

A Preliminary Study on Teacher Management Research

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ABSTRACT

Teacher management is the management of teachers and their relationships with what they are engaged in. This article will discuss from four aspects. First, the significance of teacher management includes four aspects: 1) the need for schools to fully implement educational policies; 2) the need to mobilize teachers' enthusiasm; 3) the need to improve teachers' ideological and political professional qualities; 4) the need to establish standardized work order. Second, the basic characteristics of teacher management are: 1) based on the educational nature of teacher work, a good atmosphere of respecting teachers should be vigorously created in management; 2) based on the creative nature of teachers' labor, convenient conditions should be provided for their management; 3) based on the individualized nature of teacher labor, attention should be paid to leveraging individual strengths in management; 4) based on the complexity of teacher labor, training and improvement should always be given an important position in management; 5) based on the long labor cycle of teachers, comprehensive evaluation of their work should be done well in management. Third, the main problems faced by teacher management include: 1) the mode of teacher management; 2) the issue of teachers' love and dedication to their work; 3) the issue of teacher ethics. Four, strategic measures for teacher management are: 1) institutional norms and disciplinary constraints; 2) material and spiritual encouragement; 3) ideological guidance and interpersonal adjustment; 4) organizational construction and overall optimization.

Keywords: *Teacher, Teacher management, Research.*

1. INTRODUCTION

Teachers are professionals who fulfill their educational and teaching responsibilities, undertaking the mission of educating and nurturing students, cultivating builders and successors of the socialist cause, and improving national quality. In the new century, striving to cultivate a high-level teaching team dedicated to the cause of education requires us to focus on both teacher training and teacher management. Strengthening teacher management is an important measure to improve the quality of education and run schools well. Teacher management has rich connotations and extensive extensions, with the core of inspiring teacher morale and enhancing teacher cohesion. Teacher management should be based on the professional characteristics and psychological needs of teachers, adhere to the principle of people-oriented, advocate respecting teachers and valuing education, establish national democratic

consciousness, focus on educational guidance, strengthen institutional construction, and highlight professional development. Just as military management can effectively boost the morale of officers and soldiers and significantly improve combat effectiveness, effective teacher management can fully mobilize the enthusiasm of teachers and form an overall synergy of the teaching staff. This has significant and far-reaching implications in today's era of vigorously promoting educational innovation.

2. THE IMPORTANCE OF TEACHER MANAGEMENT

2.1 The Need for Schools to Fully Implement Educational Policies

The education policy of our country in the new era is to cultivate all learners into well-rounded socialist laborers with moral, intellectual, physical, aesthetic, and labor development, ideals, morality, culture, discipline, love for the socialist motherland and socialist cause, a spirit of dedication to the prosperity of the country and the people, a constant pursuit of new knowledge, and a scientific spirit of seeking truth from facts, independent thinking, and courage to create. Comrade Deng Xiaoping pointed out that the key to whether a school can cultivate qualified talents for socialist construction, cultivate well-rounded workers with moral, intellectual, physical, aesthetic, and labor development, socialist consciousness, and culture lies in the teachers. Teachers need to have correct ideological guidance on directional issues such as what kind of people to cultivate, what goals and standards to cultivate people according to, and how to cultivate people. If the direction is wrong and the educational ideology is not correct, people cannot cultivate talents that meet the needs of modernization construction. Therefore, it is necessary to strengthen the management of teachers' thoughts, actively guide them, overcome the erroneous tendencies of emphasizing intellectual education over moral education, emphasizing knowledge transmission over ability cultivation, and neglecting the majority of students for top students, ensure the comprehensive implementation of quality education, and enable students to achieve comprehensive and harmonious development.

2.2 The Need to Motivate Teachers

The management of teachers is directly related to the mobilization of their enthusiasm for teaching and educating. There are many factors that affect teachers' work enthusiasm. The work enthusiasm of teachers largely depends on social factors such as their social status and salary, and internal management factors of schools cannot be ignored. Leaders should exercise their management functions correctly, care for and understand teachers, arrange and use teachers reasonably, evaluate teachers' labor correctly, and pay attention to regulating interpersonal relationships. Establishing harmonious relationships between leaders and teachers, teachers and teachers, and

teachers and students can promote teachers to approach their work with a sense of ownership, be proactive, brave in exploring, and strive to explore the laws of education and teaching. On the contrary, if leaders do not care about teachers, use non experts, give unfair evaluations, lack understanding, and distance themselves from each other, it will dampen teachers' enthusiasm, make their emotions low, and their morale low.

2.3 The Need to Improve the Ideological and Political Professional Quality of Teachers

Planned training and improvement of teachers is also one of the functions of teacher management. School administrators should strengthen the socialist beliefs of teachers, enhance their professional ethics, and inspire their dedication and sense of responsibility to education through regular targeted ideological and political education. By providing guidance on learning and further education through various channels both on and off campus, we help teachers update their knowledge, delve into their skills, and improve their educational and teaching abilities, thereby promoting continuous improvement of the entire teaching staff and enhancing the quality of education.

2.4 The Need to Establish a Standardized Work Order

The labor of teachers is manifested in individual form, and school education and teaching activities are mainly completed through the autonomous labor of individual teachers, which cannot be restricted by anyone. Teacher labor is the unity of individuality and collectivism. The labor of every teacher is an integral part of the organic whole of educational and teaching activities carried out by the school. When teachers teach, close cooperation between the homeroom teacher and other subject teachers is required, which can only be implemented through effective management and the establishment of a standardized and orderly work order. Therefore, the labor result of teachers is the crystallization of collective labor of all faculty and staff. The crowd gathered firewood and the flames were high. To achieve significant results, effective management is necessary to form a united and upward collective among the entire teaching staff.

3. CHARACTERISTICS OF TEACHER MANAGEMENT

3.1 Based on the Educational Nature of Teacher Work, Efforts Should Be Made to Create a Good Atmosphere of Respecting Teachers in Management

Teachers are educators and disseminators of knowledge, and their labor has the nature of education. Therefore, the management of teachers should first be fully trusted politically, used freely in work, cared for and taken care of in life. Measures should be taken to improve the social status of teachers, maintain their prestige, and create a social public opinion and atmosphere of respecting teachers and valuing education. At the same time, strict requirements should be put forward to teachers, making them role models for students and maximizing their educational role.

3.2 Based on the Creative Nature of Teacher Labor, Convenient Conditions Should Be Provided for Teachers in Management

The teaching and research work that teachers engage in cannot be accomplished by sticking to conventions and simple repetition. It is necessary to refer to new materials, cite new arguments, absorb new achievements, constantly update teaching content, and innovate teaching methods and techniques. This requires creative labor, and the management of teachers is to provide them with the conditions necessary for creation. Firstly, the working hours of teachers must be implemented to ensure that they have sufficient creative time. Secondly, we need to strengthen the construction of books, information, and experimental facilities to provide material support for teachers' creativity. The third is to submit tasks, create questions, and provide teachers with creative requirements, pointing out the direction of creativity. Education needs to be reformed, requiring teachers to have an innovative spirit and not to deal with creative work in a simple and repetitive way. At the same time, teacher management work should also keep pace with the times and adapt to it.

3.3 According to the Individualized Nature of Teacher Labor, Attention Should Be Paid to Leveraging Individual Strengths in Management

Teacher's labor is an individual labor characterized by imparting knowledge and skills. The teaching quality and research achievements of teachers are based on their personal political morality, psychological level, professional knowledge cultivation, and educational practice experience. Any good textbook, teaching method, and tool must undergo personal labor processing by the teacher in order to play a role in the teaching process and demonstrate their own style and characteristics. Of course, teacher labor also has a collective collaborative aspect. The cultivation of a qualified talent is the crystallization of teachers' collective labor, but it cannot be used to erase the individualized characteristics of teachers' labor. In management, unified systems and requirements should be established, but everything should not be standardized, too much involvement should be avoided, and management should not be too strict. In terms of specific educational and teaching methods, teachers should be given more autonomy to ensure their freedom of movement, which is conducive to personal research and the development of their talents.

3.4 Based on the Complexity of Teacher Labor, Training and Improvement Should Always Be Given Top Priority in Management

The labor of a teacher is a complex mental labor that requires rigorous training before engaging in it. Teachers not only need to constantly output knowledge, but also constantly input knowledge. Only by continuously accumulating knowledge and developing abilities, and improving one's own ideological and professional level, can one shoulder the heavy responsibility of teaching and research. Otherwise, it is impossible to maintain being a qualified educator. Therefore, teacher management should always prioritize the continuing education of teachers.

Based on the long labor cycle of teachers, a comprehensive evaluation of their work should be carried out in management. The progress of students' learning, the transformation and improvement of their thinking, are the result of multiple lectures and repeated education by teachers. Students' transition from enrollment to

graduation is the result of years of hard work by teachers. The growth of students takes a long time and has a gradual process. Therefore, the evaluation of the effectiveness and quality of teachers' work cannot be based on a one-time conclusion, and the supervision and supervision of teachers' work cannot be simply carried out. A comprehensive evaluation method should be adopted to combine teachers' past work performance, current work status, and possible future development for a complete and comprehensive evaluation. This is more in line with the labor characteristics of teachers and conducive to mobilizing their enthusiasm

4. THE MAIN PROBLEMS FACED BY TEACHER MANAGEMENT

4.1 Model Issues of Teacher Management

Against the backdrop of the gradual improvement of the socialist market economy system, further deepening of the reform of the national labor and personnel system, and China's accession to the WTO, the traditional teacher management model is facing severe challenges. The traditional teacher management model is no longer suitable for the needs of education development under the market economy system. Currently, the most crucial aspect of teacher management is to strengthen research on governing education according to law and strictly, and strive to explore new teacher management models that govern education according to law. At present, China has issued a series of legal norms to protect the rights and interests of teachers and their behavior. Using these legal norms to formulate specific and operable rules and regulations is fundamental to establishing a new model of teacher management. It is worth noting that the implementation of laws and regulations on teacher management is not satisfactory at the macro, meso, and micro levels. This phenomenon is in stark contrast to military management, where orders must be followed, prohibitions must be stopped, and regulations and rules are laws that must be strictly implemented. This provides useful reference and inspiration for teacher management.

4.2 Teacher's Love and Dedication to Their Job

Faced with the impact of the market economy wave, the ivory tower of schools has lost its former tranquility. Some teachers, especially young and

middle-aged teachers, are unwilling to live in poverty and aspire to the grandeur of the outside world. Some teachers have taken on part-time jobs and are busy both inside and outside the school, but often prioritize the outside and then the inside, or simply focus on the outside without considering the inside. This has led to a phenomenon of off campus lectures being talked about and on campus lectures being lackluster, seriously affecting their job responsibilities and bringing negative and adverse effects to student development. The problems of teacher professional crisis and burnout have once again attracted people's attention. The direct victims of the loss of teachers and the instability of the teaching staff are the vast number of students. As the successor of the socialist cause and modernization construction, one cannot become a qualified successor without receiving good education and laying a solid foundation during their student years. The ultimate victims will be the entire country and nation. Therefore, addressing the issue of teachers' peace of mind is an important topic in current teacher management research.

4.3 Teacher Ethics Issues

The connotation of contemporary teachers' professional ethics mainly manifests in three aspects: loving students, being a role model, and striving for progress. From a practical perspective, the current situation of declining teacher ethics is worrying, mainly manifested in the following aspects: firstly, a decrease in lifelong dedication to teaching. Some young teachers believe that engaging in educational work is inferior, impoverished and has no future, so they shake their confidence in teaching and try their best to leave the school gate; Secondly, the sense of responsibility for educating and nurturing students has declined. Teaching is a noble cause and also the most dedicated one. The older generation of teachers worked diligently and selflessly, cultivating a large number of builders for the new China. However, among today's younger generation of teachers, there are a considerable number who lack professional dedication, have a decreased sense of responsibility, and are careless and perfunctory in their work. Some teachers do not prepare before class, focus on textbooks during class, and do not correct homework after class. Some teachers have been holding an unchanging teaching plan for many years, without understanding the changes in the target audience. Some teachers do not educate students and do not pay attention to guiding them to establish a correct

worldview, outlook on life, and values during the teaching process. They also rarely communicate with students after class. Thirdly, political consciousness is relatively weak. Due to the pressure of further education, the phenomenon of emphasizing intelligence over morality is quite serious in schools. There is also a situation among young teachers where they prioritize intelligence over morality and have weak political awareness. Some teachers only focus on their professional skills and believe that as long as they teach well, they are not concerned about politics, national affairs, or the study of policies and guidelines. Fourthly, a small number of teachers engage in improper behavior, with a decline in moral character and a weak sense of work style. This not only poses a threat to society, but also causes irreparable damage to the collective image of teachers. Therefore, vigorously strengthening the construction of teacher ethics is also an important issue worth paying attention to in teacher management.

5. STRATEGIES AND MEASURES FOR TEACHER MANAGEMENT

5.1 Institutional Norms and Disciplinary Constraints

5.1.1 Management System Plays an Important Role in the Process of Teacher Management

Firstly, the system can improve management efficiency. Any management system is a multifactor system composed of a certain structure, which is managed through institutional means to enable each system in the teacher management system to fulfill its responsibilities, rights, and obligations according to regulations. This can avoid buck passing and disputes in work, prevent friction and disputes among staff, ensure smooth channels for teacher management, enable various management agencies to play their respective functions normally, promote effective operation of teacher management work, and improve management efficiency. Secondly, the system can enhance the stability of management efficiency. The basic characteristics of a system are normativity, constraint, and stability. Institutionalized management helps to clarify effective management measures that conform to objective laws in the form of systems, so that people can implement them seriously and strictly.

The system clarifies the direction that managers and management objects should follow and strive for, which greatly enhances the stability of management efficiency. Thirdly, the system can effectively regulate the relationship between various management factors. The main role of rules and regulations in modern management is to fully utilize their own constraints, based on the different characteristics of the objects and the different tasks they undertake, to define their respective obligations and roles in the entire management activity, and to adjust their degree and scope of use through the use of various constraint methods, in order to ensure the coordination of relationships between various organizations and teachers within the teacher management object. In this way, even if conflicts arise in the process of teacher management, they can be effectively adjusted in a timely manner without affecting the achievement of the entire management goal. Fourthly, the system can promote the improvement of teacher management work. Rules and regulations can suppress artificial biases in the process of teacher management and avoid interference from negative practices. It requires managers to follow the rules, enforce the law impartially, and ensure that the regulations in education are understood and followed by the majority of teachers.

5.1.2 Developing a Scientifically Reasonable Management System Is the Key to Achieving Institutionalized Management

The teacher management system is not only related to the vital interests of teachers themselves, but also to the overall construction of the teaching staff and the long-term development of the school. This determines that the development of a teacher management system is a very serious, complex, and meticulous task. In order to ensure the objectivity and correctness of the system, it is necessary to first maintain the seriousness of the policy and ensure that the established system complies with the policies stipulated by the national system, clarify the role, target, and objectives of the system; To define the scope and boundaries of application, without any flexibility, and pay attention to the effectiveness and anticipate potential side effects, while maintaining continuity and stability. Therefore, developing a teacher management system is a comprehensive process of research, design, planning, and decision-making, with its own technical procedures. Clarify the target audience of this system, why it is established, and

what goals and effects it aims to achieve. This requires helping to learn from the relevant policies and guidelines of the higher authorities, examining the problems in the teacher management system that has been established in the past, and seeing what good experiences other schools have in this regard. Based on the actual situation of our school, we should propose an exploratory program, form a text for relevant parties to discuss and implement, and solicit opinions. Proactively seek opinions from experts and peers, such as whether the policies formulated are appropriate and in line with past recognized practices in this area. If contradictory, is this change necessary and what additional research needs to be done. In addition, opinions should also be sought from relevant units and departments to check whether the meaning is accurate and whether the relevant details are complete. What additional materials or explanations are required when submitting for approval by the superior supervisory department. The system that has been reviewed and approved should determine the method, time, and required explanations and clarifications for its promulgation. Once the system is announced, attention should be paid to the reactions and effects of all parties after the announcement. Regularly inspect the implementation of the system and take timely measures based on the problems that arise during implementation to promote the implementation of the system.

5.1.3 Implementation of Institutionalized Management Should Focus on Effectiveness

It is necessary to establish a complete set of rules and regulations in school management. These rules and regulations have a significant role in strengthening teacher management and regulating teacher behavior. However, due to the generalizability of management systems, it is not possible to cover all aspects, so it is suitable for addressing and regulating common issues and content. When implementing specific rules and regulations, it is necessary to consider the specific situation, maintain the seriousness and relative stability of the rules and regulations, and prevent their rigidity and rigidity. In addition, it is far from enough to constrain teachers solely through institutional discipline. It is necessary to combine the management of teachers' daily behavior and ideological management, and to improve the effectiveness of management by combining the construction of teacher ethics and style with the management of rules and regulations.

5.2 Material Encouragement and Spiritual Motivation

5.2.1 Fully Caring for and Understanding the Wishes and Needs of Teachers

School administrators should regard meeting the legitimate needs of teachers as one aspect of school management goals, and closely link the running of schools with the vital interests of teachers. The key to this is to make a specific analysis of the specific needs of teachers, and to meet reasonable needs as much as possible, beyond the needs that cannot be met by the current level of social development, or unhealthy and illegitimate needs. Persuasion work should be done well on the basis of respecting teachers.

5.2.2 Handling the Relationship Between Spiritual Needs and Material Needs

Material needs are the foundation of spiritual needs. Focusing only on spiritual needs without paying attention to material interests will leave spiritual things without any support. In the current situation where the income level of teachers is still relatively low and housing and medical conditions are not satisfactory, creating conditions to meet the basic material needs of teachers is of great significance in motivating their work enthusiasm. At present, many regions and schools are undergoing internal management system reforms that include improving teacher salaries. Without such content and financial and material support, this reform is not easy to deepen. But it should also be noted that without the regulation and control of mental factors, material needs may develop abnormally. Therefore, managers should develop spiritual needs by meeting material needs, regulate material needs by developing spiritual needs, and prioritize spiritual incentives.

5.2.3 Guiding Teachers to Continuously Improve Their Required Level of Proficiency

There needs to be a certain level of hierarchy. Generally speaking, social needs are higher than material needs, and achievement needs are the highest level of spiritual needs. High level needs can control and regulate low-level needs, making low-level needs subordinate to high-level needs. Teachers are no exception. School administrators should not only meet the reasonable low-level needs of teachers, but also fully develop their high-

level spiritual needs, especially achievement needs, through effective work. For the majority of teachers, their social status, cultural cultivation, and labor characteristics form a significant psychological state. As a group and individual, teachers have a stronger sense of professional responsibility, self-esteem, and confidence. They have a strong desire for knowledge, value reputation, and emphasize contribution. For a long time, the fundamental reason why teachers have been able to work tirelessly and tirelessly despite low income and difficult living conditions is that they place more emphasis on satisfying their spiritual needs, with a prominent manifestation being their pursuit of achievement. As educators, we should strive to guide and assist teachers in their professional positions, achieve their life ideals, actively create conditions, and build a stage for teachers to showcase their talents and realize their self-worth. At the same time, actively involve teachers in various types of further education and learning, constantly learning new theories, knowledge, methods, and experiences, in order to keep up with the pace of technological development, educational technology, and educational reform, and adapt to the needs of the times and educational development.

5.3 Ideological Guidance and Interpersonal Adjustment

5.3.1 Seeking Truth from Facts and Convincing People with Reason

The persuasiveness of ideological and political work lies in seeking truth from facts, being right and being wrong, and solving whatever problems arise. Combine reasoning with the practical thinking of teachers, explain reasoning through concrete facts, clarify facts without exaggeration or reduction, without subjective bias, and use facts as the basis of reasoning. Reasoning is democratic discussion, allowing others to fully express their views and convince others with reason. The truth must be thorough, convincing, affirming what should be affirmed, denying what should be denied, facing the problem squarely without avoiding it, only in this way can teachers be convinced. Any practice of authoritarian suppression, simple and crude measures, or administrative orders is a violation of ideological work discipline and therefore not feasible.

5.3.2 Leading by Example, Teaching by Example Is More Important Than Words

Educators themselves receive education first, which reflects the unity of theory and practice and the seriousness of ideological and political work. Without this, ideological and political work loses its meaning. The power of role models is infinite. The evaluation of the level of ideological and political work by the masses is not only based on what you say, but also on your actions and words. The most beneficial way to carry out ideological and political work is to lead by example. The hypocritical style of speaking well but doing poorly can only lead to the loss of credibility in ideological and political work.

5.3.3 Enhancing the Foresight and Initiative of Ideological and Political Work

People's thoughts and behaviors are governed by their ideological motivations. Psychological research has shown that during a certain period of time, people's psychological reactions to certain things have dynamic stereotypes. That is to say, in certain situations and in the face of certain issues, people's thoughts and emotions will inevitably react and change, such as the implementation of the Party's educational policies, the formulation and introduction of a series of reform plans, which will lead to different ideological understandings and reactions among people. As long as we pay attention to constantly exploring and understanding the basic situation and characteristics of teachers, identify patterns, timely discover various ideological trends, predict the ideological changes of teachers at different levels, actively carry out ideological and political work, and take educational measures early, we can grasp the initiative of ideological and political work.

5.3.4 Integrating Education and teaching Work, and Implementing Consistently

The way out and hope for ideological and political work in schools lies in combining it with educational and teaching work. The process of teachers' ideological activities runs through the entire process of educational and teaching activities. Therefore, ideological and political work cannot be separated from the various work tasks of teachers. Ideological work must permeate into all aspects of work centered on education and teaching, so that every aspect of teachers' professional work can

reflect the principle of advanced ideology, in order to play the role of the lifeline of ideological and political work.

5.3.5 *Strengthening Communication and Establishing a System of Negotiation and Dialogue*

Timely communication between school leaders and teachers to deepen mutual understanding is a significant transformation in traditional ideological and political work. The practice of reform requires the reform of ideological and political work, and the trend of reform has opened up a broad path for ideological and political work. Establishing and improving the system of social consultation and dialogue is a good way for school leaders and teachers to use democratic methods for self-education. This kind of negotiation dialogue can help dispel misunderstandings in conversation, dissolve anger in laughter, and provide answers to questions. Creating such an environment where teachers have a place to express their suggestions and grievances is extremely beneficial for maintaining a lively, stable, and united campus atmosphere.

5.4 *Organizational Construction and Overall Optimization*

5.4.1 *Target Function*

As a teacher organization, it should have the function of achieving organizational goals and simultaneously meeting the goals and needs of members within the organization. As a teacher organization with a goal system, it should be able to make managers and teachers aware of the important role of their work in achieving organizational goals, thereby encouraging and promoting each teacher to complete tasks on time and with quality assurance. At the same time, managers should pay full attention to the needs of teachers themselves while fully valuing the achievement of organizational goals.

5.4.2 *Coordination Function*

Teacher organizations are generally quite large. Therefore, every member of the teacher organization should be made aware of their position, authority, rights, and obligations within the organization, in order to understand their affiliation within the teacher organization and maintain the power system of the teacher organization, to unify

the actions of all teachers through the coordination of task structure and power structure. For teacher managers, on the one hand, they need to rely on the allocation of power and tasks from superiors to achieve coordination, and on the other hand, they also need to give the department and individual teachers a certain degree of autonomy and autonomy to achieve self-regulation.

5.4.3 *Communication Function*

Teacher organizations should be able to achieve information communication between the environment, upper and lower education administrative departments, and school teachers through their management personnel. Managers should reflect and grasp the gap between responsibilities, needs, and current situations through communication between teachers, and promote mutual understanding and adjustment within the teacher organization. This is a manifestation of the internal and external influence of teacher organizations, and an important condition for achieving organizational goals. Strengthening the communication function of teacher organizations and educational organizations is an important condition for improving organizational structure and enhancing management efficiency.

5.4.4 *Aggregation Function*

The function of teacher organizations comes from the organic connections and mutual constraints among internal members. The cohesion of a teacher's organization is directly related to the degree to which the organization meets the expectations of its members. To enhance the aggregation function of an organization, it is necessary to establish and implement certain rules and regulations, reward and punish measures, and require managers to handle interpersonal relationships well, promote mutual respect, trust, support, and understanding between leaders and followers, and teachers.

6. CONCLUSION

The essence of teacher management is human management, and the key to activating teachers' internal work motivation is the correct and effective emotional investment of school managers. In school management practice, principals must actively approach teachers in flexible and diverse ways, genuinely care about teachers, influence teachers

with sincere enthusiasm, and strive to form a good emotional cycle between themselves and teachers. Only in this way can emotional investment generate maximum benefits, mobilize teachers' work enthusiasm to the fullest extent, and comprehensively improve the quality of school education.

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