

The Strategies 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 the professional development of grassroots management personnel in Guangxi universities. 2) to provide Strategies for Improving the professional development of grassroots management personnel in Guangxi universities. 3) to evaluate the adaptability and feasibility of the Strategies for Improving the professional development of grassroots management personnel in Guangxi universities. The sample was management personnel and teachers from six universities in Guangxi, with 600 participants. Research instruments include 1) questionnaires, 2) structured interviews, and 3) evaluation forms. Data analysis by using percentage, mean standard deviation, and content analysis.

The results found that: 1) the influencing factors of the professional development of grassroots management personnel in Guangxi universities include five parts: professional awareness, professional spirit, professional knowledge and ability, professional organization, training, and guarantee system, 2) the Strategies for Improving the professional development of grassroots management personnel in Guangxi universities are consistent with the theoretical and conceptual framework are considered appropriate, correct, feasible, and valuable.

Keywords: Guangxi Universities, grassroots management personnel, the strategies for improving the professional development

1. Introduction

The principle of education is the foundation of a century-long plan' has been a long-standing educational policy in China and is 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, an excellent teaching team and 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 profoundly ingrained in people's hearts. Li Min (2015, p.56) pointed out that administrative personnel in universities undertake essential administrative responsibilities such as decision-making, coordination, and management to ensure the regular and orderly development of teaching, research, and other work in the school, and play an essential and positive role in the comprehensive development of higher education. Higher education institutions are gradually realizing the critical 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.

Grassroots management personnel 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 essential force in promoting school construction and development. Grassroots management personnel in universities need to possess higher qualities. Improving the quality and efficiency of administrative management work in universities can only do with the professional development of grassroots management

personnel. The professional development of grassroots management personnel 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 professionalism in higher education affairs. However, at present, the overall quality of grassroots management personnel in universities could be better, and there needs to be a more stable development trend in education, abilities, knowledge literacy, and other aspects. Compared with the professional development of university teachers, universities attach little importance to the professional development of grassroots management personnel. Due to work pressure, family factors, and other factors, grassroots management personnel in universities have yet to engage in professional development independently. The current situation of professional development of grassroots management personnel in universities is not optimistic. Professional development is the core content of grassroots management personnel in universities. Studying the professional development of grassroots management personnel 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 grassroots management personnel in universities and achieve scientific, standardized, institutionalized, and humanized administrative management work in universities. Therefore, studying and analyzing the professional development of grassroots management personnel in universities is of great significance for promoting the professional construction of grassroots management personnel 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 that start from the relevant concepts and theories of grassroots management personnel in universities, this paper analyzes the problems and influencing factors in the professional development process of grassroots management personnel in Guangxi universities. Based on the experience of developed countries abroad, a professional development model for grassroots management personnel in Guangxi universities is constructed, and strategies to improve the professional development of grassroots management personnel in Guangxi universities are proposed.

1.1 Research on the Connotation of Professionalization of University Management Personnel

(1) The Concept of Professional Development of Grassroots Management Personnel in Universities

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

Everts (2009, p.12) analyzed the connotations of professionalism, specialization, and professionalization and introduced the differences in understanding the definition of "specialization" in different regions.

Santiago., Carvalho., Amaral., & Meek (2006, p.11) and Bringselius (2015, p.5) 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:

Zhou (2014) claimed that the Department of Teacher Education of the Ministry of Education in China 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.

Liu (2016, p.43) proposed the theory of popularizing higher education, emphasizing the significant increase in the importance of university administrators' careers in 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 becomes 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. It is a gradual professionalization process, which is the coordinated development of the abilities of university managers as professional educators and managers.

Based on the above viewpoints, the essential requirement for the 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 background, forming an efficient and optimized management team process.

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

For grassroots management personnel 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, personnel engaged in this work must have high professional knowledge and management ability. Management cadres must have a persistent professional spirit, rich professional learning, and continuous innovation of professional power. The connotation of the professional development of grassroots management personnel in universities includes three aspects: firstly, the professional development of grassroots management personnel in universities is an autonomous process, which must consciously and actively participate, have a clear vision and appropriate goals, and require the organization to do good planning. Secondly, the professional development of grassroots management personnel in universities is continuous. In modern society, because new knowledge and new ideas are emerging endlessly, it is necessary for college grassroots managers 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 grassroots management personnel in universities is a systematic process. It is manifested in that the professional development of grassroots managers in colleges and universities not only includes 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 Grassroots Management Personnel 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 university administrators' professional knowledge, professional ability, Professional ethics, and professional development.

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 essential characteristics of the 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.

Yang & Yi (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, improving the professionalization of grassroots management personnel in universities requires constructing a corresponding influencing factor system based on their particular identity, which is necessary to improve the professionalization level of grassroots management personnel in universities. Based on a deep understanding of the connotation of professionalization of university managers, the development of professionalization of grassroots managers in universities is a systematic project, which includes not only the enrichment of professional knowledge of grassroots managers but also the improvement and optimization of comprehensive qualities such as educational concepts and professional skills.

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

The professional awareness of university administrators mainly refers to their understanding of the past professional development process, their awareness of the current state, and their planning awareness of future professional development. Professional autonomy is the "results from the highly developed specialization of a particular 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.

University administrators' professional knowledge and abilities refer to the basic understanding of higher education science, national laws, educational administrative regulations, policies, and plans they should master. Management personnel first achieve innovation in management concepts to serve teachers and students and combine theoretical knowledge with management practice in management practice, enriching their management knowledge through continuous training. 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 regular operation of schoolwork.

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 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 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 willing to serve and contribute to teachers and students. In short, many managers can take their job seriously and responsibly. Still, 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 earnest and responsible for work, one cannot 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 grassroots management personnel in universities to gain recognition of their professional status in society, as recognized majors have a solid professional organization. Professional organizations can ensure professional authority, safeguard professional standards, enhance professional quality, 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, American colleges and universities have many professional associations in Student affairs management. These associations 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. Establishing professional associations by university managers at the grassroots level will help them clarify their professional autonomy, promote their professional ability, form Professional ethics, and form exclusive skills and qualities in competition. In professional associations composed of grassroots management personnel 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 policymaking. These are beneficial for evaluating university management personnel to shift from a single external evaluation to a diversified assessment that combines internal evaluation, peer recognition, and customer recognition.

The training and guarantee system is a series of strategies adopted for a particular effect. The training and guarantee system in this study refers to a series of rules and measures formulated by relevant departments to promote the professional development of grassroots management personnel in universities. The education and training system is essential in professionalizing the development of grassroots management personnel in universities. For individuals, the education and training system can promote their continuous growth; As for the group, it can transcend the limitations of individuals, preserve specific knowledge, and truly realize the accumulation of knowledge and the "leap" of time and space. Professionals need to be more refined in a day. Becoming a professional 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 professional development process, 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.

2. Method

This study combines quantitative and qualitative research methods to comprehensively understand grassroots management personnel's current professional development situation in Guangxi universities. The purpose is to develop a strategy for improving the professional development of grassroots management personnel in Guangxi universities and evaluate the guidelines' adaptability and feasibility.

2.1 Research Questions

- (1) What is the current situation of the professional development of grassroots management personnel in Guangxi universities?
- (2) What are the strategies for improving the professional development of grassroots management personnel in Guangxi universities?
- (3) What is the adaptability and feasibility of improving the professional development strategies of grassroots management personnel in Guangxi universities?

2.2 Research Objectives

- (1) To study the current situation of the professional development of grassroots management personnel in Guangxi universities.
- (2) To provide Strategies for Improving the professional development of grassroots management personnel in Guangxi universities.
- (3) To evaluate the adaptability and feasibility of the Strategies for Improving the professional development of grassroots management personnel in Guangxi universities.

2.3 Research Scope

- (1) Population: The interviews and investigations from this study are from the management staff and teachers at universities in Guangxi, China. The samples of this study are Guangxi University, Guangxi Normal University, Guilin University of Technology, Guangxi University of Science and Technology, Guilin Medical College, and Liuzhou Institute of Technology. The total number of managers and teachers in these six schools is about 8,600.
- (2) Sample group: In 6 colleges, 600 people are selected for sampling methods for questionnaire surveys.
- (3) Provide information interview team: Interview objects providing information include middle-level managers and teachers in colleges and universities, with 20 people. Among them were ten middle-level managers and ten teachers.
- (4) Expert group of adaptability and feasibility of assessment guidelines

The appraisal team that improves the professional development strategies of the grassroots management personnel in

Guangxi University includes the main characters of experts, education institutions, managers, and the central role of policies such as education management, human resources management, and organizational communication. There are 6 people in total.

2.4 Research Variables

Independent Variable

The professional development of grassroots management personnel in Guangxi universities

Dependent Variable

The Strategies for improving the professional development

2.5 Research Ideas

Step 1: Refer to relevant literature, theoretical concepts, and research on the professional development of university management personnel at home and abroad. Through literature analysis and academic support research, it has been summarized that the impact dimensions of the professional development of grassroots management personnel in Guangxi universities include professional awareness, professional spirit, professional knowledge and ability, professional organization, training, and guarantee systems. Clarify research ideas.

Step 2: Design and distribute survey questionnaires. Based on the analysis of the professional development of grassroots management personnel in Guangxi universities and the variable dimensions of professional development, a questionnaire on the professional development of grassroots management personnel in Guangxi universities is designed. By analyzing the questionnaire, a detailed understanding of the current situation of professional development of grassroots management personnel in Guangxi universities is obtained, and the validity and reliability of the data are verified.

Step 3: Design an interview outline. Based on the survey questionnaire results, an interview form was designed to interview 20 middle-level managers and teachers. For using content analysis methods, guidelines were proposed to enhance the professional development of grassroots management personnel in Guangxi universities based on the interview results.

Step 4: Design a table for evaluating the adaptability and feasibility of the guidelines. Based on the procedures for enhancing professional development obtained in step 3, an evaluation table containing questions and evaluation items was designed, and six experts were invited to evaluate the adaptability and feasibility of the guidelines.

Step 5: Analyze respondents' personal information through frequency and percentage. Analyze the current situation of professional development of grassroots management personnel in Guangxi universities through the form of mean and standard deviation in the questionnaire. Use content analysis methods to analyze interview forms and propose guidelines for enhancing the professional development of grassroots management personnel in Guangxi universities. Evaluate the adaptability and feasibility of the guidelines through mean and standard deviation.

Step 6: Based on data analysis and literature review results, propose suggestions to enhance the professional development of grassroots management personnel in Guangxi universities.

2.6 Research Instruments

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

2.6.1 Questionnaire

To investigate the current situation of the professional development of grassroots management personnel in Guangxi universities, the survey questionnaire designed by this research institute is based on many relevant literature and theories. It starts from the expected goals of the paper's 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 used, this study conducted an initial test on the questionnaire, conducted a pre-test at 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 Grassroots Management Personnel in Guangxi Universities.'

The "Questionnaire on the Professional Development of Grassroots Management Personnel in Guangxi Universities" 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 the professional development of grassroots management personnel in Guangxi universities, mainly including a study of the cognition, professional spirit, professional knowledge and skills, professional organization construction, training, and guarantee system of the professional development of grassroots management personnel in Guangxi universities. The second part of the questionnaire contains five variables, totaling 73 questions. Among them are 13 questions for the professional awareness variable, 14 for professional spirit, 19 for professional knowledge and skills, seven for professional organization construction, and 20 for training and support systems. The standards for data interpretation are based on the Likert five-point scale as follows:

5 represents the highest level of professional development among grassroots management personnel in Guangxi universities

4 indicates that the professional development level of grassroots management personnel in Guangxi universities is relatively high

Three indicates that the professional development level of grassroots management personnel in Guangxi universities is moderate

2 indicates that the professional development level of grassroots management personnel in Guangxi universities is relatively low

One indicates that the professional development level of grassroots management personnel in Guangxi's universities 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 the professional development of grassroots management personnel in Guangxi universities.

Step 2: Construct a survey questionnaire on the professional development status of grassroots management personnel in Guangxi universities. 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 accurate 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 Conbach's Alpha coefficient, with a reliability of 0.927.

Step 6: Conduct a questionnaire survey on 600 grassroots management personnel from 6 universities in Guangxi.

2.6.2 Structured Interview

They ensure the authenticity and effectiveness of the survey as much as possible, and 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 grassroots managers in management services from the perspectives of service recipients and middle managers. The interview form contains six questions.

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

2.6.3 Evaluation Form

To evaluate the strategies for improving the professional development of grassroots management personnel in Guangxi universities, thus, six experts were invited to assess 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 a high level

2.50-3.49 indicates a moderate level

1.50-2.49 indicates a low level

1.00 – 1.49 represents the lowest level

2.7 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:

2.7.1 Collection of Questionnaires

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

2.7.2 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 especially 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.

2.7.3 Collection of the Evaluation Form

Set up a table to evaluate and improve the professional development strategies of grassroots management personnel in Guangxi universities, invite six experts to assess the adaptability and feasibility, and then summarize and analyze the data in the evaluation table.

2.8 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 grassroots management personnel in Guangxi universities is mainly reflected in the following four aspects: 1) professional awareness, 2) professional spirit, 3) professional knowledge and ability, 4) professional organization construction, and 5) training and guarantee system. The use of these variables is analyzed through mean and standard deviation.

Step 3: Conduct content analysis through in-depth interviews on strategies to improve the professional development of grassroots management personnel in Guangxi universities.

Step 4: Evaluate the adaptability and feasibility of improving the professional development strategies of grassroots management personnel in Guangxi universities, and present it as an average and standard deviation.

The details are as follows:

2.8.1 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 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 model's data 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 grassroots management personnel in Guangxi universities.

2.8.2 Structured Interview Analysis

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

2.8.3 Evaluation Form Analysis

Evaluate the adaptability and feasibility of improving the professional development strategies of grassroots management personnel in Guangxi universities, analyze it through SPSS, and ultimately present it as an average and standard deviation.

2.9 Participant (Subject) Characteristics

Table 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	
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	
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
Job title	total	600	100	
	primary	107	17.83	17.83
	intermediate	441	73.50	91.33
	Deputy senior	52	8.67	100.00
	Premium	0	0	100.00
Working life	total	600	100	
	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
Major	total	600	100	
	Engineering	223	37.17	37.17
	Science	107	17.83	55.00
	Education	58	9.67	64.67
	management	71	11.83	76.50
Major	literature	141	23.50	100.00
	total	600	100.0	100.0

Table 1 shows 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 balance of senior professional titles is around 8.67%, which is relatively low; The ratio of working years between 6-15 years and 16-25 years exceeds 73%.

3. Results

3.1 Analysis of the Current Situation of Professional Development of Grassroots Management Personnel in Guangxi Universities

Table 2. The average and standard deviation of the five aspects of the current situation of grassroots management personnel in Guangxi universities (n = 600)

No	Professional development of grassroots management personnel at Guangxi University		S.D.	level
1	Professional consciousness	4.35	0.79	high
2	Professional spirit	4.10	0.80	high
3	Professional knowledge and ability	4.18	0.78	high
4	Professional organization	3.95	0.85	high
5	Training and guarantee system	3.94	0.77	high
	total	4.10	0.80	high

Table 3. The current situation of professional consciousness in the professional development of grassroots management personnel in Guangxi universities (n = 60)

No	Professional consciousness	\bar{x}	S.D.	level
1	You think that the relevant knowledge of higher education management theory is helpful to your work	4.16	0.75	high
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
3	It is necessary to do an excellent job in the administrative management of colleges and universities.	4.53	0.78	highest
4	You think it is necessary to do a good psychological qualities to do a good job in college management	4.14	0.85	high
5	You think there should be professional ethics that you should comply with during your work	4.13	0.77	high
6	Do you think there should be systematic professional knowledge in the work process	4.60	0.71	highest
7	You think you should have professional skills to ensure during the work process	4.38	0.73	high
8	You think there should be a sound education and training system in the work process	4.52	0.79	high
9	Do you think there should be professional organizations of autonomy during work	4.30	0.78	high
10	Do you think you should strictly abide by the rules and regulations in the work process	4.40	0.82	high
11	You think you should have a clear job responsibility in the work process	4.68	0.75	highest
12	You think that grassroots management personnel should have a perfect and controllable development channel in professional development	4.05	0.80	high
13	Do you think that grassroots management personnel in universities should have a high work autonomy at work	4.33	0.71	high
	total	4.35	0.78	high

Table 4. The current situation of professional spirit in the professional development of grassroots management personnel in Guangxi universities (n = 60)

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

Table 5. The current situation of professional knowledge and ability in the professional development of grassroots management personnel in Guangxi universities (n = 600)

No	Professional knowledge and ability	\bar{x}	S.D.	level
1	You hope to experience different management positions	4.30	0.74	high
2	You hope to exchange discussions with peers	4.17	0.78	high
3	You hope to summarize and reflect on your work	4.02	0.79	high
4	You hope to conduct particular research on your work	3.98	0.82	high
5	You are going to study for a higher-level degree	3.89	0.79	high
6	There are many opportunities for you to continue to study at a higher-level degree	3.69	0.79	high
7	You intend to study for a degree in education or management	3.57	0.86	high
8	Do you think job training can improve professional skills	4.58	0.72	highest
9	You hope that the universities or departments will conduct related business training	4.48	0.71	high
10	Your department often invites relevant experts to communicate	4.14	0.77	high
11	You hope to go to well-known universities at home and abroad to participate in training and training	4.50	0.73	high
12	Your school or department leader has provided you with systematic professional training	4.40	0.75	high
13	Your school encourages scientific research collaboration	4.59	0.78	highest
14	You often use your spare time to participate in various learning	4.01	0.80	high
15	You have published many articles on college management. Too many articles	4.35	0.77	high
16	You have research topics in hosting or participating in higher education management	3.95	0.84	high
17	Your independence and autonomy in the management position you are engaged in	4.47	0.73	high
18	You often apply new methods and new technologies to work	4.32	0.71	high
19	You feel your management ability is constantly improving	3.97	0.87	high
	total	4.18	0.78	high

Table 6. The current situation of a professional organization in the professional development of grassroots management personnel at Guangxi University (n = 60)

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

Table 7. The current situation of training and guarantee systems in the professional development of grassroots management personnel at Guangxi University (n = 600)

No	Training and guarantee systems	\bar{x}	S.D.	level
1	The hardware conditions of your university can meet the needs of the work	4.42	0.73	high
2	The school style and school style of your university are good	3.88	0.80	high
3	The relationship between colleagues in your department is harmonious	4.08	0.79	high
4	Your school or department leader is very concerned about your work and life	4.14	0.77	high
5	The management system of your school is very conducive to your work	3.77	0.87	high
6	Your school or department cares about your professional development	3.44	0.89	medium
7	There are many opportunities for promotion in your management positions	3.52	0.80	high
8	You think that education is critical in terms of the promotion of duties	4.56	0.72	highest
9	Your college regularly conducts work assessments of grassroots management personnel	4.43	0.75	high
10	Your university can be fair and fair for the work assessment of grassroots management personnel	3.64	0.87	high
11	The personnel management system for your university is more reasonable	3.83	0.85	high
12	Your college has a complete training system	3.60	0.74	high
13	Your school has a lot of lecture training for grassroots managers	3.67	0.79	high
14	You have been working on work exchanges in universities at home and abroad in the last year	3.71	0.82	high
15	You have participated in the business training course opened by the school in the last year	4.57	0.71	highest
16	You have participated in academic conferences or training courses related to work in the last year	4.39	0.75	high
17	You have participated in more than one week of off-job continuing education in the past year	3.72	0.74	high
18	Your college leaders rarely add temporary work tasks to you	3.59	0.80	high
19	Your work rhythm will not be restricted and affected by leaders or colleagues	3.90	0.78	high
20	Your work rhythm is not often affected by some superiors for inspection activities	3.82	0.85	high
	total	3.94	0.79	high

According to Table 2-7, it is found that the professional development of grassroots management personnel in Guangxi universities is at a high level in terms of professional awareness, professionalism, professional knowledge and ability, professional organization, training, and guarantee systems.

3.2 Situation of Interviewees

Table 8. Situation of interviewee (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

3.3 The Analysis Result of the Evaluation of the Adaptability and Feasibility of Guidelines for Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities

Table 9. Adaptability and feasibility of evaluation guideline (n = 6)

Strategies for Improving the Professional Development of Grassroots Management Personnel in Guangxi Universities	Adaptability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	Level
Enhance professional awareness						
Establish awareness of autonomous professional development	4.67	0.52	Highest	4.33	0.98	High
Clarify the professional development goals and make a self-professional development plan	4.83	0.41	Highest	4.67	0.52	Highest
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
Enhance professional spirit						
Enhance self-career identity and collective sense of belonging	4.67	0.52	Highest	4.50	0.84	Highest
Keep a positive mentality for work and be brave to innovate	4.83	0.41	Highest	4.33	0.98	High
Enhance your sense of responsibility for your career	4.50	0.84	Highest	4.67	0.52	Highest

Strategies for Improving the Professional Adaptability Development of Grassroots Management Personnel in Guangxi Universities	Adaptability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	Level
Observe good professional ethics and professional norms	4.33	0.98	High	4.50	0.84	Highest
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.						
Developed planning and education improvement to optimize the professional development structure	4.83	0.41	Highest	4.67	0.52	Highest
Actively participate in cross-regional cross-disciplinary cooperation, exceptional research, etc.	4.50	0.84	Highest	4.67	0.52	Highest
Participate in academic seminars regularly	4.33	0.98	High	4.83	0.41	Highest
Experience work experience with colleagues	4.67	0.52	Highest	4.50	0.84	Highest
Improve autonomous learning ability	4.50	0.84	Highest	4.33	0.98	High
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
Strengthen professional organization construction.						
Establish a specialized organization or related major for training college managers	4.83	0.41	Highest	4.33	0.98	High
Establish a professional organization and management system for grassroots management personnel in universities	4.50	0.84	Highest	4.33	0.98	High
Cultivate professional organizations in the school	4.83	0.41	Highest	4.17	0.98	High
Expand the influence of professional associations	4.67	0.82	Highest	4.67	0.52	Highest
Actively participate in professional organization activities, and 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 system						
Establish a file for the professional development of grassroots management personnel	4.17	0.75	High	4.33	0.98	High
Establish an incentive mechanism for the professional development of management teams	4.83	0.41	Highest	4.67	0.52	Highest
Implement the qualification certificate system of grassroots management personnel	4.33	0.82	High	4.50	0.84	Highest
Establish a professional assessment and evaluation mechanism for management teams	4.83	0.41	Highest	4.33	0.98	High
Establish a professional training system for grassroots management personnel in colleges and universities	4.83	0.41	Highest	4.67	0.52	Highest
Build a learning-oriented organization	4.17	0.98	High	4.50	0.84	Highest
Establish a long-term mechanism for exchanges and cooperation with domestic and foreign countries	4.83	0.41	Highest	4.17	0.98	High
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	Highest

According to Table 9, the adaptability and feasibility of the five aspects of enhancing the professional development guidelines for grassroots management personnel in Guangxi universities are at the highest level, with values ranging from 4.00 to 5.00, indicating that the guidelines for enhancing the professional development of grassroots management personnel in Guangxi universities are adaptive and feasible.

4. Discussion

4.1 The Analysis Discussion and Analysis of the Current Situation of Professional Development of Grassroots Management Personnel in Guangxi Universities

The professional development of grassroots management personnel in Guangxi universities 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 is training and security systems.

Professional awareness is at the highest level in the professional development of grassroots management personnel in Guangxi universities. The professional development of grassroots management personnel should first be based on their awareness of professional development. The understanding and specialization of grassroots management personnel in universities can affect their professional development awareness. Based on the comprehensive survey questionnaire, there is no significant difference in the understanding of grassroots management personnel 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 grassroots management personnel in Guangxi's universities regarding professional development. Grassroots management personnel in Guangxi universities have gradually achieved professionalization and have a clear desire for professional development and a willingness to strengthen their work autonomy (Zu, 2019, p.118).

The professional spirit is high in the professional development of grassroots management personnel in Guangxi universities. It is because the grassroots 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 be able to realize their value in life in work (Yang, 2017, p.98).

Professional knowledge and abilities are at a high level in the professional development of grassroots management personnel in Guangxi universities. It is because grassroots management personnel 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 (Yin, 2020, p.76). 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. Grassroots management personnel in Guangxi universities must better understand higher education policies and regulations. Higher education policies and regulations are constantly changing, which puts higher demands on grassroots management personnel. Therefore, they must receive regular training and communicate with relevant departments to enhance their professional knowledge and abilities.

The construction of professional organizations is at a high level in the professional development of grassroots management personnel in Guangxi universities. A survey questionnaire found that the proportion of grassroots management personnel in Guangxi's universities participating in professional organizations could be higher, and their understanding of professional organizations still needs to be improved. The proportion 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 grassroots management personnel in universities with intermediate and junior professional titles. Due to these investigations, grassroots management personnel in Guangxi universities strongly desire to join professional organizations.

The training and guarantee system is at a high level in the professional development of grassroots management personnel in Guangxi universities. The investigation found that the training and guarantee system for the professional development of grassroots management personnel has ambiguity and one-sidedness, and the incentive and promotion systems for grassroots management personnel lack quantitative indicators; The implementation effect of the

assessment system is not good; The work autonomy of grassroots management personnel in Guangxi universities is insufficient, and due to the increase of temporary work tasks, the work rhythm is often disturbed and influenced by external factors (Chu, 2017, p.83). Therefore, improving schools' training and guarantee system will help enhance their professional development.

In summary, the professional development of grassroots management personnel in Guangxi's universities requires a clear understanding of the university management profession and specialization, good professional spirit, good psychological quality, and a high sense of responsibility. Particular 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.

4.2 Discussion and Analysis of Adaptability and Feasibility of Evaluation Guidelines

The guidelines for enhancing the professional development of grassroots management personnel in Guangxi universities are at the highest level of adaptability and feasibility in five aspects, with values ranging from 4.00 to 5.00, indicating that the guidelines for enhancing the professional development of grassroots management personnel in Guangxi universities are 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. It is because grassroots managers can define their goals and promote professional development by developing reasonable development plans.

In evaluating the adaptability and feasibility of enhancing 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 enhancing professional development.

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 vital in optimizing professional development design. Grassroots managers can improve personal, professional 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.

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 enabling 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.

In evaluating the adaptability and feasibility of improving the training and guarantee system, 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 grassroots management personnel in universities, and establish a long-term mechanism for communication and cooperation with domestic and international organizations. Building a training system plays a vital role for organizations, which can improve the performance of grassroots managers, enhance satisfaction and loyalty, promote organizational innovation and competitiveness, and provide opportunities for the career development of grassroots managers. 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 grassroots managers, which helps to motivate their enthusiasm and motivation, thereby promoting their professional development.

5. Conclusion

The analysis and discussion presented in this study provide valuable insights into the current situation and potential avenues for enhancing the professional development of grassroots management personnel in Guangxi universities. The study highlights five crucial aspects: professional awareness, professional spirit, professional knowledge and abilities, construction of professional organizations, and the training and guarantee system. These facets collectively contribute to the holistic growth and advancement of grassroots managers.

The study underscores that professional awareness is the cornerstone of effective professional development. The consensus among grassroots management personnel in Guangxi universities regarding ethical standards, specialized skills, clear job responsibilities, and work autonomy demonstrates their commitment to professional growth. Furthermore, a strong desire for professional development and an eagerness to strengthen work autonomy signifies a progressive shift toward professionalization.

A robust professional spirit emerges as a critical factor driving the development of grassroots managers. This spirit encompasses professionalism, psychological resilience, responsibility, and the ability to derive satisfaction from their work. By fostering a positive attitude, embracing innovation, and cultivating a deep sense of professional identity and belonging, grassroots managers enhance their capacity to navigate challenges and achieve personal and organizational success.

The study underscores the significance of professional knowledge and abilities in developing grassroots management personnel. The inclination of these managers to pursue academic education, specialized research, and comprehensive management capabilities signifies their commitment to continual improvement. Through self-reflection, particular study, and active participation in training and educational activities, grassroots managers aim to stay abreast of evolving higher education policies and regulations, bolstering their efficacy as administrators.

The construction of professional organizations is a promising avenue for developing grassroots management personnel. While participation in professional associations remains modest, the recognition of its value is evident. By facilitating academic exchange, cooperative learning, and exposure to industry trends, these organizations offer a platform for continuous learning and growth, enabling grassroots managers to refine their intellectual prowess and professional acumen.

The study emphasizes the necessity of a practical training and guarantee system in propelling the professional development of grassroots management personnel. While challenges related to system ambiguity and work autonomy exist, establishing precise incentive mechanisms, assessment and evaluation protocols, professional training systems, and sustainable communication with domestic and international organizations can significantly enhance the professional development landscape.

The evaluation guidelines proposed in this study exhibit high adaptability and feasibility across various dimensions. From clarifying development goals to fostering a positive attitude, enhancing professional identity, optimizing educational plans, and establishing robust incentive mechanisms to ensure communication and cooperation, these guidelines offer a comprehensive roadmap for advancing grassroots management personnel in Guangxi universities.

In essence, the findings of this study shed light on the multifaceted nature of professional development among grassroots management personnel in Guangxi universities. By embracing a holistic approach encompassing awareness, spirit, knowledge, organization, and systematic support, the universities can effectively nurture and empower their grassroots managers, enabling them to contribute meaningfully to their institutions' growth and success.

6. Limitations of the Study

(1) The limitation of this study lies in its focus on a specific context, namely the professional development of grassroots management personnel in Guangxi universities. This geographical and institutional specificity may limit the generalizability of the findings to other regions or types of educational institutions. Additionally, the study primarily relies on self-report data obtained through survey questionnaires, which could be subject to response bias or social desirability bias, potentially affecting the accuracy of the reported perceptions and attitudes of the participants.

(2) Moreover, the study may have yet to explore all possible factors that could influence the professional development of grassroots management personnel. Other variables, such as cultural, organizational, and external contextual factors, might play a role in shaping the professional development landscape but still need to be thoroughly examined in this study. The qualitative dimension of these factors could have provided a deeper understanding of the complexities involved.

(3) Furthermore, as the study employs a cross-sectional design, it offers a snapshot of the current state of professional development without capturing potential changes over time. Longitudinal research could provide insights into how the perceptions and experiences of grassroots management personnel evolve and adapt in response to changing circumstances.

(4) Lastly, the study mainly relies on existing literature and survey responses, potentially limiting the depth of insight gained from direct interaction with the participants. Conducting interviews or focus group discussions could have offered a richer understanding of the nuances and lived experiences related to the professional development of grassroots management personnel in Guangxi universities.

7. Further Study

(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 grassroots management personnel in universities. It helps to have a more comprehensive understanding and explanation of the mechanisms and influencing factors for the professional development of grassroots management personnel in universities.

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