialization, including the formation of a system of specialized knowledge and skills, the implementation of professional education and qualification certification systems, standardized professional ethics, and the construction of professional organizations. With the development of the situation, both the education management profession and the higher education management profession have begun to transform towards specialization. There is a close relationship between specialization and professional development. Drawing on the theory of

specialization, especially the theory of education management specialization and the theory of principal specialization, is beneficial for us to study the professional development of first-level administrators in universities.

Human Resource Management Theory

Human resources is a broad theoretical generalization that refers to the collective term for individuals in a country or region who create material, spiritual, and cultural wealth for society and engage in intellectual and physical labor. It emphasizes the labor capabilities that humans possess, including potential labor capabilities. The idea of human resource management has a long history. From the industrial revolution that began in the late 18th century to the 1970s, this period is known as the traditional personnel management stage. Since the late 1970s, personnel management has given way to modern human resource management. The focus of human resource management is gradually shifting from being centered around "things" to being centered around people, that is, "people-oriented" management; The theory of human capital has gradually become the fundamental theory of human resource management and is fully involved in enterprise and public management. In the 21st century, the development trend of human resource management is to form strategic human resource management. Human resource management reflects the fundamental change in the concept of organizational personnel management, believing that people are the strategic resources of the organization. Human resource management must be people-centered, understand human characteristics, pay attention to human needs, develop human potential, and rely on the stock of human capital to achieve the strategic goals and sustainable development of the organization.

Zhao (2022, p.7) proposed that the core of modern human resource management is the effective integration and utilization of relevant human resources inside and outside the organization to meet the current and future development needs of the organization, ensure the achievement of organizational goals and maximize the development of its members. Based on this, the core work activities of modern human resource management mainly include organization and position management, personnel mobility management, training and development management, performance and salary management, labor relationship management, etc.

Zhu and Dong (2023, p.170) proposed that human resource management in universities refers to the use of scientific methods by the human resource management department to organize, train, and manage faculty members based on the current development status, professional teaching characteristics, and future development trends of the school, and to implement leadership, coordination, and control of personnel relationships, in order to better coordinate the relationship between faculty members, education, teaching, and social status, Fully leverage the wisdom and talent of faculty and staff to contribute to the development of schools and students.

Zhou (2022, p.1785) proposed that in the human resource management work of universities, human resources, as the fundamental element of school management and administrative work, are the key to cultivating talents in schools, and are related to whether schools can improve the quality of education. Universities should innovate in human resource management by cultivating management talents, comprehensively innovating university education, formulating personnel training plans, and establishing practical and feasible incentive mechanisms.

Cao (2022, p.117) proposed that modern human resource management is a series of activities that utilize modern management methods to acquire, develop, and continuously apply human resources. It explores the relationships between people and organizations, fully develops and utilizes them, continuously improves, and optimizes career development, fully mobilizes employees' enthusiasm and initiative, achieves team set goals, and enhances the overall strength of the enterprise. At the same time, it is pointed out that universities should enhance and update the concept of human resource management, build a human resource management database, innovate human resource management systems, build learning platforms, and enhance the efficiency of human resource management in universities.

In summary, from the perspective of human resource management theory, the professional development of university management personnel is closely related to both the gradual independence of university management work and the assumption that management personnel are important human capital in universities. To fully leverage the role of university administrators, it is necessary to apply relevant theories

and methods of human resource management to study the professional characteristics of university administrators, in order to truly enhance their professional level.

Higher Education Theory

The higher education theory of Martin Turow, an American scholar, believes that "the nature of elite higher education in some countries will not change until its scale is expanded to provide learning opportunities for about 15% of the school-age youth, and when it reaches 15%, the nature of the higher education system begins to shift to the mass type." This theory believes that when a country's higher education is in the elite Educational stage, its university management task is relatively simple, and generally professors can serve concurrently. However, as higher education enters the stage of popularization, the management of universities has become increasingly complex and the management objects are diverse. There is an urgent need for professional management personnel to use diverse management methods to manage internal affairs of universities. At present, China has entered the era of popularization of higher education, followed by further expansion of the scale of universities, a significant increase in the number of students, and an increasing variety of internal management work in universities. This requires a group of dedicated and professional management teams, which is a necessary path for Chinese universities to further improve their management level. Therefore, the professional development of university management personnel should become an important aspect of the reform of China's university management team construction.

Pan (2009, p.38) repeatedly emphasized the importance of theoretical research in higher education, and pointed out that relevant research includes the essence and function of higher education, the relationship between higher education and the economy, the basic ideas of higher education, and the system and development path of higher education. At the same time, the core essence and basic value pursuit of his higher education management ideology are mainly reflected in centered on talent cultivation, academic oriented, striving for first-class and pursuing excellence.

Wang (2003, p.65) pointed out that "theoretical construction is a fundamental requirement and task for the development of any discipline, and its importance and urgency are even more prominent for immature higher education disciplines.

Zhang and Ma (2022, p.15) proposed that higher education is a very complex Social phenomenon. The methodology of studying this phenomenon covers all levels from Philosophical methodology to specific methods of higher education discipline. Among them, the study of specific research methods in higher education disciplines is the foundation and purpose of higher education methodology research. On the other hand, philosophical and scientific methodologies can be used to guide the research of specific research methods in higher education disciplines, serving the research of specific research methods in higher education disciplines.

In summary, the theory of higher education has provided us with important insights: to meet the needs of the development of higher education and achieve the smooth transformation of higher education from the elite stage to the mass stage, it is necessary to cultivate a group of professional university management personnel.

Stakeholder Theory

The stakeholder theory was first proposed by Stanford University in 1963, which states that the management of a company is not just about maximizing the interests of shareholders, but rather about maximizing the benefits of various stakeholders, including shareholders, creditors, suppliers, employees, customers, and individuals or groups related to the development of the company. American scholar Rosovsky pointed out that the "owners" of universities not only include school directors and professors, but also individuals or groups such as the government, students, media, and donors. From the perspective of stakeholder theory, stakeholders in universities include the leadership team, administrative personnel, teachers, and researchers, as well as students. The leadership team of universities mainly formulates the school's medium and long-term strategic plans, pointing out the direction for the development of universities; Administrative personnel include functional departments of the school and administrative staff of departments, who are specific policy implementers; Teachers and researchers are important components of universities, which are related

to the quality of talent cultivation in universities; The student group is the carrier and performer of a university's educational philosophy, effectiveness, and quality.

The management level of a university is closely related to the interests of these groups. A professional management team can formulate practical and feasible development plans for universities, appoint and cultivate a group of capable administrative personnel to complete various tasks, and provide a good development environment for teachers and researchers. Good management and service can provide students with a more comfortable learning and living environment. Therefore, high-level and specialized university administrative management is closely related to the interests of various groups in universities and is a necessary path to maximize the interests of all stakeholders.

Research on the Professionalization of University Administrators in China

The research on the professionalization of administrative personnel in universities in China started relatively late and began in the late 1970s and early 1980s. At that time, under the guidance of the policy of building a cadre team with the "Four Modernizations" standard in mainland China, experts such as Pan Maoyuan, Dai Zhenhai, and Chen Xiuye conducted research on the professionalization of administrative personnel in universities. Since the 1990s, especially with the continuous deepening of the reform of educational physique, some scholars have conducted discussions on the professionalization of administrative personnel in universities, focusing on issues such as "shoulder to shoulder" management cadres in universities. Through data acquisition from the CNKI database, the theme of Document retrieval is the professional development of university managers. The search was conducted with "universities + managers + specialization," and a total of 87 papers were obtained; A total of 97 papers were retrieved using "universities + management teams + specialization"; A total of 9 papers were obtained through the search of "universities + administrative personnel + specialization"; At the same time, by combining keywords such as "university", "administrative personnel", "management personnel", "management team", "professional development", "specialization", and searching again, you can still obtain some research papers. According to the literature retrieved, the

research of Chinese scholars on the professionalization of university administrators is mainly carried out from the following aspects: first, the connotation of professionalization of university administrators; Secondly, research on the necessity of professionalizing the construction of university management personnel; Thirdly, comprehensive research on the professionalization of university management personnel; Fourthly, research on the professionalization construction of various types of management personnel within universities;

Research on the Connotation of Professionalization of University Management Personnel

1. The Concept of Professional Development of First-level Administrators in Universities

Foreign scholars have discussed the issue of professionalization of university administrators relatively early. The details are as follows:

Richard (1968, p.8) discussed the relationship between specialization and bureaucracy and proposed that manager specialization has an impact on organizational structure, which also affects the process of specialization.

DiMaggio and Powell (1983, p.12) mentioned that the professionalization of managers includes the following aspects: (1) clarifying the role positioning of managers; (2) Formal education requirements for improving the professional qualifications of managers; (3) Formal education and legalization based on shared cognition; (4) The growth and deepening of formal communication networks between managers.

Everts (1999, p.12) analyzed the connotations of professionalism, specialization, and professionalism, and introduced the differences in understanding of the connotation of "specialization" in different regions.

Shulman (1999, p.41) proposed that the characteristics of "specialization" are manifested as "the concept of service and professional ethics; being able to fully grasp theoretical knowledge; being able to carry out practice within a certain professional scope; using theory to make judgments on actual situations; learning from experience, forming a professional group for professional learning and personnel management". From this, it can be seen that professional university managers should balance the functions of "management" and "service".

Santiago (2006, p.11) proposed that one of the influences of new Managerialism in the field of higher education is the professionalization of university managers.

Chinese scholars began specialized research in the late 1970s and early 1980s. At the end of the 1990s, with the deepening of China's Education reform, further exploration was carried out for the professionalization of university administrators. The details are as follows:

The Theory and Practice of Teacher Professionalization (2003, p.14) published by the Department of Teacher education of the Ministry of Education believes that professionalization is a sociological category, which refers to the process in which an ordinary professional group gradually conforms to professional standards, becomes a specialized profession, and obtains corresponding professional positions within a certain period of time.

Liu (2016, p.43) proposed the theory of popularization of higher education, emphasizing the significant increase in the importance of the career of university administrators in the process of expanding the scale of higher education and developing towards specialization.

Yuan (2016, p.24) believes that the professionalization of university managers refers to the dynamic growth process in which university management, because of becoming a profession, ensures that managers better serve the education and development of universities, and other professional abilities and traits, continuously moving towards maturity and improvement. This is a gradual professionalization process, which is the coordinated development of the abilities of university managers as professional educators and professional managers.

Based on the above viewpoints, the basic requirement for professionalization of university administrators is that they have undergone systematic education, practice, and training to master the knowledge and abilities of university administrative management. They can demonstrate professionalism, implement professional autonomy, and gradually match their positions. At the same time, it can achieve the development of managers from the initial stage to the professional stage, forming an efficient and optimized management team process.

The professional development of first-level administrators in universities refers to the process of specialized management of specific administrative affairs in universities through comprehensive institutional norms and training, based on professional spirit, possessing knowledge of university management, continuously improving professional management capabilities. The establishment and implementation of a scientific and standardized management system within universities require relevant first-level administrators to complete. Therefore, the level of professionalism of first-level administrators directly affects the formulation of university construction goals and the implementation of construction plans.

For first-level administrators in universities, the core of their professional development refers to their conscious, continuous, and systematic development of management as a profession. From the perspective of specialization, it requires personnel engaged in this work to have a high level of professional knowledge and management ability. Management cadres need to have a persistent professional spirit, rich professional knowledge, and continuous innovation of professional ability. The connotation of the professional development of first-level administrators in universities includes three aspects: firstly, the professional development of first-level administrators in universities is an autonomous process, which must consciously and actively participate, have a clear vision and appropriate goals, and require the organization to make good planning. Secondly, the professional development of first-level administrators in universities is a continuous process. In modern society, because new knowledge and new ideas are emerging in endlessly, it is necessary for college first-level administrators to systematically learn and master the knowledge of broad disciplines such as higher education, psychology, sociology and behavioral sciences in practice, have good professional ethics, including dedication, dedication, initiative, team spirit, etc., and have a variety of management capabilities, such as coordination and communication skills Ability to execute control, command decision-making, and innovate work. Through continuous education and training, gradually acquiring knowledge and skills in university management, continuously improving university management capabilities, and ultimately growing from a "management novice" to a "management expert". This growth process is both phased and long-term and

sustainable. The professional development of first-level administrators in universities is a systematic process. This is manifested in that the professional development of grass-roots managers in colleges and universities not only includes the process of improving personal professional knowledge, professional ability and Professional ethics, but also includes the necessary conditions to support this process.

2. The Content of Professional Development of First-level Administrators in Universities

Chinese scholars have carried out relevant discussions on the analysis of the influencing factors of the professionalization of university managers, as follows:

Zhang (2016, p.150) described the professional knowledge, professional ability, Professional ethics and professional development of university administrators;

Qin (2013, p.73) believes that a strong sense of professionalism, responsibility, professional knowledge and skills, interdisciplinary knowledge literacy, and a sound and stable professional organization are the basic characteristics of professionalization of university managers;

Chu (2017, p.80) proposed to promote the professionalization of school administrators based on professionalism, professional knowledge, professional ability, Professional ethics and self professional awareness.

Scholar Yang (2017, p.106) based on a deep understanding of the connotation of professionalization of university managers, proposed that the content of professionalization development of university managers includes professional awareness, professional spirit, professional ability, professional structure, democratic management level, etc.

In summary, the improvement of the professionalization of first-level administrators in universities requires the construction of a corresponding influencing factor system based on their special identity, which is necessary to improve the professionalization level of first-level administrators in universities. On the basis of a deep understanding of the connotation of professionalization of university managers, the development of professionalization of first-level administrators in universities is a systematic project, which not only includes the enrichment of professional knowledge

of first-level administrators, but also the improvement and optimization of comprehensive qualities such as educational concepts and professional skills.

Combining the connotation of specialization, this article draws on the theory of Yang Hui from Tsinghua University to express the professional development content of first-level administrators in universities as follows: clear professional awareness, rich professional knowledge and abilities, persistent professional spirit, stable professional organization construction, perfect guarantee systems, and education and training system.

The professional awareness of university administrators mainly refers to their own awareness of the past professional development process, their awareness of the current state, and their planning awareness of future professional development. Professional autonomy "is the result of the highly developed specialization of a certain profession. To truly achieve the professionalization of university management personnel, it is necessary to uphold the professional autonomy of management personnel and strive to improve their professional autonomy awareness.

The professional knowledge and abilities of university administrators refer to the basic knowledge of higher education science, national laws, educational administrative regulations, policies, and plans that they should master. Management personnel first achieve innovation in management concepts, with the purpose of serving teachers and students, and combine theoretical knowledge with management practice in management practice, enriching their management knowledge through continuous practice. In work, it is necessary to achieve innovation in management methods, management behaviors, and management methods, abandon past experiential and reference based management techniques, and adopt modern and information-based management methods to ensure the normal operation of school work.

Professional spirit refers to a personality style characterized by responsibility and dedication to the education industry, enterprising spirit, and innovative awareness. Based on Yang Xiaojun's understanding of the professional spirit of university teachers, the author believes that the professional spirit of university administrators refers to the inclined system of ideals, beliefs, attitudes, outlooks on life, values, and moral conduct held by university administrators towards the management profession they engage in.

Professional spirit is the spiritual driving force that guides managers to engage in professional work. Professional spirit is the internal driving force for professional development. In the practice of higher education management, people have fully realized that the determination of management behavior is not only determined by the professional quality and ability of management personnel, but also by the professional spirit of management personnel, which is an important indicator that affects management behavior. Professional spirit is the internal driving force and the starting point of professional development. It directly and indirectly affects what managers should do, how to do it, and to what extent they should achieve in management work. From the perspective of the professional qualities required for the professionalization of university management, the professional spirit of management personnel mainly includes the professional ethics of abiding by laws and regulations. Professional spirit also includes using laws and discipline to restrain one's own behavior, consciously complying with the school's rules and regulations, loving and dedicated work, and internalizing professional ethics into conscious behavior. Secondly, university management personnel should fulfill their duties and have a work style that is willing to serve and willing to contribute to teachers and students. In a short period of time, many managers are able to take their job seriously and responsibly, but year after year, many managers become tired of their job, and there are often cases of shifting blame. Therefore, if there is no professional spirit of being serious and responsible for work, one will not be able to do their job well and conscientiously. Finally, management personnel should have the spirit of innovation, change their original management concepts, methods, and methods, promote innovation, and strive to achieve learning innovation, thinking innovation, system innovation, and method innovation. In the process of continuous innovation, they should improve their management abilities.

Professional organizations are the key for first-level administrators in universities to gain recognition of their professional status in society, as recognized majors have a strong professional organization. Professional organizations can ensure professional authority, safeguard professional standards, enhance professional status, and prevent some professionals from using professional titles to damage their

professional reputation, thereby mutually guaranteeing their abilities and honors. Professional organizations are of great significance in promoting the professionalization of university management personnel. For example, there are many professional associations in the field of Student affairs management in American colleges and universities. These professional associations try to provide professional education and literacy training for their members from one aspect or many levels, to improve and develop their professional skills and qualities. Professional associations can become a platform for managers from different regions and universities to communicate with each other, which is of great significance for the professional development of university managers. The establishment of professional associations by university managers at the grass-roots level will help university managers to clarify their own sense of professional autonomy, promote their professional ability, form Professional ethics, and form exclusive abilities and qualities in competition. In professional associations composed of first-level administrators in universities, members can deeply explore and study the relevant theories of university management work. Members can also publish and distribute academic journals on university management work, discuss and formulate industry admission standards and evaluation systems for university management personnel, and submit them to relevant education administrative departments as the basis for policy-making. These are beneficial for the evaluation of university management personnel to shift from a single external evaluation to a diversified evaluation that combines internal evaluation, peer recognition, and customer recognition.

The training and guarantee systems refer to a series of systems adopted in pursuit of a certain effect. The training and guarantee systems in this study refer to a series of rules and measures formulated by relevant departments to promote the professional development of first-level administrators in universities. In the process of professionalizing the development of first-level administrators in universities, the education and training system is particularly important. For individuals, the education and training system can promote their continuous growth; As for the group, it can transcend the limitations of individuals, preserve certain knowledge, and truly realize the accumulation of knowledge and the "leap" of time and space. Professionals are

not refined in a day. To become a professional, it takes a long process and requires continuous training or education. The professionalization of university administrators is a systematic process that must be carried out in conjunction with their work practices. By cultivating the management abilities of university administrators, the professionalization and professional development of university administrators can be achieved.

Many scholars emphasize that the professionalization of university management personnel refers to the process in which managers, throughout their entire management career, learn educational management professional knowledge and skills through lifelong management training, implement professional autonomy, demonstrate professional ethics, and gradually improve their management professional quality. The professional growth process of becoming a good university management professional is the process of transforming from an "ordinary person" to a "manager". In this definition, scholars emphasize that the professionalization of management personnel is a process of professional development, gradually becoming managers and management experts from an ordinary professional group. In the process of professionalization, university management personnel rely on the carrier of university management practice, and through professional training, ultimately acquire management knowledge and skills.

Research on the Necessity of Professional Construction of University Management Personnel

The research on the necessity of professionalizing the construction of university management personnel mainly starts from the professionalism of university management, and proposes that university administrative management personnel should be professionalized. As follows:

Sang (2016, p.63) proposed that in the new situation, the education management team in universities and the teaching team have equal importance, and the education management team in universities needs to be specialized. Based on analyzing the requirements for the professional quality of education management personnel, the basic ideas for the professional construction of education management teams are clarified.

Liao and Wei (2020, p.27), and Bai (2015, p.12) mentioned that the professionalization of management is of great significance for the sustainable development of universities, and considered the implementation path of professionalization of university management from the perspectives of philosophy, technology, procedures, and personnel specialization.

Hu (2014, p.49) proposed that in the new situation, the specialization of management has become an inevitable trend to achieve innovative development in universities. The paper suggests promoting the professionalization of university management by enhancing its level, broadening its path, and enriching its connotation. With the acceleration of marketization in universities, the management issues of universities have also attracted the interest of researchers.

Liao (2017, p.115) proposed that the quality of administrative personnel in universities directly affects the development of universities and the cultivation of students. To improve the quality of administrative personnel, schools should first address many existing problems, such as strengthening theoretical foundations, actively enhancing service awareness, and improving assessment mechanisms.

Zu (2019, p.118) proposed that improving the abilities of administrative personnel in universities can help promote the overall level of school management and services. Consciously and actively self-improvement is also an important aspect of achieving self-realization. At the same time, cultivating a group of university administrative personnel with an international perspective is of great significance for improving the competitiveness of the school and even the country.

Yin (2014, p.150) proposed that the trend of professionalization in university management requires university managers to possess professional knowledge, abilities, and qualities that match their management positions. At the same time, professional development should conform to the organizational characteristics of universities, follow the internal logic of universities and the laws of higher education, talent cultivation and management, take academic power as the foundation, establish the purpose of management serving academia, and ultimately achieve the goal of "administrative personnel managing administrative affairs, academic personnel managing academic affairs, and administrative power serving academic power". At the

same time, the article proposes that the current de administrative reform of university management in China should start from establishing scientific concepts, improving the professional knowledge level of management personnel, and establishing a professional and efficient operating mechanism.

Yin (2020, p.76) analyzed the elements that constitute the competence of administrative personnel in universities, starting from the perspective of competence. Based on the competency elements, this paper puts forward that administrative personnel should carry out job rotation, strengthen the construction of organizational culture, analyze their own competency, create a curriculum training system of six major professional modules, such as "management skills", and scientifically develop targeted training plans.

In summary, the professionalization of university management personnel is not only a demand for higher education itself, but also a key to improving the management level and educational efficiency of universities.

A Comprehensive Study on the Specialization of University Management Personnel

Scholars have had a heated discussion on the comprehensive research of professionalization of university management personnel, as follows:

Peng (2013, p.168) pointed out that the professionalization of university management personnel has been widely accepted as a management concept. However, if this concept is not mutually conditional on the professionalization of management itself and the democratization of decision-making, it will expose various contradictions and problems in practice. Some management personnel in Chinese universities are pursuing master's and doctoral degrees in non-higher education majors. Such professionalization is essentially non professionalization, and the series of problems brought about by it go without saying. To solve this problem, in addition to changing concepts, it is also necessary to rapidly develop degree education in higher education majors to meet the true professionalization needs of higher education management personnel.

Liu (2020, p.47) pointed out that university management cadres should develop towards experts and scholars in their specific work environment, with their development goals not only in terms of business but also in terms of political requirements.

Deng (2014, p.14) analyzed the current situation and existing problems of the professionalization development of university management teams in China. Based on the experience of developed countries in the professionalization construction of university management teams, she proposed countermeasures to promote the professionalization construction of university management teams in China from four aspects: promoting the full staff appointment system, constructing a people-oriented evaluation system, establishing a salary management system tailored to school conditions, and constructing a learning organization in universities.

Zhang (2013, p.14) proposed that the professionalization construction of university management personnel in China should establish a management concept of comprehensive and free human development, which mainly includes three aspects: (1) the professionalization construction of university management personnel should be based on the concept of comprehensive and free human development; (2) By formulating career development plans and establishing a career training system, we aim to construct a career management system for university administrators, promoting their comprehensive and free development; (3) By establishing career management supporting systems such as job classification management system, employee promotion system, assessment and evaluation system, and performance compensation management system, we can ensure the comprehensive and free development of university management personnel.

Chen (2016, p.17) proposed that the professional development of university administrators should be based on human resources theory, Maslow's hierarchy of needs theory, two factor theory and Expectancy theory. The article conducts empirical research on administrative personnel of some undergraduate universities in Liaoning Province through questionnaire surveys and in-depth interviews. Research has found that full-time administrative personnel in universities have problems such as weak personal professional development awareness, limited personal professional

development space, imperfect professional development incentive systems, and non-standard professional development training mechanisms. Based on drawing on advanced foreign experience, the paper proposes to strengthen the professional development of full-time administrative personnel in universities at the national, school, and individual levels.

Wang (2018, p.12) proposed that the professionalization of administrative personnel in universities must follow correct guiding ideology and basic principles; Universities should establish and improve mechanisms for the selection and appointment of administrative personnel, implement systematic pre and post professional training, implement a salary system tailored to the school, implement a people-oriented "performance" evaluation system, and build a learning organization that contributes to sustainable development to achieve the professionalization of administrative personnel.

Hu (2019, p.10) pointed out that the main problems in the development of the administrative management team in Chinese universities are weak professionalism, the need to improve professional awareness, the need to improve evaluation and promotion standards, and the widespread phenomenon of "shoulder to shoulder". Universities should improve the recruitment mechanism for university administrative personnel, establish a reasonable talent evaluation system, establish a reasonable salary management system, weaken the "double shoulder" phenomenon, and strengthen the development of a professional system for university administrative personnel to promote the professionalization of university administrative management teams, thereby improving the quality and level of higher education.

Li (2019, p.14) mentioned that promoting the professionalization of university management personnel and building a professional and effective management team has become an inevitable trend in the development of higher education. Therefore, first, it is necessary to achieve classified management of management personnel, clarify their professional positioning, improve the admission system for university management personnel, standardize the qualifications of university management personnel, and strengthen professional training for management personnel, so that their professional knowledge can be provided in a timely manner. Finally, a platform

should be built to improve the evaluation and incentive mechanism for management personnel.

Dai (2018, p.10) mentioned that, taking Ningbo University as an example, he studied the current situation and existing problems of the professionalization of administrative staff in local colleges and universities through case analysis. On this basis, based on the national conditions of China and drawing on the experience of professional construction of administrative personnel in foreign universities, countermeasures and suggestions for the professionalization of administrative personnel in local universities are proposed: updating the concept of administrative management in universities, optimizing the employment system for administrative management positions, constructing an evaluation system tailored to the school, forming an incentive mechanism of "excellent labor and remuneration", implementing the concept of knowledge management, and emphasizing domestic and international exchanges and cooperation.

In summary, there is a focus on the professionalization of university management teams in China, but there is relatively little emphasis on the professionalization of first-level administrators. Therefore, this article considers and analyzes from the perspective of professional construction of first-level administrators.

Research on the Professional Construction of Various Management Personnel within Universities

University administrators are a unified and vague term. The group of university management personnel can be further divided into multiple groups, including party affairs administrative management, teaching management, scientific research management, personnel management, financial management, logistics management, etc. The specialization construction of these groups has both universality and particularity. From the literature retrieved, the classification research on the professionalization of internal managers in colleges and universities in China mainly focuses on the professionalization research of four groups: teaching managers, science and technology managers, Student affairs managers and other personnel.

1. A Study on the Specialization of Teaching Management Personnel in Universities

Talent cultivation is the basic responsibility of universities, so the professionalization of teaching management personnel in universities has received a lot of attention. The specific research is as follows:

Hong (2015, p.72) proposed that building a professional and professional teaching management team is of great significance for stabilizing teaching order, improving teaching quality, and cultivating high-quality talents with comprehensive moral, intellectual, and physical development. Universities should strive to promote the professionalization and professionalization of teaching management teams by establishing a teaching management concept that keeps pace with the times, strengthening education and training, and promoting institutional innovation.

Hu (2021, p.45) proposed that as university administrators, their professional level will directly affect the overall teaching management of the school. At present, management work is highly valued in university teaching, but the management team is not stable enough, and the level and quality of relevant personnel are also uneven. Therefore, to solve this problem, universities must attach importance to the improvement of the professional level of teaching management personnel. Based on this, universities should adopt various effective measures, actively change their mindset, and strengthen the selection and training process. At the same time, universities should establish an evaluation index system and feedback mechanism for teaching management teams, increase efforts to promote the professionalization of teaching management personnel, fundamentally improve the quality of teaching in universities, and thus promote the faster development of higher education.

Zhou (2020, p.135) proposed that in the context of the national "Double High Plan," in order to achieve more significant development, universities must require teaching management personnel to take the path of professional construction. Therefore, universities should strengthen the professional strength of teaching management personnel through talent introduction, improve the professional level of teaching management personnel through education and training, motivate teaching management personnel to improve and improve through promotion channels,

promote the improvement of professional level through institutional norms and evaluation feedback, enhance cohesion, and build a learning management team.

Liu (2020, p.149) mentioned that the level and quality of management teams in many universities are uneven, and the professionalization of teaching management personnel still needs to be improved. The paper analyzes the professionalization of teaching managers in current Chinese universities, elaborates on the necessity of improving the professionalization of teaching management, and explores strategies for improving the professionalization of teaching managers in universities: 1 Strengthen the professional thinking awareness of teaching management personnel; 2. Optimize the training mechanism; 3. Optimize the evaluation mechanism of teaching managers;

Wu (2019, p.125) mentioned that universities must have a professional teaching management team to keep up with the pace of higher education reform. This requires teaching management personnel to possess professional knowledge, abilities, and literacy. Universities should carry out the path of professionalizing teaching management personnel by raising awareness, recruiting and selecting training links strictly, improving the evaluation, incentive and promotion system, and increasing the construction of information technology in academic management, in order to ensure the smooth and orderly progress of teaching work in universities and improve the quality of higher education.

Liu (2020, p.150) mentioned that the level of specialization of university administrators plays a decisive role in the overall quality of teaching management in schools. At present, there are a series of problems in the teaching management teams of ordinary universities in China, such as insufficient attention from managers, unstable management teams, uneven quality of relevant management personnel, and weak service awareness. In order to continuously improve the professional level of teaching management workers, universities must establish a professional ideology, improve the mechanism for job applicants, and establish training and evaluation systems, Only in this way can the quality of teaching in universities be effectively improved.

Wang (2014, p.13) proposed four standards that a mature major should possess, and theoretically analyzed the professionalization of teaching management based on these four standards. Based on the analysis of the basic concepts,

requirements, and significance of professionalization of teaching management, combined with the current situation and existing problems of teaching management in Chinese universities, the path and methods for the construction of professionalization of teaching management in universities are proposed.

In summary, the professionalization construction of teaching management personnel in universities should be considered from the aspects of school emphasis, reform of institutional mechanisms, improvement of professional skills, improvement of training and guarantee systems, etc.

2. A Study on the Specialization of Science and Technology Management Personnel in Universities

Scientific research is another important function of modern universities, so the professionalization of university science and technology management personnel has also received the attention of many researchers. The specific research is as follows:

Xu (2019, p.232) mentioned that university technology management personnel face difficulties such as a lack of professional information knowledge, lack of information processing ability, lack of international cooperation ability, and weak service awareness. Universities should actively improve the continuing education and training courses for technology management personnel, so that they can have access to the latest technology management knowledge and skills. Universities should also assess and evaluate the continuing education of technology management personnel, and actively organize specialized institutions to organize and lead technology management personnel. On this basis, we should clarify and follow Professional ethics, improve professional ethics, and formulate laws for the professional development of scientific and technological management, so that the professional construction of scientific and technological managers in colleges and universities has laws to follow.

Li and Du (2021, p.139) mentioned that the technology industry in universities is an indispensable force in building a national innovation system. As the most basic factor, the level of specialization of university science and technology management personnel has a significant impact on the development of university science and technology. Universities should use the enrichment and development of professional concepts and connotations as a booster, rely on professional organizational structures,

standardize professional systems, and promote the professional development of science and technology management personnel in universities through continuing education.

Gu (2021, p.574) mentioned that with the deepening of the construction of an innovative society and the implementation of the strategies of revitalizing the country through science and education, the position of universities in the national innovation system has become more prominent, which requires a high-quality and professional university science and technology management team. Therefore, in response to the quality of university science and technology management personnel, we should analyze the existing problems and requirements under the new situation. To develop professional development of university science and technology management personnel, we should consider establishing good incentive mechanisms, reforming traditional management models, and cultivating innovative awareness.

Zhou (2020, p.35) mentioned that the professional development of university science and technology management personnel has become a hot topic of research and attention in university science and technology management work in recent years. Improving the professionalization level of university science and technology management personnel plays a positive role in promoting the work of university science and technology management. The suggestions for improving the professional level of science and technology management personnel in universities are as follows: 1. Constructing a curriculum plan suitable for the professional development of science and technology management personnel in Chinese universities; 2. Establish a continuing education model suitable for the development of science and technology management personnel in universities; 3. Establish professional organizations of science and technology management in colleges and universities and formulate Professional ethics norms in the professional era; 4. Develop a legal protection mechanism for university science and technology management personnel.

Song (2022, p.10) mentioned that the paper studied the professional characteristics of scientific research management in universities in the United States and the United Kingdom in terms of organizational structure, communication platforms, and training systems, as well as its effectiveness in scientific research

management in universities in the United States and the United Kingdom. Based on this, it analyzed the important reference value of its professional construction experience in improving the scientific research management work of universities in China.

Mao (2019, p.131) pointed out from the perspective of knowledge management that university research managers are currently facing problems such as frequent job burnout, low self-efficacy, difficulty in improving practical abilities, and unreasonable assessment and incentive mechanisms. The article proposes the strategies of professional development of efficient scientific research management personnel: establishing the concept of knowledge management and innovation, establishing a learning dynamic management team, creating an atmosphere for knowledge sharing and practical application, building a knowledge management technology platform, and expanding professional improvement and career development channels.

Fan (2021, p.74) proposed that research managers are organizers and service providers of research activities, and high-quality research managers directly affect the quality and level of research management, which in turn affects the ultimate effectiveness of research achievements. The author analyzes the current practical difficulties faced by university research management personnel, and proposes suggestions and measures for the professional development path of university research management personnel from aspects such as improving personnel selection and employment mechanisms, strengthening business training, innovating research management systems, and innovating incentive evaluation mechanisms.

In summary, the professionalization construction of university science and technology management personnel should be considered from aspects such as professional development and curriculum plans, continuing education, professional organization, and legal protection.

3. Research on the Specialization of Student affairs Management in Colleges and Universities

The management of Student affairs is not only an important work of university management abroad, but also a key field of higher education research. For

China, it is even more unique. Since the issuance of documents such as the "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" by the Central Committee of the Communist Party of China and the State Council in August 2004, the country has always attached great importance to the professionalization of college counselors and provided a large amount of policy support at all levels. With policy support, research on the professionalization of college counselors has shown a trend of "blowout" and achieved a series of research results. Due to the widespread attention this study has received, it will not be detailed here.

4. Research on the professionalization of other management personnel in universities

Compared with the professionalization of teaching management, science and technology management and Student affairs management personnel, the professionalization research of other management personnel in colleges and universities is relatively small, mainly based on experience summary. The details are as follows:

Lu (2020, p.69) mentioned that improving the professional development of archive management personnel can effectively improve the professional quality of archive management personnel and promote the healthy development of schools. The factors mentioned in the paper that affect the professional development of university archives management personnel include the need to improve their educational level, serious mismatch in their majors, and a lack of incentive mechanisms. At the same time, the article proposes measures to promote the professionalization of university archives management personnel: clear positioning, implementation of classified management mode; Optimize the structure of management personnel; Improve competition and incentive mechanisms; Enhance innovation and service awareness.

Fang (2019, p.28) mentioned that the construction of laboratory informatization has promoted the professional development of laboratory technical management personnel. The article suggests that the teaching staff should be reasonably allocated based on experimental resources and development status to avoid "job maladaptation" or waste of human resources. Establish appropriate incentive

mechanisms, reward and punishment standards, and professional title evaluation standards to assist in establishing a stable and professional laboratory technical management team.

Chen (2018, p.38) mentioned that based on summarizing and drawing on the experience of professional construction of management teams in domestic and foreign universities, the article selected staff engaged in graduate management from 10 universities in Shanghai for investigation. At the same time, we also investigated the problems in the construction of graduate education management teams from the perspectives of mentors and graduate students. Finally, three ideas were proposed on how to promote the construction of graduate education management teams. Firstly, from the perspective of modern human resource management and development, research and improve the professional guarantee systems, mainly including the construction of personnel admission, assessment, promotion, and training systems; Secondly, the support and cultivation of graduate education management associations were studied from a social perspective; Finally, from a legal perspective, it is proposed to formulate the "Education Staff Law" to improve the implementation of the education staff system in universities.

Liu (2014, p.127) mentioned that based on the analysis of the problems in the professionalization of graduate affairs management in Chinese universities, it is proposed to focus on guiding the professionalization of graduate affairs management teams by establishing a student-centered education concept, building a platform, improving the professional theoretical and practical abilities of graduate affairs management personnel, and establishing and improving relevant mechanisms.

Wang (2013, p.27) mentioned that based on an analysis of the current situation of the professional quality of foreign affairs management personnel in Chinese universities, he proposed suggestions for the problems and professional construction paths in the career development of foreign affairs management personnel in universities: 1. Building macro regulations and policies based on the actual situation; 2. Conduct training for foreign affairs management personnel and create a learning organization; 3. Improve the development system of foreign affairs management work and standardize the working mechanism of foreign affairs management personnel in

universities; 4. Improve the evaluation system and quantify performance rewards and punishments; 5. Improve one's professional quality and promote personal learning activities;

In summary, the professionalization construction of other management personnel in universities should be jointly promoted through institutional construction, professional evaluation, disciplinary construction, and team building to promote the professionalization construction of university management personnel.

Experiences and Inspirations from Developed Countries in the Professionalization Construction of University Management

Overseas research on the professionalization of university management personnel is relatively rich. By further combining management knowledge and experience, the system factors, market conditions and talent demand required for the professionalization and professionalization of university management are studied and discussed from sociology, economics, pedagogy, management, and other perspectives. At the same time, many foreign literatures also put forward the qualities that managers need to possess in the construction and development of colleges and universities, such as having a clear idea of running a school, having a professional spirit, and understanding the management laws and Management science of colleges and universities.

Research on the Professionalization Construction of University Management Personnel in Developed Countries

Since the 1970s, there has been a wave of research and reform in the development of university teachers (FD) in developed Western countries. FD is the abbreviation of the term "Faculty Development", which began to rise in the United States in the 1970s and expanded to universities in developed Western countries in the 1980s. From a broad perspective, FD encompasses many activity areas such as teacher research, education, services, management and operation, personnel, and career development, with the goal of improving the teaching level of university teachers. In foreign universities, as administrative personnel are generally referred to as staff, the professional development of university staff is referred to as "Staff

Development", abbreviated as "SD". In higher education research in the UK in the 1980s, the term 'Staff Development' also refers to the professional development of all members within a university, which refers to the organization's efforts to develop and effectively utilize the potential of all employees, enabling them to 'have creativity and enterprising spirit' and work efficiently. After the 1990s, it gradually narrowed down to the professional development of personnel in universities (mainly administrative personnel) other than teachers. In Japan, the term 'SD' specifically refers to the development of university staff. Below, we will mainly introduce the research results on the professional development of university administrators (university staff) in the United States and Japan.

1. Research on the Professional Construction of Administrative Personnel in Universities in the United States

Developed countries have always attached great importance to the professionalization of university management personnel. From a historical perspective, the professionalization of school administrators in the United States can be traced back to the second half of the 19th century, which is closely related to the advancement of the Industrial Revolution and urbanization process. In cities, due to the increasing number of school personnel, the viewpoint that "school administrators should have special expertise" has been recognized, which is the practical foundation for the professionalization of school administrators. With the rapid expansion of higher education and the influence of human capital theory, a wave of higher education research has begun to rise globally.

In the United States, the professional development of university staff is an important aspect of personnel management within universities centered around the concept of human resource management. Universities encourage staff to actively engage in professional development and conduct school-based research based on their own work practices. At the same time, many professional organizations outside of universities, cooperation organizations between universities, and relevant government departments have actively participated in the research and practice of professional development of university staff, forming a series of research results.

The specific research on the professionalization and professional development of university administrators in the United States in recent years is as follows:

Larry (2012, p.23) mentioned that teachers have common impressions of administrative personnel and administrative personnel have common impressions of teachers. These impressions are often derogatory and can easily lead to conflicts. In order to understand such conflicts, the author identified three factors that lead to differences in the organizational culture of teachers and administrative personnel based on relevant literature. These factors include: (1) administrators tend to regard universities as open systems, while teachers tend to regard their universities as Closed system; (2) Their employment contracts are different: many administrative personnel are hired without a fixed term, while most teachers have either obtained tenure or belong to the tenure series; (3) Teachers may have a more international perspective and be more loyal to their own disciplines rather than their universities, while administrative personnel may be more localized and loyal to their universities. These cultural differences often reflect conflicts in the system, especially in teacher autonomy, teaching evaluation, score devaluation, Academic freedom, and many forms of management systems that administrators try to impose on teachers.

Lee (2011, p.14) mentioned that the paper studied the Leadership development of female teachers and staff in higher education management with two leadership training projects for female teachers and staff in the University of Cincinnati as cases. This paper studies the "Women's Research in Leadership development" project and the "Higher Education Collaboration" project implemented by the University of Cincinnati. The former is a training project for schools, and the latter is a regional project. The researchers interviewed six members, coordinators, and some campus administrators who had previously participated in the project. Through the research, it is found that each element of the two Leadership development projects has an impact on the participants' self-leadership efficacy, career ideals and career paths. After studying the "Women's Research in Leadership development" project and the "Higher Education Collaboration" project, we found that: (1) the regional "Higher Education Collaboration" project provides a solid opportunity for participants to develop and train their skills; The advantage of the campus based "Leadership

development women's research" project is that it provides participants with opportunities to promote meaningful relationships between participants and gain insight into the operation process of the university. (2) The women participating in the "Higher Education Collaboration" project are to better learn various ways to promote their career development, while the women participating in the "Women's Research in Leadership development" project are to work better in their existing positions. (3) Those who participated in the "Leadership development Women's Research" project changed their positions more, assumed more responsibilities, and some participants were promoted more quickly; Participants in the "Higher Education Collaboration" project are relatively slower to achieve results in their on-the-job development. In a word, both the "Leadership development women's research" project and the "higher education cooperation" project have their unique value, and have played a positive role in promoting the promotion of female faculty leaders. However, the purpose of helping female faculty to improve the professional development level of all women has not been reflected in these two projects.

John (2013, p.313) mentioned that the paper compared the cultivation and professionalization of university management personnel in China and the United States. The paper collected literature data from some universities in China and the United States, and based on relevant specialization theories and practices, used a comparative perspective to examine the cultivation of higher education professionals in China and the United States. In order to identify the "best working methods" for cultivating and educating university administrative personnel, and to provide suggestions for the training and professional development of Chinese university administrative personnel. The paper compares the short-term in-service training programs in colleges and universities and the training programs of academic education (Doctor of Philosophy and Doctor of Education). The article consists of five parts: (1) Introduction; (2) The status of professionalization of university administrators in higher education in China and the United States; (3) The current situation of the training of university administrators in China: including on-the-job degree education for university administrators and on-the-job training without degree for administrators in specialized institutions or high-level Research university; (4) A comparative analysis was

conducted on the current situation of the training of Chinese university management personnel in the third part with the training mode of American university management personnel. (5) The future development trend of cultivating university management personnel, including the widening difference between PhD and EdD, and a greater focus on course planning and the promotion of online training in training programs.

Michael (2015, p.9) proposed that in Christian universities, servant style leadership is often considered the best model for managers. However, some other studies have also shown that if an organization's leaders cannot correctly view the strengths and weaknesses of these leadership skills, and their subordinates cannot correctly view these leadership skills, it will harm their organization. This study studied how four leaders of a Christian university in the Midwestern United States of the United States viewed the strengths and weaknesses of their servant leadership skills through research and interviews. At the same time, they compared their views with those of their subordinates, and based on this, they came up with a view to measuring the effectiveness of leadership skills.

John (2008, p.15) used economic research methods to investigate the possibility of purely academic positions being filled into administrative positions. The research results show that academic leaders are not innate, but cultivated through human capital investment.

The above is only a selection of some achievements on the professional development of university administrators published in the United States in recent years. From the above research results, American scholars' research on university administrators has been very in-depth, and they have studied specific management issues. In their research, empirical methods such as questionnaire surveys and interviews have been widely used, and the conclusions drawn are also quite credible.

2. Research on the Professional Construction of Administrative Personnel in Higher Education Institutions in Japan

The development of Higher education in Japan is very different from that of China, but in some aspects, the experience and methods of Higher education in Japan's higher education reform have valuable reference significance for the development of China's higher education. Especially since the reform of National University Corporation as

a legal person, its personnel system has also undergone important changes, and many valuable experiences have been accumulated in the professional construction of university administrators. Exploring the professionalization construction of university management personnel in China and drawing on Japan's valuable experience in the professionalization construction of university management personnel can contribute to the professionalization construction of university management personnel in China.

Ensure the institutionalization of training for university management personnel through legal means. Training is one of the basic rights of Civil service of Japan. In Japan, university administrators are all national civil servants, and according to the corresponding regulations and policies in Japan, they have the right and obligation to receive training. According to regulations such as the National Civil Servant Law, Local Civil Servant Law, and Education Civil Servant Law in Japan, civil servants must strive for further education and improvement, and their institutions should provide convenience and support. Government departments are responsible for the training of university management personnel in accordance with the law. The government department is mainly responsible for organizing training for management personnel of Japanese national universities, which is divided into multiple projects such as national school principal level training, national school section chief level training, national school affairs chief level training, and national school section chief assistant training. In addition, Japan also holds various specialized training sessions tailored to the different needs of university administrators, actively encouraging and promoting their participation. The training content is rich and diverse. There are also various forms of training, some of which mainly focus on lectures, some carry out training seminars and internships, and some take the form of explanatory tests. Some consolidate their training achievements by submitting small papers at the end of the training.

Strict selection system for management personnel and standardized selection standards for management personnel. After the National University Corporation of Japan became a legal person, strict standards for staff recruitment have been formulated according to the development needs and job characteristics of each university. Compared to other countries, Japan places more emphasis on emphasizing

the "professional" standards suitable for university management positions when selecting management personnel. They believe that university administrators do not need to emphasize strong creativity, but rather their ability to execute decisions and efficiently handle affairs. Their specific requirements for university administrators are very practical, and they have clear regulations on the ideal qualities of university administrators: faithfully implementing resolutions; Quickly and efficiently handle transactions; Organized and responsible work; Be careful and patient; Write clearly and neatly; Easy-going attitude, good at coordinating with others, and so on. From this, Japanese universities do not have high requirements for the professional quality of management personnel, but they place more emphasis on efficiency and have obvious characteristics.

A unique employment system for university management personnel. The appointment system for management personnel in Japanese national universities is also unique. In order to truly select a group of qualified university management personnel, the selection and recruitment work is particularly cautious. According to the characteristics of administrative affairs work, through preliminary screening, a group of temporary hired personnel is selected first, and then various methods are adopted for assessment. After a series of interviews and written exams, the final decision is made, laying the foundation for ensuring that universities have more suitable management personnel.

From the above analysis, compared to the United States, Japan's professional development of university administrators is mainly based on development research, and the driving force of research mainly comes from changes in the environment in which universities are located. In terms of research methods and content, Japan still relies mainly on drawing on advanced foreign experience. However, compared to China, Japan's research on the development of university staff is undoubtedly much more enriched and enriched.

Current Situation of Professionalization Construction of University Management Personnel in Developed Countries

1. The overall theoretical level of administrative management personnel is high

In countries and regions where higher education is relatively developed in the West, the academic qualifications of university administrators are generally higher. a bachelor's degree is the foundation, while for middle to senior management positions, management personnel need to obtain a master's or doctoral degree in relevant majors. At the same time, as a manager, management is the fundamental subject of study for their profession. The education and training courses for management personnel in higher education institutions mostly include disciplines such as general education, basic management, human resource management, general psychology, and information technology. In the management team of universities, most management personnel have academic backgrounds and learning experiences related to educational management. The theoretical knowledge system of university management personnel is a comprehensive knowledge system based on university management knowledge and educational knowledge. This theoretical knowledge system better reflects the characteristics of university management positions and can provide good theoretical support for school management work, thus laying a solid foundation for the harmonious development of the school.

2. The setting of management positions is relatively standardized

In countries and regions with developed higher education, the selection of university management personnel is relatively strict, and there are high requirements for the theoretical and practical abilities of practitioners. For example, there is a strict set of standards and employment procedures for selecting and hiring university administrators in the United States. It is precisely because of the meticulous selection of management personnel in universities that most management personnel in developed countries are familiar with the working methods and skills of school management positions, and can better and faster handle related issues in management positions, resulting in higher work efficiency. In developed countries abroad, the application of computers is earlier and more widespread, and network systems are

also more developed. The degree of informatization in school affairs processing is high. On this basis, the level of informatization in management positions is also at a high level, and the entire school has basically achieved scientific, information-based, and networked office methods. This fast work processing method greatly improves the work efficiency of management personnel in higher education institutions.

Western countries with developed higher education attach great importance to the establishment and improvement of norms and systems, which is also well reflected in the management work of higher education institutions. The management work of higher education institutions has strong standardization and institutionalization. In higher education institutions, the historical process of the establishment and development of the school, the current development status and future development plans and prospects of the school, and a detailed introduction to the school's various work rules, regulations, and norms are all displayed in detail and clearly on the school's portal website or the office locations of various institutions and departments within the school. The daily management work of the school has rules to follow, and there is rarely any phenomenon of shifting blame and arguing among relevant personnel at all levels and various management departments; The senior and middle level leaders of the school are only responsible for handling unexpected and irregular special events within the school. Once similar special events occur multiple times, the school will submit them to the school committee for discussion and analysis, and assign relevant department personnel to handle them. A mechanism will be established to handle similar events in the future according to regulations. These working mechanisms have effectively improved the efficiency of school management affairs and achieved good results.

3. The job environment for management personnel is relatively favorable

Higher education administrators in developed countries, compared to those in developing countries, often have relatively complete security systems, effective security measures, and strict implementation procedures in areas such as medical security, job salary compensation, career advancement and development, retirement and elderly care security. At the same time, the children of management

personnel in higher education institutions have more opportunities and conditions for education, and their children receive more favorable educational benefits.

The internal rules and regulations of higher education institutions are also relatively complete, and each department and department of the school has its own independent work implementation methods and handling measures. Management personnel have rules to follow in the process of handling routine job duties. When dealing with special emergencies, it can be properly resolved based on the school's well-established emergency mechanism. Transaction processing management is also relatively simple and easy. The excellent working environment of these positions provides favorable conditions for promoting the career development and personal growth of university management personnel. The management personnel have a strong awareness of serving the school and students, and the efficiency of job handling is relatively high. The management personnel have a serious and sincere attitude towards their work and service.

4. Mature professional organization guarantees

In countries with more developed higher education, various professional civil security organizations are relatively complete. There are various organizations for management personnel outside and within higher education institutions. These organizations provide protection for members within the organization from training to consulting, and provide targeted protection for the rights and interests of higher education management personnel, thereby improving the stability of the management team of higher education institutions.

Inspiration from the Professional Construction of Management Personnel in Foreign Universities

By reviewing and analyzing literature on higher education and higher education institutions in developed countries, we can find that developed countries have a long history of attaching importance to the theme of professionalizing the management of higher education institutions. In the professionalization construction of management personnel in higher education institutions, there is a deeper understanding of its connotation and standards. The degree of professionalization of management personnel in higher education institutions is relatively high. The

professionalism of management personnel is strong, and the professionalization characteristics of higher education management personnel are relatively obvious, and the system formulation is also relatively complete. By comparing the process of professionalization construction of management personnel in Chinese higher education institutions, we can draw on their advanced construction experience to better promote the professionalization construction of management personnel in Chinese higher education institutions.

1. Attach great importance to the professional construction of management personnel

The in-depth study of theory is the foundation for promoting the further development of practice. In terms of theoretical research in the field of professionalization construction of management personnel in higher education institutions, the government has invested a significant amount of manpower, material resources, and financial resources in the research work on the topic of professionalization of management personnel in higher education institutions. We have introduced high-level talents and built a high-level research team for the professionalization of management personnel in higher education institutions, and have achieved fruitful research results in theoretical research. Since the mid-1950s, institutional management has become a specialized research field in North America. Clark Cole, a famous American thinker in higher education. We have been committed to practical research in higher education and higher education institutions. In April 1963, Clark Cole gave a personal lecture at Harvard University on the topic of "The Functions of the University", which was both a lecture manuscript and a small bibliography. In this book, whose original English version is only more than 100 pages, the author clearly describes the modern Research university in his mind. In Higher Education System, Burton R. Clark, a famous contemporary American higher educationist and sociologist, elaborated on the transnational research of academic organizations. In terms of exploring management models in higher education institutions, developed countries and regions are committed to in-depth research on management models.

In Europe, higher education management places greater emphasis on the authority of academic power, such as the academic power structure model in Germany and the school management model of academic and administrative power balancing in the UK. The management model of higher education institutions in the United States places greater emphasis on the authority of administrative power structures. According to the classification of management departments, the complexity of management functions and the size of management responsibilities, university management personnel are classified horizontally and vertically. In developed countries, these three power structure models are the most representative. These well-known research achievements serve as a demonstration to promote the development of professionalized management in higher education institutions around the world, and have had a significant impact worldwide. They have played a fundamental theoretical guiding role in promoting the professionalization of management personnel in higher education institutions.

Countries and regions with developed higher education have relatively high requirements for personnel at all levels and in various positions within higher education institutions, with certain systems and systematic norms. Within higher education institutions, the in-service personnel in management positions are generally full-time personnel engaged in management work. In the United States, management positions in higher education institutions do not allow teachers to hold concurrent positions. Different levels and types of management positions require their employees to have corresponding management skills. The reasonable setting of management positions at all levels and types reflects the principle of integrating decision-making, management, and implementation, highlighting the professionalism of management. The school selects and appoints management personnel based on the principle of matching their positions and abilities, with clear division of labor and detailed management work. Developed countries and regions will set a relatively broad scope for the selection of management personnel in higher education institutions. In the specific implementation process of selection, a systematic screening system will be implemented for corresponding applicants based on specific job requirements, regardless of nationality, gender, and age. In the selection process, emphasis is placed

on the relevant educational qualifications and theoretical courses of management personnel, as well as their specific practical work experience, especially the accumulation of work experience closely related to management positions. At the same time, in terms of welfare benefits, in some higher education institutions in developed countries and regions, management personnel may receive better treatment than ordinary teachers or researchers in higher education institutions due to their qualifications or work conditions. Schools are adept at using rewards and incentives to attract and retain job seekers. The positive measures taken by developed countries in the professionalization of management personnel in higher education institutions have greatly improved the stability of the management team and provided guarantees for the professionalization of management personnel.

2. Established a management system that adapts to the characteristics of university management personnel

Within the higher education system, the management team is the guarantee for the operation of the entire system. The management personnel of higher education institutions are the main body responsible for handling the management affairs of higher education institutions. In the constraints and norms on the management behavior of management personnel, if there is a lack of systems that match the management work of higher education institutions as a guarantee, it will largely lead to a lack of strong constraints on the management team of higher education institutions, resulting in management personnel acting independently in their job positions, without a unified and standardized behavior path, like a pile of scattered sand. Unlike the fuzzy integrated management of teaching and research personnel and management personnel within Chinese higher education institutions, developed countries' higher education institutions have relatively complete institutional systems in terms of personnel introduction, training, assessment, and motivation. A sound system in higher education institutions is conducive to promoting the normal and orderly work of management personnel, thereby effectively promoting the process of professionalization of management personnel in higher education institutions.

Strict employment system. There are various forms of selection for management personnel in higher education institutions. Each higher education institution can also determine its own specific situation based on the guidance of the higher education organization's overall direction. The job entry standards for management personnel in higher education institutions are targeted and relatively strict. Foreign higher education institutions generally require their management personnel to have a master's degree. Some specific positions even require employees to have a doctoral degree and work experience related to or closely related to the management of higher education institutions. This can provide talent guarantee for higher education institutions to build a management team with many characteristics such as high personnel quality, stable team formation and development, and reasonable personnel job mobility.

A comprehensive training system. Compared to China, in the process of promoting the professionalization of management personnel in higher education institutions, developed countries attach great importance to the training of management personnel and provide guarantees from multiple aspects. In the process of promoting the professionalization of management personnel in higher education institutions in China, effective training measures should be implemented based on the beneficial experience of foreign countries and in conjunction with China's national conditions. In the United States, the training of university administrators is more flexible and autonomous. The training of management personnel is applied for and undertaken by different units. In specific training activities, the training content of management personnel is regulated through market liberalization competition mechanisms and based on the actual internal needs of various higher education institutions. Moreover, on the basis of ensuring the quality of training, the school will gradually expand the number of personnel training to ensure the dual improvement of training quality and scale and ensure the smooth progress of training through government macro control, thereby providing strong guarantee for training work.

A scientific assessment and salary system. In terms of assessing the management personnel of higher education institutions, developed countries often adopt comprehensive and multiple assessments. The purpose of assessment is no longer simply to divide the work of management personnel into several levels or to

evaluate the degree of completion of management personnel's work and tasks. Instead, it encourages higher education administrators to recognize themselves by understanding the assessment results, and enables them to correctly grasp their strengths and weaknesses in handling work. And timely coordinate and revise one's work attitude and ideological policy according to specific work needs. Universities will encourage management personnel to timely enrich their theoretical knowledge and practical skills, improve their management behavior, clarify their professional development goals, and promote their professional development based on continuing to promote their strengths and correct their shortcomings. This assessment not only enhances the personal value of management personnel, but also benefits the professional construction of the management team. Compared to China, developed countries abroad have established a scientific and rigorous system for the assessment of management personnel in higher education institutions, which involves various aspects of management positions. In terms of salary for management personnel, it is mostly based on the specific situation of higher education institutions to implement specific salary management systems. Higher education institutions attach great importance to the ability of in-service personnel in management positions. The salary standards for some management positions in higher education institutions are on par or slightly higher than those for faculty and staff in other positions within the overall evaluation system. In developed countries, there are still many part-time managers in management positions in higher education institutions, who often hold temporary positions. This part-time position does not have high requirements for management personnel, and the relative salary for the position is also relatively low. This salary system not only helps to stimulate the enthusiasm and enthusiasm of management personnel, but also avoids the complexity of personnel in management institutions, which is conducive to reducing overall financial costs, thereby improving the management function of the school, and improving the overall efficiency of management work.

3. Meticulous humanistic care

Humanism has rich connotations, and its core lies in the recognition that man is the end. Believing that humans are valuable and meaningful, affirming their subjectivity. Humanistic care is not only about external material care, but also about giving people full recognition from internal political and spiritual aspects. In countries and regions with developed higher education, emphasis is placed on creating a harmonious campus internal environment. By providing meticulous humanistic care to faculty and staff, we aim to enhance their sense of belonging and honor towards schools and work positions, in order to enhance their work enthusiasm and improve work efficiency. In some European and American countries, higher education institutions regularly carry out campus cultural activities to encourage managers to enhance communication and cooperation through various channels. In the process of carrying out management positions, management personnel cooperate and compete with other management personnel in their own work positions. Improving one's professional abilities and level through mutual cooperation and competition is not only beneficial for ensuring the efficiency of higher education management work, but also for managers to improve their professional abilities. For higher education institutions, meticulous humanistic care highlights the attractiveness of their management positions, which helps to enhance the competitiveness of the school's management profession. At the same time, higher education institutions will also regularly organize various entertainment activities to strengthen emotional exchanges among various levels of management personnel; When evaluating the work of management personnel, praise and encouragement should be given priority, criticism and punishment should be supplemented, and attention should be paid to the care and education of management personnel in daily life. Leaders at all levels often communicate and establish good personal relationships with subordinates after work.

Literature Review

In summary, Chinese researchers generally propose specific measures to address the problems in the professionalization of management personnel in higher education institutions, from the ideological awareness of managers themselves, to the construction of relevant systems in society and higher education institutions, and to the training provided by schools in management. Based on the insufficient professionalization of management personnel in Chinese higher education institutions, researchers believe that the problem of professionalization construction of management personnel in higher education institutions is a comprehensive reform project that requires the comprehensive support and participation of the government, the whole society, and various levels of education departments. On this basis, the suggestions proposed by the researchers regarding the cultivation of professional awareness, the improvement of management personnel professionalization construction system, the strengthening of management personnel screening, and the increase of training for management teams have strong practical feasibility and pertinence.

Based on the research results of Chinese scholars on issues related to university administrators, although a series of achievements have been made in the current research on the professionalization of university administrators and the reform of the personnel system of university administrators, there are still some problems compared with foreign countries.

The Logical Framework of Professional Development of University Administrators is Relatively weak and lacks Explanatory Power

From the quantity and quality of research results, as well as the time distribution of academic papers and monographs, China's research on the professionalization of management personnel in higher education institutions started relatively late. The participation of academic researchers is insufficient, and the progress of research is slow. The research perspective on the professional development and specialization of university management personnel is scattered and singular, mostly only starting from the perspectives of education, school management, and personnel specialization, and lacking systematic thinking and exploration of multi-

disciplinary and multi-dimensional comprehensiveness. There is limited research on the professional development of university management personnel. In fact, the professional development of university administrators is not only a matter of development and research, but also a matter of institutional design and operation. The characteristics of university management profession, whether it can become a profession, the factors that constrain its professional development, the conditions and motivations for its professional development, the relationship between professional development and professionalization of university management personnel, and the institutional support required for the professional development of university management personnel have not been well clarified. Therefore, a theoretical framework needs to be proposed to analyze the influencing factors of the professional development of university administrators, in order to provide a path explanation for the professional development of university administrators.

Lack of In-depth Analysis of the Relationship Between the Professional Development of University Management Personnel and Personnel Systems

At present, there are certain research results on the professional development of university administrators and the reform of university personnel systems in China, but there is no clear explanation of the relationship between the two. There is no reasonable explanation for how the personnel system in universities needs to be reformed to promote the professional development of university administrators, and what impact the current implementation of the education staff system will have on the professional development of university administrators. In fact, studying the professional development of university management personnel should not only focus on what and how to develop, but also on what is the social and knowledge foundation for the professional development of university management personnel, and what kind of personnel system can promote the professional development of university management personnel.

In Terms of Research Methods, there are more Empirical Speculative Studies and Relatively few Empirical Studies

The existing research on the professional development of university administrators mostly focuses on empirical research on the current situation of their

professional development, and there is little diachronic analysis of the professional development of university administrators. At the same time, research on the professional development and professionalization of foreign university managers is mainly scattered and lacks an examination of the relationship between the professional development of university managers in various countries and the university system, especially the university personnel system. In domestic research, various strategies are mainly proposed from a normative perspective to promote the professional development or specialization of university management personnel. Due to a lack of comprehensive and in-depth understanding of the complex fact of the professional development of university administrators, research results are prone to become vague and lack specificity. Because reasonable and effective countermeasures need to be based on a thorough analysis of the research object and a clear grasp of the actual situation. Therefore, there is a considerable amount of research on the professionalization and professional development of university management personnel in China, but the research approach is convergent, and there is less in-depth empirical research.

According to recent research, the professional development of first-level administrators in universities in Guangxi has become a hot topic in the field of university management. With the continuous expansion of the scale of universities and the increasing complexity of management work, the professional level of first-level administrators plays a crucial role in the development and stability of universities. Firstly, first-level administrators in universities in Guangxi need to possess a certain level of theoretical literacy. This includes an understanding and mastery of the basic theories, methods, and skills of higher education management discipline, as well as familiarity with university management policies, regulations, and other aspects. Only with this theoretical literacy can first-level administrators better grasp the direction and trend of university management work, and better serve universities. Secondly, first-level administrators in universities in Guangxi need to have certain practical experience. This includes understanding and solving common problems in university management work, as well as understanding and meeting the needs of university teachers and students. Only with these practical experiences can first-level administrators better

cope with various complex situations and serve teachers and students better. In addition, first-level administrators in universities in Guangxi also need to possess certain professional qualities. This includes awareness and adherence to professional ethics and ethics, as well as respect and maintenance of university culture, traditions, and other aspects. Only with these professional qualities can first-level administrators better serve universities and win the trust and respect of teachers and students. In short, the professional development of first-level administrators in universities in Guangxi is a process that needs to be continuously deepened and promoted. Only by continuously improving one's own quality can we better serve universities and make greater contributions to their development.

Chapter 3
Research Methodology

This study uses multiple research methods to investigate: 1) to study the current situation of professional development of first-level administrators in universities in Guangxi. 2) to develop the strategies of professional development of first-level administrators in universities in Guangxi. 3) to evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi. The researchers have the following procedures;

    1. The Population / The Sample Group

    2. Research Instruments

    3. Data Collection

    4. Data Analysis

The Population / The Sample Group

The Population

The population were from university administrators and teachers in Guangxi. The overall research is Guangxi University (A1), Guangxi Normal University (A2), Guilin University of Electronic Technology (A3), Guangxi University of Science and Technology (A4), Guilin Medical University (A5), and Liuzhou Institute of Technology (A6). The total number of administrators and teachers in these six schools is approximately 8600.

The Sample Group

The sample group of the questionnaire is 600 first-level administrators from 6 universities in Guangxi. The main factors to consider when selecting samples are: 1. Regional differences, with the samples coming from Nanning, Liuzhou, and Guilin in Guangxi, China. Most universities in Guangxi are in these three cities; 2. Differences in the types of universities, with samples being comprehensive universities, normal universities, science and engineering universities, and medical universities; 3. Level differences: national key construction universities, provincial key universities, provincial ordinary universities and private university. These six universities have certain typicality

and representativeness in terms of region, category, and level. I hope to reflect the professional development of first-level administrators truly and objectively in Guangxi's universities.

Interview Groups Providing Information

The sample group of the interview is 20 middle-level administrators and teachers. The qualifications of the interviewees are as follows: 1. Middle-level administrators with at least 8 years of senior management experience; 2. Possess rich experience in information leadership; 3. Master's degree or above; 4. The interviewed teacher should have at least 10 years of teaching experience and a doctoral degree or above.

Expert Group for Evaluating Strategies Adaptability and Feasibility

The evaluation team to evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi includes experts, educational institutions, managers, and the main players in policy formulation in education management, human resource management, Organizational communication, with a total of 6 people.

Research Steps

Research methods are one or more research methods selected based on research questions, research content, research subjects, etc., including quantitative research, qualitative research, and a combination of the two. Mixed research means that researchers construct knowledge view based on Pragmatism, use sequential or parallel methods and other data collection methods to best understand the problems studied. The purpose of mixed research is to "mix" the methods of data collection and analysis to enrich research subjects, improve research tools, and enhance research significance.

This study involves multiple research questions. Among them, the connotation of the professional development of first-level administrators in universities needs qualitative interviews and literature Comparative law, supplemented by quantitative verification of questionnaire data; To understand the current situation of professional development of first-level administrators in universities, it is necessary to use quantitative survey methods and supplement qualitative interviews and case

studies; Obtaining the influencing factors of professional development of first-level administrators in universities requires qualitative literature, empirical interviews, and quantitative data from questionnaire surveys; To verify the relationship between influencing factors and the professional development of first-level administrators in universities, a quantitative based structural equation model analysis method and a qualitative based literature comparison method are needed. The issues and content of this study determine the need for mutual support and coordination between quantification and quality, and also demonstrate the applicability of hybrid methods in this study.

Therefore, this study uses a combination of multiple methods and multiple data collection methods. In order to check and determine the accuracy of the data, the data in this study includes both quantitative and qualitative data. Questionnaire surveys and structured interviews were conducted on first-level administrators in universities in Guangxi, in order to develop the strategies of professional development of first-level administrators in universities in Guangxi. This study has four steps, as follows:

Step 1: Set research ideas. Refer to relevant literature, theoretical concepts, and research on the professional development of university administrators both domestically and internationally. Through literature analysis and theoretical support research, the impact dimensions of the professional development of first-level administrators in universities in Guangxi are summarized, including professional awareness, professional spirit, professional knowledge and ability, professional organization, training and guarantee systems. Then, using certain technical means to encode and analyze the data, extract a theoretical framework, and repeatedly compare and revise it with existing research (literature) to ultimately determine the research framework and ideas;

Step 2: Design and distribute survey questionnaires. On the basis of analyzing the professional development status and influencing factors of first-level administrators in universities in Guangxi, a survey questionnaire on the professional development of first-level administrators in universities in Guangxi was designed. Through the analysis of the questionnaire, a detailed understanding of the professional

development status of first-level administrators in universities in Guangxi was obtained, and the validity and reliability of the data were verified.

Step 3: Design an interview form. According to the results of the questionnaire, an interview form was designed to interview 20 Middle management and teachers. According to the interview results, the Content analysis method was used to develop strategies to promote the professional development of first-level administrators in universities in Guangxi.

Step 4: Design a table to evaluate the adaptability and feasibility of the strategies. Based on the strategies obtained in step 3 to develop the professional development of first-level administrators in universities in Guangxi, an evaluation table containing questions and evaluation items was designed, and six experts were invited to evaluate the adaptability and feasibility of the strategies.

Step 5: Analyze respondents' personal information through frequency and percentage analysis. Using a questionnaire survey to analyze the current status of professional development of first-level administrators in universities in Guangxi, and presenting it in the form of mean and standard deviation. The Content analysis method is used to analyze the interview form of professional development of first-level administrators in universities in Guangxi. Use an evaluation table to evaluate the adaptability and feasibility of improvement strategies, presented through mean and standard deviation.

Step 6: Based on data analysis and literature review results, propose suggestions to develop the professional development of first-level administrators in universities in Guangxi.

Research Instruments

The tools used in this study include a questionnaire, interview form, and evaluation form.

Questionnaire

In order to investigate the current situation of professional development of first-level administrators in universities in Guangxi, the survey questionnaire designed by this research institute is based on a large number of relevant literatures and theories and starts

from the expected goals of the paper research. Some management personnel are surveyed, and the preliminary questionnaire questions are sorted out to form a pre-test questionnaire. Before the original questionnaire was put into use, this study conducted a preliminary test on the questionnaire, conducted a pre-test in Guangxi University of Science and Technology, and then conducted a reliability and validity analysis on the submitted questionnaire. According to the analysis results and the problems reflected in the test process, the prediction question paper was adjusted and further revised, and some questions with low reliability and validity were eliminated, Develop the final questionnaire 'Survey on the Professional Development of First-level administrators in Universities in Guangxi '.

The "Questionnaire on Professional Development of First-level Administrators in Universities in Guangxi " adopts a 5-level evaluation scale, allowing respondents to select only one level. Researchers conducted a comprehensive design based on He (2017, p.45), Mao (2019, p.131), Song (2022, p.11), Teng (2013, p.52), and others to obtain a questionnaire. The content and questions were arranged in the order of the research elements. The questionnaire is divided into two parts, as follows:

Part 1: Basic information of the survey subjects, mainly including their gender, age, educational structure, professional title structure, professional structure, and management experience;

Part 2: Conduct a survey on the overall situation of professional development of first-level administrators in universities in Guangxi, mainly including a survey on the cognition, professional spirit, professional knowledge and skills, professional organization construction, training, and guarantee systems of professional development of first-level administrators in universities in Guangxi. The second part of the questionnaire contains 5 variables, totaling 73 questions. Among them, there are 13 questions for the professional awareness variable, 14 questions for professional spirit, 19 questions for professional knowledge and skills, 7 questions for professional organization construction, and 20 questions for training and support system. The standards for data interpretation are based on the Likert five-point scale as follows:

5 indicates the highest level of professional development of first-level administrators in universities in Guangxi

4 indicates that professional development level of first-level administrators in universities in Guangxi is relatively high

3 indicates that professional development level of first-level administrators in universities in Guangxi is moderate

2 indicates that professional development level of first-level administrators in universities in Guangxi is relatively low

1 indicates that professional development level of first-level administrators in universities in Guangxi is the lowest

The Process of Creating a Survey Questionnaire is as Follows:

Step 1: Review and analyze the literature, concepts, theories, and research related to professional development of first-level administrators in universities in Guangxi.

Step 2: Construct a survey questionnaire on professional development status of first-level administrators in universities in Guangxi. Then send the questionnaire outline to the expert mentor, and review and modify the content based on the suggestions.

Step 3: Submit the survey questionnaire to the IOC evaluation experts, who tested the objective consistency index of the questionnaire. The objective consistency index (IOC) ranges from 0.67 to 1.00.

Step 4: Modify the questionnaire based on expert suggestions.

Step 5: Distribute survey questionnaires to 30 management personnel of Guangxi universities for trial use. The reliability of the questionnaire was obtained through the Conbach's Alpha coefficient, with a reliability of 0.927.

Step 6: Conduct a questionnaire survey on 600 first-level administrators from 6 universities in Guangxi.

Structured Interview

In order to ensure the authenticity and effectiveness of the survey as much as possible, this study also designed an interview form to understand the sense of responsibility, organizational ability, execution ability, management ability, and level of

dedication exhibited by first-level administrators in management services from the perspectives of service recipients and middle managers. The interview form contains 6 questions.

The interviewees of this interview mainly include middle level managers and teachers in universities. The number of interviewees is 20.

Evaluation Form

In order to evaluate the strategies of professional development of first-level administrators in universities in Guangxi, six experts were invited to evaluate the improvement strategies from the perspectives of adaptability and feasibility. The data interpretation of the mean is based on Likert (1932). The data is interpreted as follows:

4.50 - 5.00 represents the highest level

3.50 - 4.49 indicates high level

2.50 - 3.49 indicates moderate level

1.50 - 2.49 indicates low level

1.00 - 1.49 represents the lowest level

Setting and Checking the Quality of Tools

1. Questionnaire

Define the research variables and framework by studying the content related to variables in literature and research reports.

Set up the questionnaire by studying variables and related definitions, detailing the relevant questions to be investigated, and writing down the number of questions to be designed as a survey questionnaire.

To achieve the accuracy and credibility of the questionnaire, it is necessary to refer to relevant reliability and validity theories and test the reliability and validity of the questionnaire. After conducting a preliminary survey on the questionnaire and analyzing and testing the data from the pretest questionnaire, a formal questionnaire for this study was finally produced.

In this study, 30 non-sample managers from Guangxi University of Science and Technology were pre-tested with the questionnaire setup, and then the data collected were statistically analyzed. At the same time, check the quality of the research tools by using Cronbach α. The reliability of the coefficient measurement

questionnaire was found to be above 0.8, indicating that the reliability of the survey questionnaire is relatively high and consistent. From the quality of the survey questionnaire, the overall survey on professional development of first-level administrators in universities in Guangxi is 0.927. Therefore, it indicates that the internal consistency of the survey questionnaire in this study is very high, and the stability of the measurement results is good.

Validity is used to measure the degree of validity, the degree to which the measuring tool can accurately measure the trait it intends to measure. In short, it refers to the accuracy and usefulness of this test. This article uses factor analysis to test the structural validity of the questionnaire. Before conducting factor analysis, it is necessary to use the KMO test to calculate the correlation between variables, which proves the pairwise   for first-level administrators met the measurement requirements among various factors and between factors and the questionnaire, and the internal aggregation validity of the scale was relatively high.

2. Structured Interview

Through literature analysis, visits and research, and predictive testing, the interview form of professional development of first-level administrators in universities in Guangxi was set up and the quality was checked.

Data Collection

After conducting interviews, pre-surveys, and analyzing and testing the data from the pre-test questionnaire, a formal questionnaire for this study was finally produced. Researchers collect data based on the type and steps of their research work as follows:

Collection of Questionnaires

The procedure for studying the current situation of professional development of first-level administrators in universities in Guangxi is as follows: 1. The researchers sent a survey questionnaire. The researcher collected data from 600 first-level administrators in six universities in Guangxi. 2. The researchers distributed the survey questionnaire to 600 first-level administrators. A total of 600 questionnaires were collected, with a recovery rate of 100%.

Collection of Structured Interview

Set the qualifications of participants in Structured interviews and select 20 interviewees. The interviewees mainly include middle-level managers and teachers in universities. Among them, middle-level managers and teachers mainly graduated from education management majors or are currently studying graduate-level education management majors. Follow the steps to conduct interviews, and collect and organize interview materials.

Collection of the Evaluation Form

Set up a table to evaluate and develop the strategies of professional development of first-level administrators in universities in Guangxi, invite 6 experts to assess the adaptability and feasibility, and then summarize and analyze the data in the evaluation table.

Data Analysis

The data analysis in this study was conducted using SPSS software, as follows:

Step 1: Analyze the respondents' personal information by frequency and percentage.

Step 2: The current situation of professionalization development of first-level administrators in universities in Guangxi is mainly reflected in the following four aspects: 1) professional awareness, 2) professional spirit, 3) professional knowledge and ability, 4) professional organization construction, 5) training and guarantee systems. The use of these variables is analyzed through mean and standard deviation.

Step 3: Conduct content analysis through in-depth interviews on strategies to develop professional development of first-level administrators in universities in Guangxi.

Step 4: Evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi, and present it as an average and standard deviation.

The details are as follows:

Questionnaire Analysis

Before analyzing the data, the researcher checks the correctness and completeness of the questionnaire to analyze the data. If any conflicts or incompleteness are found, the researcher will directly ask the respondents for more information. Next, the researcher creates a data file to store the variables used in the study. When the data is ready, the researcher will analyze the data in two steps. The details are as follows:

1. Preliminary analysis data is the analysis stage that analyzes each research variable to meet the research objectives. The sample is mainly divided into two parts. The data of the sample is analyzed using SPSS statistical software, which includes basic information such as gender, age, professional title, education level, and management experience. It is presented through frequency, percentage, average, and standard deviation.

2. The collected research data is mainly presented through mean and standard deviation to complete the investigation and research on the professional development of first-level administrators in universities in Guangxi.

Structured Interview Analysis

Through structured interviews, Content analysis is used to collect data from the interviewed expert members and determine the evaluation measures.

Evaluation Form Analysis

Evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi, analyze it through SPSS, and ultimately present it as an average and standard deviation.

Chapter 4
Results of Analysis

This research was to study the strategies of professional development of first-level administrators in universities in Guangxi, and to better guide the professional development of first-level administrators in universities in Guangxi through the proposed strategies, thereby contributing to improving the management level and efficiency of higher education institutions.

The data analysis result can be presented as follows:

1. Symbol and Abbreviations

2. Presentation of Data Analysis

3. Results of Data Analysis

The details are as follows.

Symbol and Abbreviations

N   Sample groups

$\bar{x}$ Average value

S.D.   Standard deviation

Presentation of Data Analysis

Part 1: The analysis result about the personal information of respondents, classified by gender and education background, and presented the data in the form of frequency and percentage.

Part 2: The analysis result of the current situation of professional development of first-level administrators in universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis results about the interview contents about the strategies of professional development of first-level administrators in universities in Guangxi.

Part 4: The analysis results evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in three parts as follows:

Part 1: The analysis results about personal information of respondents, classified by gender and education background etc. Presented the data in the form of frequency and percentage.

Table 4.1 The Population Characteristics of the Respondents

(n = 600)

Name	Option	Frequency	Percentage (%)	Cumulative percentage (%)
Sex	male	306	51.00	51.00
	female	294	49.00	100.00
	total	600	100.00	
Age	Below 30	162	27.00	27.00
	30-39 years old	324	54.00	81.00
	40-49 years old	83	13.83	94.83
	50-59 years old	31	5.17	100.00
	total	600	100.00	
Cultural Level	Specialty	43	7.17	7.17
	Undergraduate	131	21.83	29.00
	master	402	67.00	96.00
	PhD	24	4.00	100.00
	total	600	100.00	
Job Title	primary	107	17.83	17.83
	intermediate	441	73.50	91.33
	Deputy senior	52	8.67	100.00
	Premium	0	0	100.00
	total	600	100.00	

Table 4.1 (Continued)

Name	Option	Frequency	Percentage (%)	Cumulative percentage (%)
Working Life	0-5 years	63	10.50	10.50
	6-15 years	274	45.67	56.17
	16-25 years	169	28.16	84.33
	26 years and above	94	15.67	100.00
	total	600	100.00	
Major	Engineering	223	37.17	37.17
	Science	107	17.83	55.00
	Education	58	9.67	64.67
	management	71	11.83	76.50
	literature	141	23.50	100.00
	total	600	100.00	100.00

According to Table 4.1, there are 306 males, accounting for 51%, and 294 females, accounting for 49%. The age group of 30 and below accounted for 27% of the total survey population, the age group of 30-39 accounted for 54.00% of the total survey population, the age group of 40-49 accounted for 13.83% of the total survey population, and the age group of 50-59 accounted for 5.17% of the total survey population. The proportion of undergraduate, master's, and doctoral students is about 92.83%, with relatively high educational levels; Engineering, science, and other disciplines accounted for 78.50%, while management and education accounted for a relatively low proportion, only about 21.50%; The proportion of senior professional titles is around 8.67%, which is relatively low; The proportion of working years between 6-15 years and 16-25 years exceeds 73%.

Part 2: The analysis result about the current situation of professional development of first-level administrators in universities in Guangxi. Presenting the data in the form of average value and standard deviation.

Table 4.2 The Average and Standard Deviation of the five Aspects of the Current Situation of First-level Administrators in Universities in Guangxi

(n = 600)

No	Professional Development of First-level Administrators in Universities in Guangxi	$\overline{\mathrm{X}}$	S.D.	level	order
1	Professional awareness	4.35	0.79	high	1
2	Professional spirit	4.10	0.80	high	3
3	Professional knowledge and ability	4.18	0.78	high	2
4	Professional organization	3.95	0.85	high	4
5	Training and guarantee systems	3.94	0.77	high	5
	total	4.10	0.80	high	

According to Table 4.2, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in five aspects ($\overline{\mathrm{X}}$ =4.10). Considering that the results of this study rank from highest to lowest: the highest level is professional awareness ($\overline{\mathrm{X}}$ =4.35), followed by professional knowledge and skills ($\overline{\mathrm{X}}$ =4.18), the lowest level is the training and guarantee systems ($\overline{\mathrm{X}}$ =3.94).

Table **4.3** The Current Situation of Professional Awareness in the Professional Development of First-level Administrators in Universities in Guangxi

(n = 600)

No	Professional Awareness	$\overline{X}$	S.D.	Level	Order
1	You think that the relevant knowledge of higher education management theory is helpful to your work	4.16	0.75	high	10
2	You think that the management of colleges and universities needs to love college management from the depths of the heart	4.34	0.82	high	7
3	You think it is necessary to do a good job in the administrative management of colleges and universities.	4.53	0.78	highest	3
4	You think it is necessary to do a good psychological quality to do a good job in college management	4.14	0.85	high	11
5	You think there should be professional ethics that you should comply with during your work	4.13	0.77	high	12
6	You think there should be systematic professional knowledge in the work process	4.60	0.71	highest	2
7	You think you should have professional skills to ensure during the work process	4.38	0.73	high	6
8	You think there should be a sound education and training system in the work process	4.52	0.79	high	4
9	You think there should be professional organizations of autonomy during work	4.30	0.78	high	9
10	You think you should strictly abide by the rules and regulations in the work process	4.40	0.82	high	5

Table 4.3 (Continued)

No	Professional Awareness	$\overline{X}$	S.D.	Level	Order
11	You think you should have a clear job responsibility in the work process	4.68	0.75	highest	1
12	You think that first-level administrators should have a perfect and controllable development channel in professional development	4.05	0.80	high	13
13	You think that first-level administrators in universities should have a high work autonomy at work	4.33	0.71	high	8
	Total	**4.35**	**0.78**	**high**	

According to Table 4.3, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in terms of professional awareness ($\overline{x}$ = 4.35). Considering that the results of this study, from highest to lowest, are as follows: the highest level refers to having clear job responsibilities ($\overline{x}$ = 4.68), followed by systematic professional knowledge ($\overline{x}$ = 4.60), the lowest level is having a comprehensive development channel ($\overline{x}$ = 4.05).

Table 4.4 The Current Situation of Professional Spirit in the Professional Development of First-level Administrators in Universities in Guangxi

(n = 600)

No	Professional Spirit	$\overline{X}$	S.D.	Level	Order
1	You are very satisfied with your current work	3.87	0.78	high	11
2	You feel that your ability is completely able to do the need for work	4.26	0.73	high	5
3	You often feel respected	3.19	0.87	medium	14
4	Your work is often praised by teachers and students	4.00	0.74	high	8
5	You feel that the occupation of college managers can realize its own life value	3.86	0.89	high	12
6	When you hear or see the words that praise the manager, you will be very happy	4.55	0.79	highest	3
7	When someone has no reason to blame the manager group, you will feel that you have been insulted	4.22	0.78	high	7
8	You often take the initiative to make a work plan	4.63	0.71	highest	1
9	You can carry out the work in an orderly manner	4.58	0.75	highest	2
10	Do your best to do every job	4.23	0.80	high	6
11	You like to work without no one urged	4.39	0.71	high	4
12	You enjoyed the fun of work at work	3.94	0.82	high	9
13	Your future career prospects are very good	3.79	0.85	high	13
14	You have a clear career planning	3.89	0.79	high	10
	Total	**4.10**	**0.79**	**high**	

According to Table 4.4, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in terms of professional spirit ($\overline{x}$ = 4.10). Considering that the results of this study, from highest to lowest, are as follows: the highest level is often actively developing work plans ($\overline{x}$ =4.63), followed by the orderly implementation of work according to plan ($\overline{x}$ =4.58), the lowest level is often feeling respected at work ($\overline{x}$ =3.19).

Table 4.5 The Current Situation of Professional Knowledge and Ability in the Professional Development of First-level Administrators in Universities in Guangxi

(n = 600)

No	Professional Knowledge and Ability	$\overline{\mathrm{X}}$	S.D.	Level	Order
1	You hope to experience in different management positions	4.30	0.74	high	9
2	You hope to exchange discussions between peers	4.17	0.78	high	10
3	You hope to summarize and reflect on your work	4.02	0.79	high	12
4	You hope to conduct special research on your own work	3.98	0.82	high	14
5	You are going to study a higher level degree	3.89	0.79	high	17
6	There are many opportunities for you to continue to study at a higher level degree	3.69	0.79	high	18
7	You intend to study degree in education or management	3.57	0.86	high	19
8	You think job training can improve professional skills	4.58	0.72	highest	2
9	You hope that the universities or departments will conduct related business training	4.48	0.71	high	4
10	Your department often invites relevant experts to communicate	4.14	0.77	high	11
11	You hope to go to well -known universities at home and abroad to participate in training and training	4.50	0.73	high	3
12	Your school or department leader has provided you with systematic professional training	4.40	0.75	high	6

Table 4.5 (Continued)

No	Professional Knowledge and Ability	$\overline{X}$	S.D.	Level	Order
13	Your school encourages scientific research collaboration	4.59	0.78	highest	1
14	You often use your spare time to participate in various learning	4.01	0.80	high	13
15	You have published many articles in college management too many articles	4.35	0.77	high	7
16	You have research topics in hosting or participating in higher education management	3.95	0.84	high	16
17	Your independence and autonomy in the management position you are engaged in	4.47	0.73	high	5
18	You often apply new methods and new technologies to work	4.32	0.71	high	8
19	You feel your management ability is constantly improving	3.97	0.87	high	15
	Total	4.18	0.78	high	

According to Table 4.5, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in terms of professional knowledge and abilities ($\overline{x}$ = 4.18). Considering that the results of this study, from highest to lowest, are as follows: the highest level is the encouragement of scientific research collaboration by schools ($\overline{x}$ = 4.59), followed by job training that can improve professional skills ($\overline{x}$ = 4.58), the lowest level is requirement of pursuing a degree in education or management ($\overline{x}$ = 3.57).

Table 4.6 The Current Situation of Professional Organization in the Professional Development of First-level Administrators in Universities in Guangxi

(n = 600)

No	Professional Organization	$\overline{\text{X}}$	S.D.	Level	Order
1	There are professional associations composed of peers inside and outside the school in your work area	3.70	0.79	high	6
2	Your work unit has experts as a member of the National Association of Professional Association	3.93	0.80	high	4
3	Your work unit has an expert as a member of the provincial professional association	3.95	0.78	high	3
4	Your work unit has experts as a member of the city-level professional association	4.47	0.72	high	1
5	You have participated in professional associations composed of college managers	3.69	0.77	high	7
6	You participated in education and training organized by the professional association of college managers	3.87	0.84	high	5
7	You have participated in the communication platform provided by the professional organization of the school management personnel	4.04	0.76	high	2
	Total	3.95	0.78	high	

According to Table 4.6, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in terms of professional organization construction ($\overline{\text{x}}$ =3.95). Considering that the results of this study, from highest to lowest, are as follows: at the highest level, there are experts serving as members of professional associations at the city level ($\overline{\text{x}}$ =4.47), followed by participation in communication platforms provided by professional organizations of school administrators ($\overline{\text{x}}$ =4.04), the lowest level is a professional association composed of university management personnel ($\overline{\text{x}}$ =3.69).

Table 4.7 The Current Situation of Training and Guarantee Systems in the Professional
Development of First-level Administrators in Universities in Guangxi

(n = 600)

No	Training and Guarantee Systems	$\overline{\mathrm{X}}$	S.D.	Level	Order
1	The hardware conditions of your university can meet the needs of the work	4.42	0.73	high	4
2	The school style and school style of your university are good	3.88	0.80	high	9
3	The relationship between colleagues in your department is harmonious	4.08	0.79	high	7
4	Your school or department leader is very concerned about your work and life	4.14	0.77	high	6
5	The management system of your school is very conducive to your work	3.77	0.87	high	12
6	Your school or department cares about your professional development	3.44	0.89	medium	20
7	There are many opportunities for promotion in your management positions	3.52	0.80	high	19
8	You think that education is very important in terms of promotion of duties	4.56	0.72	highest	2
9	Your college regularly conducts work assessment of first-level administrators	4.43	0.75	high	3
10	Your university can be fair and fair for the work assessment of first-level administrators	3.64	0.87	high	16
11	The personnel management system for your university is more reasonable	3.83	0.85	high	10
12	Your college has a complete training system	3.60	0.74	high	17
13	Your school has a lot of lecture training for first-level administrators	3.67	0.79	high	15
14	You have been working on work exchanges in universities at home and abroad in the last year	3.71	0.82	high	14

Table 4.7 (Continued)

No	Training and Guarantee Systems	$\overline{\mathrm{X}}$	S.D.	Level	Order
15	You have participated in the business training course opened by the school in the last year	4.57	0.71	highest	1
16	You have participated in academic conferences or training courses related to work in the last year	4.39	0.75	high	5
17	You have participated in more than one week of off job continuing education in the past year	3.72	0.74	high	13
18	Your college leaders rarely add temporary work tasks to you	3.59	0.80	high	18
19	Your work rhythm will not be restricted and affected by leaders or colleagues	3.90	0.78	high	8
20	Your work rhythm is not often affected by some superiors for inspection activities	3.82	0.85	high	11
	Total	**3.94**	**0.79**	**high**	

According to Table 4.7, it is found that the professional development of first-level administrators in universities in Guangxi is at a high level in terms of training and guarantee systems ($\overline{\mathrm{x}}$ =3.94). Considering that the results of this study, from highest to lowest, are as follows: the highest level is having participated in the management personnel business training courses offered by the school ($\overline{\mathrm{x}}$ =4.57), followed by the importance of education in job promotion ($\overline{\mathrm{x}}$ =4.56), the lowest level is that the school or department is concerned about the professional development of first-level administrators ($\overline{\mathrm{x}}$ =3.44).

Part 3: The analysis result about the interview contents about the strategies of professional development of first-level administrators in universities in Guangxi.

Table 4.8 Situation of Interviewees

(n = 20)

No	Respondent Identity	Interview Time	Interview Method
1	Deputy Director of Management Department A	April 2, 2023	Field interviews
2	Director of M Management Department	March 25, 2023	Field interviews
3	Deputy Director of M Management Department	March 25, 2023	Telephone interviews
4	Deputy Director of N Management Department	March 25, 2023	Field interviews
5	Deputy Director of G Management Department	March 25, 2023	Field interviews
6	Dean of College B	April 2, 2023	Field interviews
7	Vice Dean of College B	April 2, 2023	Field interviews
8	Vice Dean of College B	April 2, 2023	Field interviews
9	Vice Dean of College C	April 2, 2023	Field interviews
10	Director of D Management Department	March 28, 2023	Field interviews
11	A College Teachers	March 28, 2023	Telephone interviews
12	A College Teachers	March 28, 2023	Field interviews
13	B College Teachers	March 28, 2023	Telephone interviews
14	B College Teachers	March 28, 2023	Field interviews
15	B College Teachers	April 2, 2023	Telephone interviews
16	C College Teachers	April 2, 2023	Telephone interviews
17	C College Teachers	April 2, 2023	Telephone interviews
18	C College Teachers	April 2, 2023	Field interviews
19	D College Teachers	April 2, 2023	Telephone interviews
20	D College Teachers	April 2, 2023	Field interviews

According to Table 4.8, the interview is mainly to make up for the shortcomings of the survey questionnaire. The interviewees who provided information this time mainly include middle level managers and university teachers, totaling 20 people. Among them, 10 middle managers and 10 teachers. The specific interview information of the interviewees is as follows:

Interviewee 1

1. How much do you think the school attaches to the professional development of first-level administrators?

I think schools are gradually realizing the professional development of first-level administrators, as they are the future and reserve force for the development of the school. The school has started actively promoting first-level administrators's career development and promotion mechanisms. The school provides training opportunities, career planning guidance, and promotion channels for first-level administrators, encouraging them to improve their professional abilities and management level continuously. This increase in emphasis can help stimulate the work enthusiasm and creativity of first-level administrators and promote the continuous improvement of the school management level.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that schools provide online learning platforms for first-level administrators, which usually have rich management courses and training resources. First-level administrators can choose classes suitable for their own learning needs. The online learning platform is not limited by time and location, making it convenient for first-level administrators to learn anytime and anywhere.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that many factors influence the professional development of first-level administrators in universities, for example, the organizational culture and support mechanisms of the school, the professional knowledge structure, and abilities of first-level administrators, self-awareness and endogenous motivation for professional

development, professional organization construction, and career development opportunities.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that improving the professional ability of first-level administrators requires multiple efforts and investments. Through learning and training, experience accumulation, feedback and guidance, reading and research, participation in professional organizations and social networks, self-reflection and learning, accepting challenges and taking responsibility, establishing good interpersonal relationships, continuous learning and updating of knowledge, and cultivating self-management abilities, first-level administrators can continuously improve their professional skills.

5. What do you think the professional qualities of first-level administrators include?

I believe that professional qualities of first-level administrators should possess good organizational skills, be able to arrange and allocate resources reasonably, and ensure efficient and orderly work. I have a good innovation ability to promote innovation and development in university management work. I have good decision-making skills and make correct decisions in complex situations.

6. What other measures should schools take to cultivate first-level administrators?

I think schools can also establish an exchange platform for first-level administrators to promote interaction and experience sharing among them. It can be achieved by regularly organizing symposiums, seminars, or workshops, allowing them to learn and learn from each other.

Interviewee 2

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school places low emphasis on the professional development of first-level administrators.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school mainly provides training in information technology and ideological and political education for first-level administrators.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are their professional knowledge structure and abilities.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be considered from the aspects of formulating professional development plans, participating in thematic research, improving academic qualifications, and participating in professional training.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include a sense of responsibility, adherence to professional ethics and norms, love for their work, and active innovation.

6. What other measures should schools take to cultivate first-level administrators?

Schools should also establish a professional development training system for first-level administrators, focusing on improving their comprehensive abilities.

Interviewee 3

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school's professional development and construction of management personnel are not yet perfect, and the connections between departments are not close.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school mainly provides training on professional ethics and norms for first-level administrators.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are their awareness of professional development, professional knowledge structure, sound training system, and relevant guarantee systems of the school.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be considered by clarifying professional development goals, formulating professional development plans, actively participating in professional organizations or associations, and exchanging work experience with peers and experts.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include a sense of responsibility, identification with their profession, and professionalism.

6. What other measures should schools take to cultivate first-level administrators?

I believe schools should also improve their professional title evaluation system, broaden the professional development path of first-level administrators, enhance job promotion space, and implement performance evaluation methods.

Interviewee 4

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that the school lacks an organizational structure and guarantee system for the professional development and construction of first-level administrators,

and the degree of attention is not enough. The school's training system is mainly aimed at teachers and middle-level managers, and the phenomenon of "emphasizing the use of resources but neglecting the cultivation" of first-level administrators is widespread.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school's training is mainly aimed at teachers and middle-level managers, while the training for first-level administrators specifically provides professional ethics training. There is less training in business and comprehensive abilities and few opportunities for further learning.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are professional knowledge, professional skills, training systems for professional development, and institutional construction.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be considered by establishing their awareness of professional development, strengthening the cultivation of management professionals, and improving the training and guarantee systems for professional construction.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include good professional skills, teamwork ability, communication ability, innovation ability, conscientiousness and responsibility for work, and compliance with school rules and regulations.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should also establish a vocational qualification certificate system for first-level administrators, include systematic training in school plans, train professional organizations within the school, and find an accurate assessment and evaluation system.

Interviewee 5

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe there is no clear plan for the school's professional development of first-level administrators, focusing on encouraging growth without providing corresponding guarantee systems and environments.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the training provided by schools for first-level administrators mainly includes professional ethics training and information technology training.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are their professional qualities, abilities, spirit, and ethics, as well as the relevant guarantee systems of the school.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be considered from aspects such as establishing a sense of career development and professional construction, school policy guarantees and support, and self-realization and attention of first-level administrators. Without promoting the school environment, even if first-level administrators intend to self-develop, it is still challenging to move forward. With the support of the school environment, one can make professional development plans based on their job position.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include excellent ideological qualities, noble professional ethics, mature and stable psychological qualities, good physical fitness, and excellent professional qualities.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should also establish professional organizations and supporting norms within the school, improve education and training mechanisms, and establish fair incentive mechanisms to stimulate first-level administrators's awareness of active innovation and research.

Interviewee 6

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe the school lacks clear goals for the professional development and construction of first-level administrators. First-level administrators should first do their business work well and assist middle-level managers in doing their department work well.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the training provided by schools for first-level administrators mainly involves ideological and political education training and related theoretical learning—lack of professional skills training and inadequate training system.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are unclear goals for professional construction, incomplete access systems, imperfect promotion mechanisms, unscientific assessment and evaluation mechanisms, and insufficient training systems.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to enhance the professional ability of first-level administrators include clarifying the construction goals for the professional development of first-level administrators, improving the selection and appointment system for management personnel cadres, strengthening vocational training for management personnel, improving the promotion mechanism for management personnel, and improving the assessment and evaluation system for management personnel.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include a subjective sense of responsibility, scientific management methods, dedication, strong business skills, communication skills, etc.

6. What other measures should schools take to cultivate first-level administrators?

Schools should also improve their personnel selection and appointment mechanism, organize pre-job and business training, regularly organize communication and learning with peer universities, and innovate incentive evaluation mechanisms.

Interviewee 7

1. How much do you think the school attaches to the professional development of first-level administrators?

There is no clear plan for the school's professional development and construction of first-level administrators, emphasizing cultivation.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

Schools provide training for first-level administrators, including pre-job training, professional ethics training, and online business training.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are professional knowledge and skills, the training system provided by the school to first-level administrators, relevant support policies

and incentive systems of the school, and the professional development plan of first-level administrators.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to improve the professional ability of first-level administrators include changing traditional concepts, enhancing the subject awareness of professional development, optimizing the structure and form of professional development, building a platform for the professional development of first-level administrators, and improving evaluation, incentive, and salary and treatment policies.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include professional knowledge level, modern educational technology, multicultural literacy, professional ethics, professional spirit, and awareness of self-improvement.

6. What other measures should schools take to cultivate first-level administrators?

Schools should pay attention to humanistic care and provide a good working environment for first-level administrators. At the same time, the school should consider establishing a school culture of freedom and democracy, mutual trust, and respect for knowledge, encouraging and improving the promotion and incentive system for grass-roots managers. On this basis, establish a diversified assessment and evaluation mechanism so that the assessment and evaluation system can have an incentive effect and promote the professional development of first-level administrators.

Interviewee 8

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that with the deepening of education reform, schools are becoming increasingly aware of the importance of first-level administrators in school operations. First-level administrators play key roles in school organizations, coordinating work between various departments, handling daily affairs, and managing teacher-student

relationships. Therefore, schools have begun to attach importance to cultivating and improving the professional abilities of first-level administrators to ensure the regular operation and development of the school.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe the school provides leadership training courses for first-level administrators to help them develop leadership and team management skills. These trainings usually include content such as leadership theory, communication skills, decision-making, and team building. By participating in these trainings, first-level administrators can improve their leadership skills and learn how to manage and motivate teams effectively.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the professional development of first-level administrators in universities is influenced by various factors such as educational background, experience and skills, organizational support and training opportunities, performance evaluation and promotion mechanisms, external environment and policy support, and personal willingness and motivation.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be improved through various means, such as participating in professional training courses, seminars, and workshops to enhance their professional knowledge and skills. It is achieved through regular one-on-one communication with superiors, colleagues, or mentors. You can also join relevant professional organizations or social networks to exchange and share experiences with peers.

5. What do you think the professional qualities of first-level administrators include?

I believe that professional qualities include possessing a wide range of knowledge and professional abilities to understand and respond to complex administrative management challenges; Professional quality should also possess good

leadership and communication skills; High moral character and professional ethics; Have good teamwork and interpersonal relationship management skills and promote collaboration and communication between teams. You should also continuously update your knowledge and skills, pay attention to industry development trends, and participate in relevant training and professional development activities.

6. What other measures should schools take to cultivate first-level administrators?

I think schools can arrange job rotation for first-level administrators, allowing them to work in different departments and functions. It can help them comprehensively understand the school's operations and management and cultivate cross-departmental cooperation and a holistic mindset.

Interviewee 9

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school places relatively low emphasis on the professional development of first-level administrators. It may be due to limited school resources, lagging management concepts, and insufficient understanding of the roles of first-level administrators.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the training schools provide for first-level administrators mainly consists of training courses, which may include leadership training, communication and coordination skills, team management, decision-making, and problem-solving, and other content. By participating in these training courses, first-level administrators can learn practical management theories and methods and apply them to practical work.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are a lack of initiative and systematicity in theoretical learning, a lack of emphasis on theoretical learning, inadequate implementation of learning plans, and a disconnect between theoretical learning and practical work. The

democratic mechanism for selection and appointment is not perfect enough, and the school management model is outdated. The management of academic affairs as administrative affairs can easily lead to "administrative" within the school. The assessment and evaluation system are insufficient and lacks intuitive comparison, scientific quantification, and content refinement. The existing training mechanism also has insufficient human resource management concepts and imperfect institutional mechanisms, which affect the professional development of first-level administrators.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional ability of first-level administrators can be improved mainly through education and training, practical experience, learning resources, mentor guidance, self-reflection and learning, and organizational support.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should be the abilities, knowledge, and skills they need to possess when holding grassroots management positions in the organization. These qualities cover multiple aspects, including leadership ability, communication ability, decision-making ability, interpersonal skills, problem-solving ability, etc.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should recognize the importance of first-level administrators and establish a comprehensive training system and corresponding guarantee measures to improve the professional development level of first-level administrators. At the same time, schools should further strengthen resource investment and develop clear development policies for first-level administrators to ensure that they can fully play their role and achieve personal career goals.

Interviewee 10

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that the emphasis placed by schools on the professional development of first-level administrators varies depending on the region, school type, and management philosophy. Our school is gradually increasing its emphasis on the professional development of first-level administrators.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe the school provides educational support for first-level administrators, encourages them to continue their studies, and supports educational advancement. It can include funding them to participate in master's or doctoral programs or providing flexible learning arrangements so that they can balance work and study. At the same time, the school collaborates with external training institutions to provide a wider range of training resources for first-level administrators. These resources can include industry seminars, Professional certification courses, management training programs, etc., to meet the needs of different managers.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I think many factors affect the professional development of first-level administrators in universities. Still, the main factors are their educational background and professional knowledge, as well as their accumulated work experience and skills in practical work.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that enhancing the professional ability of first-level administrators requires the comprehensive application of multiple approaches and methods. They can continuously improve their professional quality and ability through learning and training, practical experience, feedback and guidance, project cooperation, continuous knowledge, interpersonal relationship building, and Individual development plans.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include leadership ability, organizational ability, teamwork ability, professional knowledge, interpersonal skills, and adaptability.

6. What other measures should schools take to cultivate first-level administrators?

Schools should provide systematic training to help first-level administrators improve their abilities and knowledge level. Establish a communication platform for experience sharing and interaction among first-level administrators. Establish performance evaluation and incentive mechanisms to continuously motivate first-level administrators to improve their work performance. Provide continuing education opportunities for first-level administrators to update their knowledge and skills constantly. It can include attending professional training courses, seminars, academic conferences, etc. Establishing a positive, supportive, and innovative work environment is also possible. A good work environment can stimulate first-level administrators' work enthusiasm and creativity, promoting their personal growth and career development.

Interviewee 11

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that the school has not established a sound training mechanism and specialized organizational structure in the professional development and construction of first-level administrators, and the level of attention is not high.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the training provided by schools for first-level administrators mainly includes national policies and regulations, professional ethics standards for teachers, and pre-job training.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the main factors affecting the professional development of first-level administrators in universities are weak professional concepts, imbalanced professional knowledge structure, low management efficiency, single assessment standards, lack of quantitative assessment, limited opportunities for training and further education for first-level administrators, and insufficient professional training; The training content is not targeted and rich enough.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to enhance the professional ability of first-level administrators are to continuously enhance their understanding and attention to the professional construction of the management team, establish and improve efficient information and emotional communication channels and mechanisms, and pay attention to the individual needs of first-level administrators in terms of personal development and emotions. Strengthen the ability improvement of first-level administrators, continuously improve their professional abilities and fill the gaps in their professional skills through training, exams, and other work; Scientifically establish an evaluation system, which should achieve indexation, dynamism, and digitization; Implement a humanized job rotation system, strengthen the multi-position training and training of teaching management personnel; Continuously improving the informatization level of first-level administrators.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include a strong sense of professionalism and responsibility, professional knowledge and skills in university management, interdisciplinary knowledge literacy, sound professional organization, and good stability.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should standardize the qualifications of university management personnel, and establish a sound training system, to improve the knowledge and professionalism level of first-level administrators in schools. At the same time, schools should establish a competitive recruitment mechanism.

Interviewee 12

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that with the continuous updating and development of educational management concepts, the school's emphasis on the professional development of first-level administrators is also increasing. Traditionally, first-level administrators mainly focused on administrative management and organizational coordination capabilities. However, with the transformation of educational management concepts, schools have begun to focus on cultivating professional qualities such as leadership, innovation, and teamwork among first-level administrators. These abilities are crucial for solving complex problems, promoting educational reform, and improving school performance.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the training measures provided by the school for first-level administrators include regularly holding industry seminars and lectures and inviting industry experts and successful entrepreneurs to share their experiences and insights. These activities allow first-level administrators to communicate with peers, understand the latest industry trends and best practices. By participating in these activities, first-level administrators can broaden their horizons and draw inspiration from the experiences of other successful individuals.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

In my opinion, the factors that affect the professional development of grass-roots managers in colleges and universities include educational background,

experience and skills, academic environment and system support, leadership and Management style, external environment and social needs, organizational culture and values, self-awareness, and learning motivation.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that first-level administrators should maintain a continuous learning attitude and constantly update their knowledge. It can be achieved by attending industry conferences, seminars, and training courses, reading relevant books and articles, and following industry trends. Cultivate self-management ability, including time management, Stress management, decision-making ability, etc. It helps to improve their work efficiency and professional ability.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include knowledge and professional abilities, moral qualities and professional ethics, innovation and adaptability, teamwork and interpersonal relationships, problem-solving and decision-making abilities, learning and development awareness, time management and organizational abilities, continuous improvement and reflection abilities, and other aspects.

6. What other measures should schools take to cultivate first-level administrators?

I think schools can provide continuing education support , build a learning organization and encourage first-level administrators to participate in relevant training courses, seminars, or learning activities. It helps them continuously update their knowledge and skills, keeping up with the latest developments in the management field.

Interviewee 13

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school does not attach high importance to the professional development of first-level administrators.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school mainly provides ideological and political education training for first-level administrators.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators in universities include their professional knowledge structure, the continuing education and training provided by the school, and the school's performance evaluation system.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the professional abilities of first-level administrators can be improved through pursuing high-level education, further training, and joining professional organizations and associations.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators should include professionalism, dedication, unity and cooperation, and a sense of responsibility.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should also establish a sound incentive system, qualification certificate systems, archives for the professional development and a professional development training system for first-level administrators and encourage first-level administrators to participate in team cooperation, further learning, and so on. At the same time, schools should establish a competitive recruitment mechanism.

Interviewee 14

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that with the advancement of educational reform and the updating of educational management concepts, schools have begun to focus on cultivating the professional abilities and literacy of first-level administrators.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school provides practical projects and internship opportunities for first-level administrators, allowing them to apply theoretical knowledge to practical work. These projects and internships can help managers develop problem-solving, teamwork, and innovative thinking skills. At the same time, we also provide them with leadership training to improve their overall abilities.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators in universities include the school's training system and incentive mechanism, the educational background of first-level administrators, the professional knowledge and skills of first-level administrators, and the self-development awareness of management personnel.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I think there are many ways to enhance the professional ability of first-level administrators, such as clarifying professional development goals and formulating self-professional development plans; Cultivate a good sense of teamwork and strengthening professional spirit; Developing plans for further education and educational advancement, and optimize the structure of professional development; Actively participate in professional organization activities, communicate and learn with peers in professional organizations, etc.

5. What do you think the professional qualities of first-level administrators include?

I believe that professional qualities should include multiple aspects such as professional knowledge and abilities, leadership skills, interpersonal and communication skills, self-management skills, ethics, and professional ethics. These qualities are crucial for them to fulfill their management responsibilities within the organization effectively.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools can establish a scientific performance evaluation and incentive mechanism to evaluate the performance of first-level administrators and provide appropriate incentives and rewards. It can stimulate their enthusiasm and motivation and further enhance their management skills. Establish a good work environment to provide first-level administrators with a positive, harmonious, and supportive atmosphere. It can be achieved by focusing on Employee benefits, providing good working conditions, and cultivating team spirit.

Interviewee 15

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school has realized the importance of first-level administrators in the organization. First-level administrators play key roles in the organization, coordinating and managing various departments' daily operations. They must possess professional knowledge and skills to carry out management responsibilities effectively. Schools have realized that only by providing professional training and development opportunities can they help first-level administrators better fulfill their responsibilities.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the school provides various educational and training measures for first-level administrators, such as training courses, learning plans, etc., to improve their management skills, professional knowledge, and leadership skills and achieve a win-win situation for personal career development and organizational goals.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that training and continuing education are important factors in promoting the professional development of first-level administrators in universities. They can learn the latest management theories, skills, and best practices by participating in various training courses, seminars, and workshops. Of course, first-level administrators's educational background and professional knowledge structure are also necessary influencing factors, directly determining their professional development.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe first-level administrators can maintain a continuous learning attitude and update their knowledge on time, constantly following up on the latest management theories, tools, and technologies. Self-reflection, review of their behavior and decision-making, and in-depth understanding of management theory and practice can also be achieved by learning relevant academic courses, such as management, organizational behavior, etc.

5. What do you think the professional qualities of first-level administrators include?

I believe that professional qualities should include professional knowledge in relevant fields, good oral and written communication skills, setting clear work goals, arranging work reasonably according to plans, optimizing work efficiency, and being serious and responsible for one's work.

6. What other measures should schools take to cultivate first-level administrators?

I think schools can offer specialized management courses that cover the basic principles and practical skills of various management fields. Provide leadership related training courses and enhance their leadership skills through case analysis. Continuing education courses can be provided to help them continuously update their knowledge and skills and adapt to new management challenges.

Interviewee16

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school has begun to realize the importance of professional development for first-level administrators. The school provides various training and development opportunities for first-level administrators and has established a specialized management college to provide courses and projects related to management. These courses cover knowledge and skills in organizational behavior, leadership, communication skills, decision analysis, and more. In addition, the school has also established various training courses, seminars, and workshops to help first-level administrators improve their professional literacy.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school invites external experts or consultants to conduct specialized training for them. These specialized training sessions typically involve current hot management issues or industry trends. For example, the school will invite experts to explain digital transformation, innovation management, and cross-cultural communication topics. By participating in these trainings, first-level administrators can understand and apply the latest management concepts and practices to their work.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the professional development of first-level administrators in schools is usually closely related to their educational background. A bachelor's, master's, or doctoral degree in a relevant field can provide them with the necessary knowledge and skills to succeed in administrative work. In addition, work experience, later training, and further education are also factoring that affect their professional development.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to enhance the professional ability of first-level administrators are through learning and education to enhance their professional abilities and to study management theory and practice sincerely. Expand one's horizons and knowledge through cross-departmental experience. Experience can be shared with peers. By participating in professional organizations and social networks, one can continuously update their knowledge and skills and interact and collaborate with other professionals.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include professional knowledge, skills, communication skills, teamwork, leadership skills, innovative thinking, professional ethics, etc.

6. What other measures should schools take to cultivate first-level administrators?

I believe schools should establish and improve their assessment and evaluation mechanisms, selection mechanisms, incentive mechanisms, and other guarantee systems and stimulate the professional development of first-level administrators through institutional construction. At the same time, establish a comprehensive training system to cultivate first-level administrators.

Interviewee 17

1. How much do you think the school attaches to the professional development of first-level administrators?

I believe that schools have begun to attach importance to the professional development of first-level administrators and encourage them to participate in continuing education and learning. The school also provides flexible learning methods, such as online courses and remote education, allowing first-level administrators to continue learning in their spare time. In addition, the school also collaborates with enterprises and organizations to carry out specialized training programs, providing more learning opportunities for first-level administrators. However, despite the increasing emphasis on the professional development of first-level administrators in schools, there are still some challenges, such as the lack of sufficient resources to support

training and projects for professional development. At the same time, some first-level administrators may lack the awareness and motivation to participate in professional development actively.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think schools usually organize internal training courses to meet the specific needs of first-level administrators. These training courses cover all aspects, including Leadership development, communication skills, teamwork, decision-making, project management, etc. Through these courses, first-level administrators can learn practical management tools and skills and improve their organizational influence and efficiency.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators include professional knowledge and abilities, training systems, and incentive mechanisms.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to improve the professional development of first-level administrators include strengthening the cultivation of professional knowledge and abilities, improving the training system for first-level administrators, and establishing a sound incentive system.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include professional ethics, comprehensive abilities in management work, self-realization, and self-improvement.

6. What other measures should schools take to cultivate first-level administrators?

I think we can appoint experienced and competent Middle management as mentors for grass-roots managers to provide one-on-one guidance and coaching. Mentors can share their experience and knowledge, help first-level administrators solve

problems encountered in their work, and provide career development suggestions. At the same time, develop a training plan for first-level administrators, including training courses, job rotation arrangements, mentor guidance, and other content. By conducting training in a planned manner, the effectiveness of training can be improved, and the continuity and stability of training work can be ensured.

Interviewee 18

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school's emphasis on the professional development of first-level administrators is gradually increasing. The school has taken various measures to promote the professional development of first-level administrators. It provides rich training and development opportunities, including internal training, external training, and Professional certification. These trainings cover knowledge and skills in administrative management, leadership, communication skills, and other areas.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I think the school has provided some training measures for first-level administrators, including internal training courses, external specialized training, participation in external training courses or seminars, etc. By participating in these trainings, they can continuously learn and grow, better cope with work challenges, and improve their management skills and career development.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators in universities include their awareness of professional self-directed development, professional identity, and belonging, their sense of teamwork, and their professional knowledge and abilities.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to enhance the professional ability of first-level administrators are to recognize themselves and make reasonable career plans; Schools should provide more opportunities for outdoor learning and training, help first-level administrators expand their knowledge and broaden their horizons, find new work methods in training and learning, and discover the charm of work; Implement a promotion mechanism to enhance the work motivation of administrative personnel; Improve the performance evaluation system and establish a scientific evaluation system.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include a sense of responsibility toward work, a spirit of dedication, and a willingness to innovate; they possess communication and leadership skills, etc.

6. What other measures should schools take to cultivate first-level administrators?

I believe that schools should strengthen the construction of organizational culture, create a good work atmosphere and values, stimulate the work enthusiasm and sense of belonging of first-level administrators, and promote their growth and development. Assist first-level administrators in formulating professional development plans, clarifying goals and paths, and providing training and support to motivate them to learn and progress continuously.

Interviewee 19

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school's emphasis on the professional development of first-level administrators is gradually increasing. Encourage first-level administrators to participate in academic research and professional organizations. They can participate in research projects, publish papers, and participate in academic conferences and seminars. It helps to enhance their professional knowledge and abilities and to communicate and

collaborate with peers. Moreover, a career development system for first-level administrators has been established, including promotion channels, salary and welfare systems, etc. These systems provide development space and incentive mechanisms for first-level administrators, encouraging them to improve their professional level continuously.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that schools should establish specialized training institutions or departments for first-level administrators responsible for planning, organizing, and implementing various training projects. These trainings include internal and external training programs to meet the training needs of management personnel at different levels and needs.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators in universities include their professional knowledge structure, personal and professional development goal positioning, performance evaluation mechanism, and training and further education system.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the ways to enhance the professional ability of first-level administrators include strengthening the reform of the school's internal management system, constructing a new management organizational model, creating a learning organization, advocating a positive and upward organizational culture, and establishing a sound management mechanism for first-level administrators.

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include three core competencies: management philosophy, professional competence, and service awareness.

6. What other measures should schools take to cultivate first-level administrators?

Schools should research training courses for first-level administrators, understand the content they want to learn, and train through needs analysis. Carefully develop training plans based on research, design training content reasonably, establish archives for the professional development and introduce training results assessment and evaluation.

Interviewee 20

1. How much do you think the school attaches to the professional development of first-level administrators?

I think the school's emphasis on the professional development of first-level administrators is increasing, and there are still some challenges. On the one hand, the needs of school administrative work are constantly changing, and first-level administrators need to learn and adapt to new requirements constantly. On the other hand, the professional development of school administrative work requires a significant investment of time and resources, which may be a challenge for some universities with limited resources.

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

I believe that the school has provided rich training measures for first-level administrators, aiming to enhance their management skills. These measures include internal and external training, covering training courses, Academic conferences, external training courses, career development plans, and academic exchanges.

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

I believe that the factors that affect the professional development of first-level administrators in universities include the degree to which schools attach importance to the professional development of first-level administrators, the concept of professional development, professional awareness, and professional spirit.

4. What are the main ways to improve the professional abilities of first-level administrators, in your opinion?

I believe that the way to enhance the professional development of first-level administrators is to change their mindset and strengthen the emphasis on the professional development of first-level administrators from an ideological perspective, establish a sound evaluation and incentive mechanism, Deepen the professional division of labor and improve management efficiency; Cultivate and support professional associations and organizations;

5. What do you think the professional qualities of first-level administrators include?

I believe that the professional qualities of first-level administrators include excellent moral qualities, positive work attitudes, and solid abilities and qualities (execution ability, coordination ability, commitment ability, innovation ability, and leadership ability).

6. What other measures should schools take to cultivate first-level administrators?

I believe schools should improve the salary and welfare guarantee systems for first-level administrators, create professional development records, improve job training, establish targeted performance evaluation systems and qualification certificate systems, and broaden the path for professional development of first-level administrators. At the same time, schools should establish a competitive recruitment mechanism.

Based on the interview information of 20 middle-level administrators and teachers, the result is as follows, as shown in Table 4.9.

Table 4.9 Summary of Interview Results

No	Measures	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	Interviewee 12	Interviewee 13	Interviewee 14	Interviewee 15	Interviewee 16	Interviewee 17	Interviewee 18	Interviewee 19	Interviewee 20	Frequency
1	Establish awareness of autonomous development	√		√	√	√		√					√		√			√	√		√	10
2	Clarify development goals and make the plan			√			√			√					√	√			√	√		7
3	Activate self-development motivation	√							√				√		√			√	√			6
4	Enhance professional identity			√		√			√			√							√			5
5	Keep a positive mentality for work		√			√			√		√				√					√	√	7
6	Enhance your sense of responsibility	√	√	√	√		√					√		√								7
7	Adhere to good professional ethics		√	√	√	√		√	√			√	√		√		√	√				11
8	Cultivate a good team cooperation awareness								√		√			√								3
9	Developed planning and education improvement	√	√	√		√		√		√	√				√	√		√	√			11
10	Actively participate in interdisciplinary cooperation and research	√	√						√					√						√		5
11	Participate in academic seminars regularly		√							√	√		√			√					√	6
12	Exchange work experience with colleagues	√		√					√		√										√	5
13	Improve autonomous learning ability	√			√		√		√	√	√		√			√		√	√	√		11
14	Master new technologies, new skills, new methods	√	√		√	√	√	√	√	√	√	√	√		√	√	√	√	√		√	17
15	Establish a specialized organization or related major	√		√	√	√			√	√	√	√	√	√	√	√	√		√			14
16	Establish professional organization and system	√		√	√	√						√		√	√		√			√		9
17	Cultivate professional organizations in the school	√		√	√	√			√			√		√	√		√			√		10
18	Expand the influence of professional associations			√															√		√	3

Table 4.9 (Continued)

No	Measures	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	Interviewee 12	Interviewee 13	Interviewee 14	Interviewee 15	Interviewee 16	Interviewee 17	Interviewee 18	Interviewee 19	Interviewee 20	Frequency
19	Participate in professional organization activities								√		√		√	√	√			√		√		7
20	Establish a file for the professional development													√						√		2
21	Establish an incentive mechanism					√					√				√		√	√		√		6
22	Implement the qualification certificate system				√									√							√	3
23	Establish a professional assessment and evaluation mechanism			√	√		√	√	√	√	√	√		√	√		√		√		√	13
24	Establish a professional training system		√	√	√		√	√		√		√		√			√	√				10
25	Build a learning organization											√								√		2
26	Establish a mechanism for exchanges and cooperation with countries	√							√												√	3
27	Establish a competitive and open selection mechanism											√		√							√	3

The strategies model of professional development of first-level administrators in universities in Guangxi is as follows, as shown in Figure 4.1.
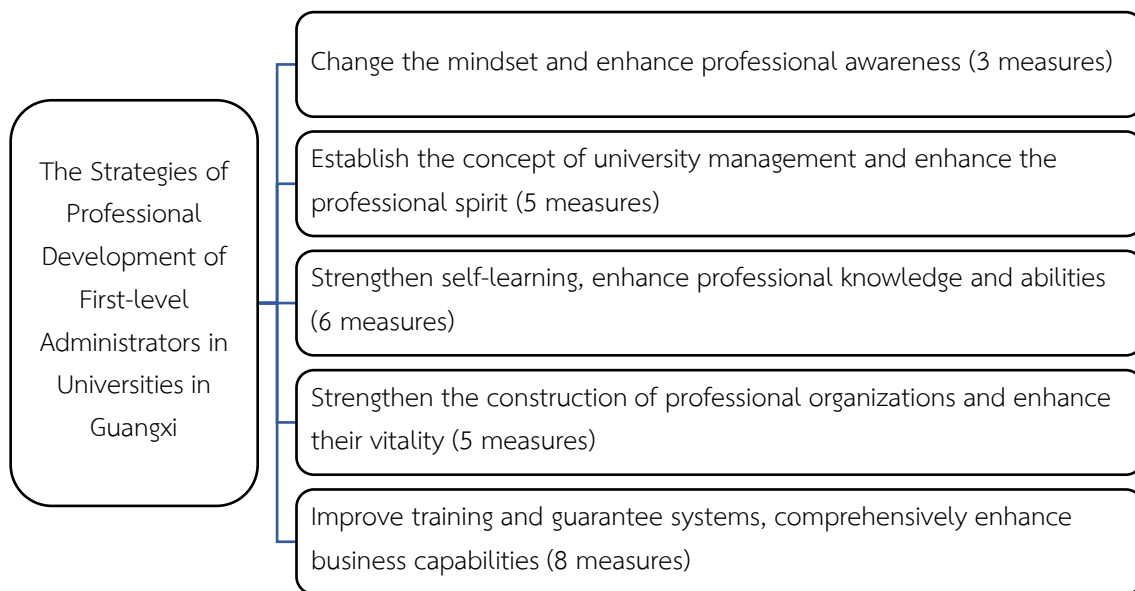
Figure 4.1 The Strategies Model of Professional Development of First-level Administrators

Table 4.10 Strategies of Professional Development of First-level Administrators in Universities in Guangxi

Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Concrete Measure
Change the mindset and enhance professional awareness	1. Establish awareness of autonomous professional development 2. Clarify the professional development goals and make a self-professional development plan 3. Activate the endogenous motivation and self-development motivation of professional development
Establish the concept of university management and enhance the professional spirit	1. Enhance self-career identity and collective sense of belonging 2. Keep a positive mentality for work and be brave to innovate 3. Enhance your sense of responsibility for your career 4. Observe good professional ethics and professional norms 5. Cultivate a good team cooperation awareness
Strengthen self-learning, enhance professional knowledge and abilities	1. Developed planning and education improvement to optimize the professional development structure 2. Actively participate in cross-regional cross-disciplinary cooperation, special research, etc. 3. Participate in academic seminars regularly 4. Exchange work experience with colleagues 5. Improve autonomous learning ability 6. Master new technologies, new skills, new methods, new tools

Table 4.10 (Continued)

Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Concrete Measure
Strengthen the construction of professional organizations and enhance their vitality	1. Establish a specialized organization or related major for training college managers 2. Establish a professional organization and management system for first-level administrators in universities 3. Cultivate professional organizations in the school 4. Expand the influence of professional associations 5. Actively participate in professional organization activities, communicate with colleagues in professional organizations
Improve training and guarantee systems, comprehensively enhance business capabilities	1. Establish a file for the professional development of first-level administrators 2. Establish an incentive mechanism for the professional development of management teams 3. Implement the qualification certificate system of first-level administrators 4. Establish a professional assessment and evaluation mechanism for management teams 5. Establish a professional training system for first-level administrators in colleges and universities 6. Build a learning-oriented organization 7. Establish a long-term mechanism for exchanges and cooperation with domestic and foreign countries 8. Establish a competitive and open selection mechanism

According to Table 4.10, the researchers proposed strategies of professional development of first-level administrators in universities in Guangxi from five aspects: professional awareness, professional spirit, professional knowledge and ability, professional organization, training and guarantee systems. Introduce three measures to enhance professional awareness, five to enhance professional spirit, six to enhance professional knowledge and ability, five to strengthen professional organization construction, and eight to improve training and guarantee systems.

Part 4: The analysis results of evaluating the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi. Presenting the data as average value and standard deviation.

Table 4.11 Evaluate the Adaptability and Feasibility of the Strategies

(n = 6)

No	Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability			Feasibility		
		$\overline{\mathrm{X}}$	S.D.	level	$\overline{\mathrm{X}}$	S.D.	level
Enhance Professional Awareness							
1	Establish awareness of autonomous professional development	4.67	0.52	highest	4.33	0.98	high
2	Clarify the professional development goals and make a self-professional development plan	4.83	0.41	highest	4.67	0.52	highest
3	Activate the endogenous motivation and self-development motivation of professional development	4.33	0.98	high	4.50	0.84	highest
	Total	4.61	0.64	highest	4.50	0.78	highest

Table 4.11 (Continued)

No	Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability			Feasibility		
		$\overline{x}$	S.D.	level	$\overline{x}$	S.D.	level
Enhance Professional Spirit							
1	Enhance self-career identity and collective sense of belonging	4.67	0.52	highest	4.50	0.84	highest
2	Keep a positive mentality for work and be brave to innovate	4.83	0.41	highest	4.33	0.98	high
3	Enhance your sense of responsibility for your career	4.50	0.84	highest	4.67	0.52	highest
4	Observe good professional ethics and professional norms	4.33	0.98	high	4.50	0.84	highest
5	Cultivate a good team cooperation awareness	4.33	0.98	high	4.17	0.98	high
	Total	4.53	0.75	highest	4.43	0.83	High
Improve Professional Knowledge and Ability							
1	Developed planning and education improvement to optimize the professional development structure	4.83	0.41	highest	4.67	0.52	highest
2	Actively participate in cross-regional cross-disciplinary cooperation, special research, etc.	4.50	0.84	highest	4.67	0.52	highest
3	Participate in academic seminars regularly	4.33	0.98	high	4.83	0.41	highest
4	Exchange work experience with colleagues	4.67	0.52	highest	4.50	0.84	highest
5	Improve autonomous learning ability	4.50	0.84	highest	4.33	0.98	high
6	Master new technologies, new skills, new methods, new tools	4.17	0.98	high	4.33	0.98	high
	Total	4.50	0.76	highest	4.56	0.71	highest

Table 4.11 (Continued)

No	Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability			Feasibility		
		$\overline{x}$	S.D.	level	$\overline{x}$	S.D.	level
	Strengthen Professional Organization Construction						
1	Establish a specialized organization or related major for training college managers	4.83	0.41	highest	4.33	0.98	high
2	Establish a professional organization and management system for first-level administrators in universities	4.50	0.84	highest	4.33	0.98	high
3	Cultivate professional organizations in the school	4.83	0.41	highest	4.17	0.98	high
4	Expand the influence of professional associations	4.67	0.82	highest	4.67	0.52	highest
5	Actively participate in professional organization activities, communicate with colleagues in professional organizations	4.50	0.84	highest	4.83	0.41	highest
	Total	4.67	0.66	highest	4.47	0.77	High
	Improve Training and Guarantee Systems						
1	Establish a file for the professional development of first-level administrators	4.17	0.75	high	4.33	0.98	high
2	Establish an incentive mechanism for the professional development of management teams	4.83	0.41	highest	4.67	0.52	highest

Table 4.11 (Continued)

No	Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability			Feasibility		
		$\overline{\mathrm{X}}$	S.D.	level	$\overline{\mathrm{X}}$	S.D.	level
3	Implement the qualification certificate system of first-level administrators	4.33	0.82	high	4.50	0.84	highest
4	Establish a professional assessment and evaluation mechanism for management teams	4.83	0.41	highest	4.33	0.98	high
5	Establish a professional training system for first-level administrators in colleges and universities	4.83	0.41	highest	4.67	0.52	highest
6	Build a learning-oriented organization	4.17	0.98	high	4.50	0.84	highest
7	Establish a long-term mechanism for exchanges and cooperation with domestic and foreign countries	4.83	0.41	highest	4.17	0.98	high
8	Establish a competitive and open selection mechanism	4.67	0.82	highest	4.67	0.52	highest
	Total	**4.58**	**0.63**	**highest**	**4.48**	**0.77**	**high**

According to Table 4.11, the adaptability and feasibility of the five strategies to enhance the professional development of first-level administrators in universities in Guangxi are at the highest level, with values ranging from 4.00 to 5.00, indicating that the strategies of professional development of first-level administrators in universities in Guangxi are adaptive.

Chapter 5

Conclusion Discussion and Recommendations

The aims of the present study include: 1) to study the current situation of professional development of first-level administrators in universities in Guangxi. 2) to develop the strategies of professional development of first-level administrators in universities in Guangxi. 3) to evaluate the adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi. This improvement strategy includes the following five aspects: 1) Professional awareness. 2) Professional spirit. 3) Professional knowledge and abilities. 4) Professional organizations. 5) Training and guarantee systems. The sample group for this study is grassroots administrators from six universities in Guangxi. The interview group consists of 20 middle-level managers and teachers. The research tools are questionnaires, interview forms, and evaluation forms. The statistics for analyzing data are percentage, frequency, mean, and standard deviation. The details are as follows.

Conclusion

The research in the strategies of professional development of first-level administrators in universities in Guangxi. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The current situation of professional development of first-level administrators in universities in Guangxi

Part 2: The Strategies of professional development of first-level administrators in universities in Guangxi

Part 3: The adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi

Part 1: The current situation of professional development of first-level administrators in universities in Guangxi

The professional development of first-level administrators in universities in Guangxi is high in five aspects. Considering that the results of this study are ranked from highest to lowest: the highest level is professional awareness, followed by professional knowledge and skills, and the lowest level is training and security systems.

Professional awareness is at the highest level in the professional development of first-level administrators in universities in Guangxi. Considering that the results of this study range from highest to lowest: the highest level is having clear job responsibilities, followed by systematic professional knowledge, and the lowest level is having a comprehensive development pathway.

The professional spirit is high in the professional development of first-level administrators in universities in Guangxi. Considering that the results of this study, from highest to lowest, are as follows: the highest level is often actively formulating work plans, followed by orderly work according to procedures, and the lowest level is continually respected in the profession.

Professional knowledge and abilities are at a high level in the professional development of first-level administrators in universities in Guangxi. Considering that the results of this study range from highest to lowest: the highest level is the encouragement of scientific research collaboration by schools, followed by job training that can enhance professional skills, and the lowest level is pursuing a degree in education or management.

The construction of professional organizations is at a high level in the professional development of first-level administrators in universities in Guangxi. Considering that the results of this study range from highest to lowest: the highest level is the presence of experts serving as members of municipal professional associations, followed by participation in communication platforms provided by professional organizations of school administrators, and the lowest level is the presence of professional associations composed of university administrators.

The training and guarantee systems is at a high level in the professional development of first-level administrators in universities in Guangxi. Considering that the results of this study, from highest to lowest, are as follows: the highest level is having participated in the training course in personnel management business offered by the school, followed by the importance of education in job promotion, and the lowest level is that the school or department cares about the professional development of first-level administrators.

Part 2: The Strategies of professional development of first-level administrators in universities in Guangxi

Researchers have proposed 27 strategies to develop the professional development of first-level administrators in universities in Guangxi from five aspects: professional awareness, professional spirit, professional knowledge and ability, professional organization, training, and guarantee systems. Introduce three measures to enhance professional awareness, five steps to improve professional spirit, six to enhance professional knowledge and ability, five to strengthen professional organization construction, and eight to improve training and guarantee systems.

Enhancing professional awareness includes three measures: establishing a sense of independent professional development, clarifying professional development goals and formulating a self-professional development plan, and activating the endogenous and self-development motivation of professional development.

Enhancing professional spirit includes five measures: improving one's sense of professional identity and collective belonging, maintaining a positive attitude towards work and being brave in innovation, enhancing one's sense of professional responsibility, adhering to good professional ethics and norms, and cultivating a good understanding of teamwork.

There are six measures to improve professional knowledge and ability: to formulate plans for further study and education promotion to optimize the professional development structure, actively participate in cross-regional and interdisciplinary cooperation research, regularly participate in Academic conferences, often exchange work experience with colleagues, improve independent learning ability, and master new technologies, new methods, and new tools.

Strengthening the construction of professional organizations includes five measures: establishing specialized organizations or related majors to cultivate university management personnel, establishing a professional organization management system for first-level administrators in universities, developing professional organizations on campus, expanding the influence of professional associations, actively participating in professional organization activities, and exchanging and learning with peers in professional organizations.

Improving the training and guarantee systems includes eight measures: establishing a file for the professional development of first-level administrators, establishing an incentive mechanism for the professional development of management teams, implementing a qualification certificate system for first-level administrators, establishing an assessment and evaluation mechanism for the professional development of management teams, establishing a professional training system for first-level administrators in universities, building a learning organization, establishing a long-term tool for communication and cooperation with domestic and international organizations, establishing competition An open selection mechanism.

Part 3: The adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi

The strategies of professional development of first-level administrators in universities in Guangxi are at the highest level of adaptability and feasibility in five aspects, with values ranging from 4.00 to 5.00, indicating that the strategies to improve the professional development of first-level administrators in universities in Guangxi is adaptive and feasible.

The adaptability and feasibility of enhancing professional awareness are at the highest level. Considering that the measures taken in these strategies from the highest to the lowest level are as follows: the highest level is to clarify professional development goals and formulate a self-professional development plan, the second is to establish a sense of independent professional development, and the lowest level the is to activate the internal driving force and self-development motivation of professional development.

The adaptability and feasibility of enhancing professional spirit are at the highest level. Considering that the measures taken in the strategies from the highest to the lowest level are: the highest level is to maintain a positive attitude towards work and be brave in innovation, the second level is to enhance one's professional identity and collective sense of belonging, and the lowest level is to abide by good professional ethics and norms and cultivate a good sense of teamwork.

The adaptability and feasibility of enhancing professional knowledge and abilities are at the highest level. Considering the measures taken in the strategies from the highest to the lowest level, the highest level is to develop plans for further education and educational advancement to optimize the professional development structure, followed by frequent exchange of work experience with colleagues, and the lowest level is to master new technologies, methods, and tools.

The adaptability and feasibility of strengthening the construction of professional organizations are at the highest level. Considering that the measures taken in the strategies from the highest to the lowest level are as follows: the highest level is to establish specialized organizations or related majors for cultivating university management personnel, and to facilitate professional organizations within the school, followed by expanding the influence of professional associations, the lowest level is to establish a professional organization and management system for first-level administrators in universities, actively participate in professional organization activities, and communicate and learn with peers in professional organizations.

The adaptability and feasibility of improving the training and guarantee systems are at the highest level. Considering that the measures taken in the strategies from the highest to the lowest level are as follows: the highest level is to establish an incentive mechanism for the professional development of the management team, establish an assessment and evaluation mechanism for the professional development of the management team, establish a professional training system for first-level administrators in universities, and establish a long-term mechanism for communication and cooperation with domestic and foreign countries, followed by the establishment of competition An open selection mechanism, with the lowest level is the

establishment of professional development records for first-level administrators and the construction of a learning organization.

Discussion

The research in the strategies of professional development of first-level administrators in universities in Guangxi. The researcher summarizes the conclusion into three parts as follows:

Part 1: the current situation of professional development of first-level administrators in universities in Guangxi

The professional development of first-level administrators in universities in Guangxi is high level in five aspects. Considering that the results of this study are ranked from highest to lowest: the highest level is professional awareness, followed by professional knowledge and skills, and the lowest level is training and security systems.

Professional awareness is at the highest level in the professional development of first-level administrators in universities in Guangxi. The professional development of first-level administrators should first be based on their awareness of professional development. The understanding and specialization of first-level administrators in universities can affect their professional development awareness. Based on the comprehensive survey questionnaire, there is no significant difference in the understanding of first-level administrators of Guangxi universities with different professional titles, ages, and educational backgrounds towards issues such as "they should have a common professional ethics to abide by, "they should have specialized skills to ensure," "they should have clear job responsibilities," and "they should have high autonomy within their scope of responsibility." Overall, it can be considered that there is a "consensus" among first-level administrators in universities in Guangxi regarding professional development. First-level administrators in universities in Guangxi have gradually achieved professionalization and have a clear desire for professional development and a willingness to strengthen their work autonomy. It is related to the concept of Zu Panyun (2019, p.118). Because Zu Panyun mentioned that professional awareness is the internal driving force for the professional development of managers, establishing correct professional awareness and concepts can help enhance managers'

sense of professional belonging, effectively improve work efficiency, and thus enhance the level of professional development of managers.

The professional spirit is a high level in the professional development of first-level administrators in universities in Guangxi. The first-level administrators of colleges and universities in Guangxi believe that to do an excellent job in college management. They must have exemplary professionalism, good psychological quality, a high sense of responsibility, a clear career development, be able to actively formulate work plans, enjoy the fun of work, and realize their value in life in work. It is related to Yang Xiaojun's concept (2017, p.98). Because Yang Xiaojun mentioned that the professionalism of university managers is crucial for the development and operation of universities, they need to possess professional literacy and professional ethics to ensure that universities can effectively achieve their mission and goals. Only with professional spirit can they formulate strategic plans that meet the development needs of the school, allocate and manage school resources reasonably, improve the quality of education, and establish the school's reputation.

Professional knowledge and abilities are at a high level in the professional development of first-level administrators in universities in Guangxi. It is because first-level administrators are generally willing to enhance academic education, conduct specialized research, and enhance comprehensive management capabilities. They believe that doing an excellent job in university management requires continuously improving their professional knowledge and abilities by strengthening the path of professional development. They summarize and reflect on their experiences in different management positions, conduct research around their work, continuously improve their academic level, and regularly participate in training and lectures in education management. First-level administrators in universities in Guangxi must better understand higher education policies and regulations. Higher education policies and regulations are constantly changing, which puts higher demands on first-level administrators. Therefore, they must receive regular training and communicate with relevant departments to enhance their professional knowledge and abilities. Relating to Yin Yiwei's concept (2020, p.76) because Yin Yiwei mentioned that university administrators need to have a rich educational background and subject knowledge to

better guide the learning activities of teachers and students. They also need to have good organizational and management skills to ensure the regular operation of universities. In addition, they also need to have good communication and coordination skills to communicate and cooperate with all parties effectively. Only with this professional knowledge and abilities can university managers effectively promote the development of universities.

The construction of professional organizations is at a high level in the professional development of first-level administrators in Guangxi in universities. A survey questionnaire found that the proportion of first-level administrators in Guangxi's universities participating in professional organizations is relatively low, and their understanding of professional organizations is still insufficient. The balance of participating in professional associations varies significantly among different positions and positions, and the level of knowledge of professional organizations among university research and graduate management personnel is relatively high; The proportion of senior experienced title personnel participating in professional associations is significantly higher than that of first-level administrators in universities with intermediate and junior professional titles. Due to these investigations, first-level administrators in universities in Guangxi strongly desire to join professional organizations. It is related to Qin Jingya's concept (2013, p.74). Because Qin Jingya mentioned that the construction of professional organizations in universities plays an essential role for university managers, it helps to improve teaching quality, promote scientific research innovation, and optimize university management. Establishing and improving various professional organizations can encourage communication and cooperation among university managers, gather scientific research talents, and strengthen internal coordination and communication within universities. Therefore, in developing universities, attention should be paid to, and the construction of professional organizations in universities should be strengthened.

The training and guarantee systems is at a high level in the professional development of first-level administrators in universities in Guangxi. The investigation found that the training and guarantee systems for the professional development of first-level administrators has ambiguity and one-sidedness, and the incentive and

promotion systems for first-level administrators lack quantitative indicators; The implementation effect of the assessment system is not good; The work autonomy of first-level administrators in universities in Guangxi is insufficient, and due to the increase of temporary work tasks, the work rhythm is often disturbed and influenced by external factors. Therefore, improving schools' training and guarantee systems will help enhance their professional development. It is related to the concept of Chu Hongqi (2017, p.83). Because Chu Hongqi mentioned that the critical role of training and guarantee systems for university administrators cannot be ignored; through training, managers can acquire the necessary knowledge and skills, constantly update their knowledge, and adapt to changes. The guarantee systems can provide essential support and guarantees for managers to fulfill their responsibilities better. These measures will help improve the efficiency and quality of university management and promote education development.

In summary, the professional development of first-level administrators in universities in Guangxi requires a clear understanding of the university management profession and specialization, good professional spirit, good psychological quality, and a high sense of responsibility. Research should be conducted around their work, continuously improving their professional knowledge and skills, strengthening training and education, and actively participating in professional organizational activities.

Part 2: The Strategies of professional development of first-level administrators in universities in Guangxi

Researchers have proposed 27 strategies of professional development of first-level administrators in universities in Guangxi from five aspects: professional awareness, professional spirit, professional knowledge and ability, professional organization, training, and guarantee systems. Introduce three measures to enhance professional awareness, five to enhance professional spirit, six to enhance professional knowledge and ability, five to strengthen professional organization construction, and eight to improve training and guarantee systems. The measures included in these five strategies have been implemented as effective measures in articles such as Hu (2021, p.45), Liu (2020, p.47), Deng (2014, p14), Zhang (2013, p.24), Chen (2016, p.17), and Li (2019, p.14).

Part 3: The adaptability and feasibility of the strategies of professional development of first-level administrators in universities in Guangxi

The strategies to improve the professional development of first-level administrators in universities in Guangxi are at the highest level of adaptability and feasibility in five aspects, with values ranging from 4.00 to 5.00, indicating that the strategies of professional development of first-level administrators in universities in Guangxi is adaptive and feasible.

In evaluating the adaptability and feasibility of enhancing professional awareness, the highest level is to clarify professional development goals and formulate a self-professional development plan. First-level administrators can define goals and promote professional development by developing reasonable strategies. It is related to Zhang Meng's concept (2016, p.150), as Zhang Meng mentioned that clarifying goals and developing professional development plans could help managers better plan their career development direction, improve leadership and management skills, and enhance their professional competitiveness, providing guidance for achieving personal and school long-term goals.

In evaluating the adaptability and feasibility of improving the professional spirit, the highest level is maintaining a positive attitude towards work and the courage to innovate, followed by enhancing one's professional identity and collective belonging. It is because a positive attitude and innovative spirit not only help improve mental health and adaptability but also promote physical health, improve work performance, and enhance social skills, which can better cope with challenges in life and achieve tremendous success and satisfaction. Enhancing one's sense of professional identity and collective belonging can improve job satisfaction, self-confidence, and job performance for individuals; These all contribute to improving their level of professional development. It is related to Yang Xiaojun's concept (2017, p.97). Because Yang Xiaojun mentioned that active innovation in work plays an essential role in university managers, it can help them cope with the complex and ever-changing educational environment, stimulate their potential and creativity, and promote cooperation and communication among all parties. Therefore, university administrators should actively cultivate and practice the spirit of innovation,

continuously promote the development of the school, and improve the quality of education.

In evaluating the adaptability and feasibility of enhancing professional knowledge and abilities, the highest level is to develop plans for further education and educational advancement to optimize the professional development structure. Developing further education and academic improvement strategies is essential in optimizing the professional development system. First-level administrators can improve professional person qualities, expand career opportunities, and promote personal growth and development. By continuously learning and improving themselves, individuals can better adapt to the changing work environment and pave the way for their careers. It is related to the concept of He Shutong (2017, p.36). Because He Shutong mentioned that further education and educational advancement can help university managers broaden their horizons, enhance professional knowledge, enhance leadership skills, enhance professional reputation, and enhance professional competitiveness. Therefore, university administrators should attach importance to and actively participate in opportunities for further education and academic advancement to continuously improve their abilities and qualities.

In evaluating the adaptability and feasibility of strengthening the construction of professional organizations, the highest level is to establish specialized organizations or related majors to cultivate university management personnel and professional organizations within the school. It is because developing professional organizations within the school provides a platform for promoting academic exchange and cooperation. These organizations usually hold regular lectures, seminars, workshops, and other activities, inviting industry experts or professors to share the latest research results and practical experience. Participating in these activities allows grassroots managers to broaden their academic horizons, understand industry trends, and engage in in-depth discussions and cooperation with peers. This kind of communication and cooperation helps improve their intellectual abilities and professional literacy, laying a solid foundation for their professional development. It is related to Liu Qian's concept (2020, p.150). Because Liu Qian mentioned that cultivating professional organizations for school administrators is of great significance for university

administrators, by participating in these organizations, university managers can be exposed to the latest management theories and practices and understand industry trends and best practices. I can continuously improve my professional knowledge and skills and communicate with colleagues from different universities to share their experiences and lessons. It can enhance the professional identity and confidence of university administrators. Encourage them to actively engage in their work and make more remarkable contributions to the development of universities.

In evaluating the adaptability and feasibility of improving the training and guarantee systems, the highest level is to establish an incentive mechanism for the professional development of the management team, establish an assessment and evaluation mechanism for the professional development of the management team, establish a professional training system for first-level administrators in universities, and establish a long-term mechanism for communication and cooperation with domestic and international organizations. Building a training system plays an essential role for organizations, which can improve the performance of first-level administrators, enhance satisfaction and loyalty, promote organizational innovation and competitiveness, and provide opportunities for the career development of first-level administrators. Organizations can better cope with the changing market environment through an effective training system and maintain competitive advantages. Through evaluation and incentive mechanisms, objective and comprehensive evaluations can be conducted on the work performance, ability level, and goal achievement of first-level administrators, which helps to motivate their enthusiasm and motivation, thereby promoting their professional development. It is related to the concept of Yao Lin (2022, p.27). Because Yao Lin mentioned that university administrators are key personnel responsible for organizing and managing school operations, they must face various challenges and pressures, including improving education quality, increasing student enrollment and retention rates, and improving academic research levels. Incentive mechanisms can help university managers better cope with these challenges, enhance their work motivation and enthusiasm, promote the development of innovation and leadership abilities, and improve performance and efficiency. By designing and implementing incentive mechanisms reasonably, university managers

can better respond to various challenges and promote the school's sustainable development.

Recommendations

Based on the above conclusion, combined with the strategic analysis of improving the professional development of first-level administrators in universities in Guangxi, to better improve the professional development of first-level administrators in universities in Guangxi, we believe that we should support the professional development of first-level administrators in universities in Guangxi from the following aspects.

1. We should establish modern university management concepts, draw on the practices of developed countries in higher education, and establish a professional awareness of first-level administrators in universities in Guangxi. Continuously improve the professional person development awareness of first-level administrators in universities in Guangxi, optimize the professional development structure, enrich the forms of professional development, and break through the traditional gender concept of copper prohibition. Clarify professional development goals and develop a self-professional development plan. Enhance the endogenous driving force for the professional development of first-level administrators in universities in Guangxi. From a self-level perspective, it is essential to learn to accept and love one's work, continuously improve one's work abilities in practice, and devote oneself to research.

2. Establish new concepts and continuously enhance the professional spirit. Continually improve the first-level administrators of Guangxi colleges and universities' sense of professional identity and purpose of belonging to the collective, adhere to the service concept, maintain a sense of ownership in the job, Positive mental attitude, dare to accept challenges, constantly improve their vitality, enhance their understanding of responsibility for the profession, internalize the service for the development of the school and teachers and students as a spiritual power, and become the devotees and boosters of the development of education. Adhere to good professional ethics and norms and cultivate a good sense of teamwork.

3. Strengthen self-learning and improve professional knowledge and abilities. First-level administrators in universities in Guangxi should develop plans for further education and educational advancement, optimize their professional development structure, continuously improve their professional knowledge system, and strengthen learning to enhance their abilities, such as observation, memory, and thinking. We must change traditional thinking, respond with a broad perspective and innovative knowledge, focus on mastering information technology skills, improve competent office skills, and continuously improve work efficiency. At the same time, first-level administrators in universities in Guangxi must connect education management disciplines with numerous disciplines, such as administration, management, psychology, and law, and learn new knowledge related to interdisciplinary subjects. Actively participate in cross-regional and multidisciplinary cooperation and thematic research to not only study the development and laws of higher education at home and abroad but also have the planning and comprehensive decision-making ability to promote the development of universities, continuously update knowledge structure and promote the improvement of one's skills and cultivation. Regularly participate in Academic conferences and exchange work experience and insights with peer experts and colleagues. They mastered new technologies, skills, methods, and tools, continuously improving their self-learning ability.

4. Strengthen the construction of professional organizations. The professional development of first-level administrators in universities in Guangxi cannot be separated from the cultivation and support of professional organizations. We need to expand the functions of professional organizations, actively promote professional associations, and continuously enhance the influence of professional associations. Establish specialized organizations or related majors to cultivate university management personnel, actively participate in professional organization activities, and communicate and learn with peers in professional organizations. First-level administrators can learn about the management experience and practices of other universities, thereby better promoting the management work of our university. At the same time, one can identify problems and shortcomings in communication and make timely improvements. Professional organizations should be based on the internal development needs of first-level

administrators in universities and the requirements of professional construction in university management professions. Attention should be paid to attracting first-level administrators from universities to participate in professional organizations, to become a platform for the professional development of first-level administrators in universities in Guangxi. Professional organizations should strengthen the training of research-oriented and expert-oriented university administrators by establishing corresponding research funds to continuously improve the professional abilities of first-level administrators in universities in Guangxi and provide a solid theoretical foundation for the professional construction of first-level administrators in universities in Guangxi. In a professional organization composed of university management personnel, members can communicate and discuss with each other, publish, and distribute corresponding academic journals, discuss and formulate industry admission standards, evaluation systems, etc., and submit research results to relevant departments as the basis for developing policies, providing the necessary support for improving the professional construction level of first-level administrators in universities.

5. Improve the training and guarantee mechanisms and comprehensively enhance business capabilities. The professional development of first-level administrators in universities in Guangxi requires a combination of internal and external forces to enhance. Utilizing the training resources of various university teacher development centers, we aim to broaden the training channels for business management services and provide learning information for business skills training in different management job fields. We offer specialized training such as professional guidance, office informatization, management skills, and career policies for first-level administrators in their career planning. Establish a file on the professional development of first-level administrators to manage their professional development. Establish a professional training system for first-level administrators in universities, and improve their comprehensive qualities through training, including cultivating leadership, communication skills, organizational and coordination abilities, decision-making abilities, and other aspects. Through systematic and targeted training, we aim to improve first-level administrators's professional level and workability to better adapt to the needs of university management work. At the same time, it is necessary to fully leverage the "external brain role" of

university faculty and staff representative conferences, mass organizations, and academic organizations, widely listen to opinions and suggestions, adhere to scientific, democratic, and legal decision-making, continuously improve institutional construction, establish multi-dimensional vertical upward channels for first-level administrators, play a good role as the "baton" for job promotion and title evaluation, and encourage first-level administrators to think and research their work, Make the assessment and evaluation mechanism more scientific and standardized, and provide a suitable growth environment for first-level administrators to play their roles and showcase their talents. Through incentive mechanisms, the enthusiasm and creativity of management personnel can be mobilized, and their work quality and efficiency can be improved. In establishing incentive mechanisms, attention should be paid to the guiding role of incentives, and the subjective initiative of management personnel should be fully utilized. Promote the qualification certificate system for first-level administrators, build a learning organization, and establish a long-term mechanism for communication and cooperation with domestic and international organizations to promote the professional development of first-level administrators.

Future Research

1. Multidisciplinary comprehensive research: future research can start from a multidisciplinary perspective, combining theories and methods from multiple fields, such as education, management, and psychology, to conduct a comprehensive study on the professional development of first-level administrators in universities. It helps to have a more comprehensive understanding and explanation of the mechanisms and influencing factors for the professional development of first-level administrators in universities.

2. Theoretical framework construction: future research can aim to construct a theoretical framework suitable for the professional development of first-level administrators in universities to provide a more systematic and in-depth analysis. It helps to reveal the essence and laws of the professional development of first-level administrators in universities.

3. Method innovation: future research can explore new research methods, such as mixed method research, Case study, Action research, etc., to make up for the shortcomings of existing research methods. At the same time, attention should be paid to improving the representativeness of samples and the scientific nature of data collection to ensure the reliability and effectiveness of research results.

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Appendixes

Appendix A

List of Specialists and Letters of

Specialists Invitation for IOC Verification

Specialists for IOC Verification

NO	Name	Personal Introduction
1	Hui Jing	Degree: PhD Work unit: Guangxi University of Science and Technology Research direction: Higher Education Management Graduated from: Chinese Academy of Sciences
2	Yang Dingquan	Degree: PhD Work unit: Guangxi University of Science and Technology Research direction: Higher Education Management Graduated from: Hefei University of Technology
3	Tang Peihe	Degree: PhD Work unit: Guangxi University of Science and Technology Research direction: Higher Education Management Graduated from: Guangxi University

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9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Dr. Hui Jing, Guangxi University of Science and Technology
Attachment   1 questionnaire

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 805

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Dr. Yang Dingquan, Guangxi University of Science and Technology
Attachment   1 questionnaire

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

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2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/806

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request letter for instrument validation

Dear   Professor Dr. Tang Peihe, Guangxi University of Science and Technology

Attachment   1 questionnaire

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

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Appendix B

Official Letter

Ref. No. 0643.14/8&7

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guangxi University

Attachment   1. Questionnaires
                 2. Structured interview

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

    1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

    2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

    3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 803

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Guangxi Normal University
Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/809

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guilin University of Electronic Technology

Attachment   1. Questionnaires
                         2. Structured interview

      Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

      1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

      2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

      3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

      In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 810

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guangxi University of Science and Technology

Attachment   1. Questionnaires
2. Structured interview

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor

2. Associate Professor Dr. Niran Sutheeniran   Co-advisor

3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 811

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject   Request for data collection

Dear   President of Guilin Medical University
Attachment   1. Questionnaires
2. Structured interview

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Ref. No. 0643.14/ 812

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

9 August 2023

Subject Request for data collection

Dear President of Liuzhou Institute of Technology

Attachment 1. Questionnaires

2. Structured interview

Regarding Mrs. Wang Chunxia with student code 6373104108, a doctoral student majoring in the Educational Administration Program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies of Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities". The thesis committee is as follows:

1. Assistant Professor Dr. Luxana Keyuraphan   Advisor
2. Associate Professor Dr. Niran Sutheeniran   Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn   Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel.   (662) 4737000
Fax.   (662) 4737000

Appendix C

Research Instruments

Questionnaire

Title: The Strategies of Professional Development of First-level Administrators in Universities in Guangxi

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Explanation

      1. This questionnaire is about the strategies of professional development of first-level administrators in universities in Guangxi. The purpose of this study is to study the current situation of professional development of first-level administrators in universities in Guangxi, analyze the main factors that affect the professional development of first-level administrators in universities in Guangxi, propose the strategies of professional development of first-level administrators in universities in Guangxi, and evaluate the adaptability and feasibility of the strategies of professional development level of first-level administrators in universities in Guangxi.

      2. The questionnaire on the strategies of professional development of first-level administrators in universities in Guangxi is divided into two parts. The first part is the personal information of the interviewees, and the second part is the current situation of professional development of first-level administrators in universities in Guangxi, with a total of 73 questions.

      Regarding the issue of professional development of first-level administrators in universities in Guangxi, please tick √ the corresponding option column.

Thankyou

Mrs.Wang Chunxia

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

Part 1: Personal Information of respondents

1. Your gender

☐ Male ☐ Female

2. Your age

☐ Under 30 years old ☐ 30-39 years old ☐ 40-49 years old ☐ 50-59 years old

3. Your cultural level

☐ Junior college ☐ Bachelor's degree ☐ Master's degree ☐ Doctoral degree

4. What is your professional title

☐ Junior ☐ Intermediate ☐ Deputy Senior ☐ Senior

5. Which subject category does the major you studied before work belong to

☐ Engineering ☐ Science ☐ Education ☐ Management ☐ Literature

6. Your years of experience in university management

☐ 0-5 years ☐ 6-15 years ☐ 16-25 years ☐ 26 years and above

Part 2: Survey about the current situation of professional development of first-level administrators in universities in Guangxi

5 express the level of professional development level of first-level administrators in universities in Guangxi is highest

4 express the level of professional development level of first-level administrators in universities in Guangxi is high

3 express the level of professional development level of first-level administrators in universities in Guangxi is moderate

2 express the level of professional development level of first-level administrators in universities in Guangxi is low

1 express the level of professional development level of first-level administrators in universities in Guangxi is lowest

The Strategies of Professional Development of First-level Administrators in Universities in Guangxi

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
Professional Awareness						
1	You think that the relevant knowledge of higher education management theory is helpful to your work					
2	You think that the management of colleges and universities needs to love college management from the depths of the heart					
3	You think it is necessary to do a good job in the administrative management of colleges and universities.					
4	You think it is necessary to do a good psychological quality to do a good job in college management					
5	You think there should be professional ethics that you should comply with during your work					
6	You think there should be systematic professional knowledge in the work process					
7	You think you should have professional skills to ensure during the work process					
8	You think there should be a sound education and training system in the work process					
9	You think there should be professional organizations of autonomy during work					
10	You think you should strictly abide by the rules and regulations in the work process					

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
11	You think you should have a clear job responsibility in the work process					
12	You think that first-level administrators should have a perfect and controllable development channel in professional development					
13	You think that first-level administrators in universities should have a high work autonomy at work					
Professional Spirit						
1	You are very satisfied with your current work					
2	You feel that your ability is completely able to do the need for work					
3	You often feel respected					
4	Your work is often praised by teachers and					
5	You feel that the occupation of college managers can realize its own life value					
6	When you hear or see the words that praise the manager, you will be very happy					
7	When someone has no reason to blame the manager group, you will feel that you have been insulted					
8	You often take the initiative to make a work					
9	You can carry out the work in an orderly					
10	Do your best to do every job					
11	You like to work without no one urged					
12	You enjoyed the fun of work at work					
13	Your future career prospects are very good					
14	You have a clear career planning					

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
Professional Knowledge and Ability						
1	You hope to experience in different management positions					
2	You hope to exchange discussions between peers					
3	You hope to summarize and reflect on your work					
4	You hope to conduct special research on your own work					
5	You are going to study a higher-level degree					
6	There are many opportunities for you to continue to study at a higher-level degree					
7	You intend to study degree in education or management					
8	You think job training can improve professional skills					
9	You hope that the universities or departments will conduct related business training					
10	Your department often invites relevant experts to communicate					
11	You hope to go to well -known universities at home and abroad to participate in training and training					
12	Your school or department leader has provided you with systematic professional training					
13	Your school encourages scientific research collaboration					

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
14	You often use your spare time to participate in various learning					
15	You have published many articles in college management too many articles					
16	You have research topics in hosting or participating in higher education management					
17	Your independence and autonomy in the management position you are engaged in					
18	You often apply new methods and new technologies to work					
19	You feel your management ability is constantly improving					
Professional Organization						
1	There are professional associations composed of peers inside and outside the school in your work area					
2	Your work unit has experts as a member of the National Association of Professional Association					
3	Your work unit has an expert as a member of the provincial professional association					
4	Your work unit has experts as a member of the city -level professional association					
5	You have participated in professional associations composed of college managers					
6	You participated in education and training organized by the professional association of college managers					

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
7	You have participated in the communication platform provided by the professional organization of the school management personnel					
Training and Guarantee Systems						
1	The hardware conditions of your university can meet the needs of the work					
2	The school style and school style of your university are good					
3	The relationship between colleagues in your department is harmonious					
4	Your school or department leader is very concerned about your work and life					
5	The management system of your school is very conducive to your work					
6	Your school or department cares about your professional development					
7	There are many opportunities for promotion in your management positions					
8	You think that education is very important in terms of promotion of duties					
9	Your college regularly conducts work assessment of first-level administrators					
10	Your university can be fair and fair for the work assessment of first-level administrators					
11	The personnel management system for your university is more reasonable					
12	Your college has a complete training system					

No	The Current Situation of Professional Development of First-level Administrators in Universities in Guangxi	Level				
		5	4	3	2	1
13	Your school has a lot of lecture training for first-level administrators					
14	You have been working on work exchanges in universities at home and abroad in the last year					
15	You have participated in the business training course opened by the school in the last year					
16	You have participated in academic conferences or training courses related to work in the last year					
17	You have participated in more than one week of off job continuing education in the past year					
18	Your college leaders rarely add temporary work tasks to you					
19	Your work rhythm will not be restricted and affected by leaders or colleagues					
20	Your work rhythm is not often affected by some superiors for inspection activities					

Structured Interview

The Strategies of Professional Development of First-level Administrators
in Universities in Guangxi

This questionnaire is divided into two parts:

Part 1: Personal Information

Part 2: The current situation of Professional Development of First-level Administrators in Universities in Guangxi

----

Part 1: Personal Information

Respondents

Interview Date＿＿＿＿＿＿＿＿＿＿＿ Interview Time

Gender ＿＿＿＿＿＿＿＿＿＿＿＿＿Age

Position＿＿＿＿＿＿＿＿＿＿＿＿＿Work department

Part 2: The current situation of Professional Development of First-level administrators in universities in Guangxi

Instruction: Please provide your opinion on the following statement

1. How much do you think the school attaches to the professional development of first-level administrators?

2. What on-the-job education and training measures do you think the school provides for first-level administrators?

3. What do you think are the factors that affect the professional development of first-level administrators in universities?

4. What are the main ways to improve the professional abilities of first-level administrators in your opinion?

5. What do you think the professional qualities of first-level administrators include?

6. What other measures do you think schools should take to cultivate first-level administrators?

Evaluation Form

The Strategies of Professional Development of First-level Administrators

in Universities in Guangxi

No	The Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
Enhance professional awareness											
1	Establish awareness of autonomous professional development										
2	Clarify the professional development goals and make a self-professional development plan										
3	Activate the endogenous motivation and self-development motivation of professional development										
Enhance professional spirit											
1	Enhance self-career identity and collective sense of belonging										
2	Keep a positive mentality for work and be brave to innovate										
3	Enhance your sense of responsibility for career										
4	Observe good professional ethics and professional norms										
5	Cultivate a good team cooperation awareness										
Improve professional knowledge and ability											
1	Developed planning and education improvement to optimize the professional development structure										
2	Actively participate in cross -regional cross -disciplinary cooperation, special research, etc.										
3	Participate in academic seminars regularly										
4	Exchange work experience with colleagues										
5	Improve autonomous learning ability										

No	The Strategies of Professional Development of First-level Administrators in Universities in Guangxi	Adaptability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
6	Master new technologies, new skills, new methods, new tools										
Strengthen professional organization construction											
1	Establish a specialized organization or related major for training college managers										
2	Establish a professional organization and management system for first-level administrators in universities										
3	Cultivate professional organizations in the school										
4	Expand the influence of professional associations										
5	Actively participate in professional organization activities, communicate with colleagues in professional organizations										
Improve training and guarantee systems											
1	Establish a file for professional development of grass -roots management personnel										
2	Establish an incentive mechanism for the professional development of management teams										
3	Implement the qualification certificate system of first-level administrators										
4	Establish a professional assessment and evaluation mechanism for management teams										
5	Establish a professional training system for first-level administrators in colleges and universities										
6	Build a learning-oriented organization										
7	Establish a long-term mechanism for exchanges and cooperation with domestic and foreign countries										
8	Establish a competitive and open selection mechanism										

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

The Strategies of Professional Development of First-level Administrators
in Universities in Guangxi

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
Professional awareness						
1	You think that the relevant knowledge of higher education management theory is helpful to your work	1	1	1	1.00	Valid
2	You think that the management of colleges and universities needs to love college management from the depths of the heart	1	0	1	0.67	Valid
3	You think it is necessary to do a good job in the administrative management of colleges and universities.	1	1	1	1.00	Valid
4	You think it is necessary to do a good psychological quality to do a good job in college management	1	1	1	1.00	Valid
5	You think there should be professional ethics that you should comply with during your work	1	1	1	1.00	Valid
6	You think there should be systematic professional knowledge in the work process	1	1	1	1.00	Valid
7	You think you should have professional skills to ensure during the work process	1	1	1	1.00	Valid
8	You think there should be a sound education and training system in the work process	1	1	1	1.00	Valid
9	You think there should be professional organizations of autonomy during work	1	1	1	1.00	Valid

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
10	You think you should strictly abide by the rules and regulations in the work process	1	1	1	1.00	Valid
11	You think you should have a clear job responsibility in the work process	1	1	1	1.00	Valid
12	You think that first-level administrators should have a perfect and controllable development channel in professional development	0	1	1	0.67	Valid
13	You think that first-level administrators in universities should have a high work autonomy at work	1	1	0	0.67	Valid
Professional spirit						
1	You are very satisfied with your current	1	1	1	1.00	Valid
2	You feel that your ability is completely able to do the need for work	1	1	1	1.00	Valid
3	You often feel respected	0	1	1	0.67	Valid
4	Your work is often praised by teachers and	0	1	1	0.67	Valid
5	You feel that the occupation of college managers can realize its own life value	1	1	1	1.00	Valid
6	When you hear or see the words that praise the manager, you will be very happy	1	0	1	0.67	Valid
7	When someone has no reason to blame the manager group, you will feel that you have been insulted	1	0	1	0.67	Valid
8	You often take the initiative to make a work	1	1	1	1.00	Valid
9	You can carry out the work in an orderly	1	1	1	1.00	Valid
10	Do your best to do every job	1	1	1	1.00	Valid
11	You like to work without no one urged	1	1	1	1.00	Valid

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
12	You enjoyed the fun of work at work	0	1	1	0.67	Valid
13	Your future career prospects are very good	1	1	1	1.00	Valid
14	You have a clear career planning	0	1	1	0.67	Valid
Professional knowledge and ability						
1	You hope to experience in different management positions	0	1	1	0.67	Valid
2	You hope to exchange discussions between peers	1	1	1	1.00	Valid
3	You hope to summarize and reflect on your work	1	1	1	1.00	Valid
4	You hope to conduct special research on your own work	0	1	1	0.67	Valid
5	You are going to study a higher-level degree	1	1	1	1.00	Valid
6	There are many opportunities for you to continue to study at a higher-level degree	1	1	1	1.00	Valid
7	You intend to study degree in education or management	1	1	1	1.00	Valid
8	You think job training can improve professional skills	1	1	1	1.00	Valid
9	You hope that the universities or departments will conduct related business training	1	1	1	1.00	Valid
10	Your department often invites relevant experts to communicate	1	0	1	0.67	Valid
11	You hope to go to well -known universities at home and abroad to participate in training and training	1	1	1	1.00	Valid

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
12	Your school or department leader has provided you with systematic professional training	1	0	1	0.67	Valid
13	Your school encourages scientific research collaboration	1	0	1	0.67	Valid
14	You often use your spare time to participate in various learning	1	1	1	1.00	Valid
15	You have published many articles in college management too many articles	1	0	1	0.67	Valid
16	You have research topics in hosting or participating in higher education management	1	1	1	1.00	Valid
17	Your independence and autonomy in the management position you are engaged in	1	1	1	1.00	Valid
18	You often apply new methods and new technologies to work	1	1	1	1.00	Valid
19	You feel your management ability is constantly improving	1	1	1	1.00	Valid
Professional organization						
1	There are professional associations composed of peers inside and outside the school in your work area	1	1	1	1.00	Valid
2	Your work unit has experts as a member of the National Association of Professional Association	1	0	1	0.67	Valid
3	Your work unit has an expert as a member of the provincial professional association	1	1	1	1.00	Valid
4	Your work unit has experts as a member of the city -level professional association	1	1	1	1.00	Valid

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
5	You have participated in professional associations composed of college managers	1	1	1	1.00	Valid
6	You participated in education and training organized by the professional association of college managers	1	1	1	1.00	Valid
7	You have participated in the communication platform provided by the professional organization of the school management personnel	1	1	1	1.00	Valid
Training and guarantee systems						
1	The hardware conditions of your university can meet the needs of the work	1	1	1	1.00	Valid
2	The school style and school style of your university are good	1	0	1	0.67	Valid
3	The relationship between colleagues in your department is harmonious	1	0	1	0.67	Valid
4	Your school or department leader is very concerned about your work and life	0	1	1	0.67	Valid
5	The management system of your school is very conducive to your work	1	1	1	1.00	Valid
6	Your school or department cares about your professional development	1	1	1	1.00	Valid
7	There are many opportunities for promotion in your management positions	1	1	1	1.00	Valid
8	You think that education is very important in terms of promotion of duties	1	1	1	1.00	Valid
9	Your college regularly conducts work assessment of first-level administrators	1	1	1	1.00	Valid
10	Your university can be fair and fair for the work assessment of first-level administrators	1	1	1	1.00	Valid

No	The Current Situation of Professional Development of First-level administrators in Universities in Guangxi	Experts			IOC	Validlity
		No 1	No 2	No 3		
11	The personnel management system for your university is more reasonable	1	1	1	1.00	Valid
12	Your college has a complete training system	1	1	1	1.00	Valid
13	Your school has a lot of lecture training for first-level administrators	1	1	1	1.00	Valid
14	You have been working on work exchanges in universities at home and abroad in the last year	1	1	1	1.00	Valid
15	You have participated in the business training course opened by the school in the last year	1	1	1	1.00	Valid
16	You have participated in academic conferences or training courses related to work in the last year	1	1	1	1.00	Valid
17	You have participated in more than one week of off job continuing education in the past year	1	1	1	1.00	Valid
18	Your college leaders rarely add temporary work tasks to you	0	1	1	0.67	Valid
19	Your work rhythm will not be restricted and affected by leaders or colleagues	1	1	1	1.00	Valid
20	Your work rhythm is not often affected by some superiors for inspection activities	0	1	1	0.67	Valid

Appendix E

Certificate of English

BS RU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs.Chunxia Wang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 13th February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research / Full Paper

SCIEDU™
Sciedu Press

August 14, 2023

Graduate School
Bansomdejchaopraya Rajabhat University
Bangkok, Thailand

Dear Wang Chunxia,

Thanks for your submission to *International Journal of Higher Education.*

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 12, No. 5, in October 2023.

Title: The Strategies for Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities

Authors: Wang Chunxia, Luxana Keyuraphan, Niran Sutheeniran & Sarayuth Sethakhajorn

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Susan Sun

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Susan Sun

On behalf of,
The Editorial Board of *International Journal of Higher Education*

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