

## Relationship of professional identity and efficacy of Chinese public university lecturers under the appointment system in sustainable human resource management

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**Abstract:** For Chinese university lecturers, implementing sustainable human resource management (SHRM) is particularly critical. China's higher education is going through an essential stage of appointment system reform aiming to overturn the traditional civil service status of university lecturers and introduce a more flexible work and talent management mechanism to universities to international teaching standards; lecturers also raise concerns about their professional role, educational mission, balance of rights and interests, and the reshaping of the evaluation system. Based on the resource-based perspective and psychological contract theory, this study aimed to explore the relationship between sustainable human resource management (SHRM) and lecturers' professional identity in the context of China's appointment system, focusing on analyzing the moderating role of lecturers' self-efficacy. This study used a quantitative research approach to collect survey data from 610 lecturers at public colleges and universities in China. The data were analyzed with a structural equation model to test the hypothesized relationships. SHRM was directly and positively related to lecturers' self-efficacy and sense of professional identity and indirectly improved sense of professional identity by enhancing self-efficacy. The findings are consistent with existing literature, emphasize the importance of SHRM in promoting lecturers' career development, and provide empirical support for applying SHRM in the context of Chinese higher education. The study provides recommendations in three dimensions: Government, University, and Faculty. It provides guidance for strategic reform of human resource management in higher education, faculty career development, and improving education quality.

**Keywords:** Higher education, Professional identity, Self-efficacy, Sustainable human resource management.

### 1. Introduction

The global education sector is undergoing rapid changes due to technological advances and globalization (Stephen, 2020). This forces higher education institutions to review and adapt their human resource management strategies and transition from traditional to sustainable human resource management. In contrast to traditional human resource management, which views faculty as management objects and improves input and performance through their management (Mahapatro, 2021), sustainable human resource management views faculty as significant human resources. It focuses on providing a supportive environment for faculty and sustainable development opportunities to realize the collective growth of organizations and individuals (Ehnert & Ehnert, 2009). For example, universities have begun to pay attention to faculty professional development, providing them with workshops, seminars, and training opportunities to help them keep up with the latest teaching methods and research trends, thus improving the quality of teaching and the innovativeness of research.

According to the resource-based perspective (RBV) theory, university lecturers are the first resource for developing colleges and universities (Williams, 2014). The growth of lecturers is not only related to their careers but also the key to the sustainable competitiveness of schools (Al-Thani et al., 2021). By adopting sustainable HR policies, college lecturers can increase their career opportunities, improve their working environment, participate in the school's decision-making, and receive more recognition (Moore, 2005).

Implementing sustainable human resource management (SHRM) is particularly critical for Chinese university lecturers. China's higher education is undergoing an essential appointment system reform stage (Gao, 2023). The reform, launched in 1986, aims to overturn university lecturers' traditional civil service status and introduce a more flexible work and talent management mechanism (Yang., 2020). In addition to adapting universities to international teaching standards, lecturers also raise concerns about their professional role, educational mission, balance of rights and interests, and the reshaping of the evaluation system (Yan, 2023).

In China's five-thousand-year-old cultural tradition of striving for "universal harmony," lecturers tend to emphasize teamwork (Wang et al., 2014), value emotional connections, and demand respect. Significant differences exist between these values and the accountability mechanisms at the core of appointment system reform (Hua., 2023). In addition, the quality dividend of the national population stimulates demand. Given the crucial role of sustainable human resource management (SHRM) in enabling change and promoting the healthy development of organizations (Chams & García-Blandón, 2019), it is essential to understand how sustainable human resource management affects the professional identity and self-efficacy of college lecturers in the context of the Chinese appointment system.

Many studies have shown that implementing sustainable human resource management (SHRM) affects faculty self-efficacy (Manzoor et al., 2019; Mohiuddin et al., 2022; Otoo, 2019). Increasing lecturers' sense of control and involvement in the work and providing feedback and support can improve their confidence and skills and thus enhance their performance in teaching and research. However, the relationship between sustainable human resource management (SHRM) and self-efficacy is still determined. Although some studies have found a positive relationship between SHRM practices (career development and performance feedback) and self-efficacy (Aktar & Pangil, 2018), the strength and direction of this relationship may vary. In addition, some studies have found a mediating role of self-efficacy between SHRM practice and lecturer performance (Situngkir, 2018). One possible explanation for these inconsistencies is that self-efficacy has distinct functions in SHRM.

A lecturer's professional identity is a person's view and feelings about their professional role, affecting their motivation, commitment, and overall satisfaction with their educational career. Professional identity directly impacts lecturers' job performance (Zhang & Linyi., 2023). SHRM affects lecturers' professional identity by promoting their personal growth and professional development and creating an organizational culture and atmosphere conducive to lecturers' development (Ibelegbu et al., 2023; Pagán-Castaño et al., 2021). Alam (2020) highlighted the direct impact of HR practices on lecturers' job performance in his study but provided few results on how these practices affect lecturers' professional identity.

Self-efficacy and professional identity construction are complex processes influenced by numerous factors. Barni et al. (2019) have examined the relationship between lecturers' values (protection, openness to change, self-transcendence, and self-improvement) and self-efficacy. However, the researchers did not distinguish between the effects of individual co-organizational and sociocultural factors on professional identity. Therefore, whether SHRM is differentially associated with lecturers' professional identity and self-efficacy in different cultural backgrounds is still being determined.

Self-efficacy is essential to behavioural change (Sheeran et al., 2016). Lecturers' high self-efficacy may motivate them to take positive actions to improve work status, seek development opportunities, and expand career networks (Barni et al., 2019), and these behavioural changes may strengthen their professional identity and commitment to the organization. Self-efficacy may serve as a psychological mechanism between the association of SHRM practice and lecturers' professional identity. SHRM

indirectly influences the construction of lecturers' professional identity by enhancing their self-efficacy, as lecturers view this enhanced self-efficacy as organizational support and recognition of their professional development. Overall, the research on SHRM, self-efficacy, and professional identity indicates that while the implementation of SHRM contributes to the improvement of lecturers' self-efficacy and professional identity, there are some inconsistencies and limitations in the findings and further research is needed to investigate the specific mechanisms and conditions of these relationships.

However, the studies also show differences and limitations in this area. For example, Alam's (2020) study has shown the direct impact of HR practices on lecturer performance, but few results show how these practices affect lecturers' professional identity. Moreover, constructing lecturers' professional identity is a complex process influenced by numerous factors (Bukor, 2015), including individual, organizational, and sociocultural factors, which may have yet to be fully considered in various studies.

Finally, the present study contributes to the literature by examining whether self-efficacy can mediate the relationship between SHRM and professional identity. Therefore, in the context of the employment system in China, this study aims to explore SHRM and the relationship between professional identity and self-efficacy and attempts to confirm the dual role of self-efficacy in this process. This will provide new insights for practice and theory and offer empirical support to the government in improving college lecturers' HRM strategy and career development.

Therefore, this study will explore the following research questions:

1. Is there a relationship between sustainable human resource management and lecturers' professional identity within the employment system?
2. What role does self-efficacy play in the relationship between sustainable human resource management and the professional identity of university lecturers?

## 2. Literature Review

### 2.1. Sustainable Human Resource Management

Sustainable human resource management (SHRM) combines sustainable development principles with human resource management to respond to environmental, social, and economic challenges (Renwick et al., 2013). As an extension of strategic human resource management, SHRM focuses on the long-term development, regeneration, and refreshment of human resources (Stankevičiūtė & Savanevičienė, 2018). Research shows that SHRM can promote lecturers' professional growth and development by increasing their involvement and autonomy. Moreover, as SHRM satisfies lecturers' autonomy needs, it positively correlates with their job performance, further strengthening their professional identity and sense of belonging (Manzoor et al., 2019). From a resource-based perspective (RBV), resource-rich employees are more likely to access new resources to promote positive organizational outcomes, such as improving job performance (Van den Heuvel et al., 2015). Therefore, SHRM has a positive impact on faculty members' individual growth and satisfaction and has important implications for the overall performance and sustainable development of higher education institutions.

### 2.2. Professional Identity

According to the (Tajfel, 1996) theory, the development of a lecturer's professional identity is the process by which an individual becomes a member of a social group. In higher education institutions, lecturers' professional identity is strongly influenced by the academic community to which they belong, which includes roles, responsibilities, and shared values (Swennen et al., 2010). This recognition affects their academic exploration, teaching decisions, and contribution to society. Studies have shown that a solid professional identity can help lecturers overcome their dissatisfaction with poor working conditions (Guangwen & Shuhua, 2007) and promote the overall quality of schools (Moore & Hofman, 1988). The psychological empowerment principle suggests that lecturers with more resources and autonomy are more likely to rate their professional identity positively (Beijaard et al., 2000), which directly correlates positively with their job performance.

Sustainable human resource management (SHRM) focuses on achieving organizational goals, reducing potential harm to stakeholders, and on the continuous development of human resources (Bombiak & Marciniuk-Kluska, 2018; Sotome & Takahashi, 2014). Particularly in education, SHRM provides opportunities for professional growth through faculty development programs and activities (Havea & Mohanty, 2020), which in turn promotes the awakening and building of faculty professional identity (Steinert et al., 2019), thus enhancing the academic reputation and research quality of higher education institutions (Jouda et al., 2016). The shaping of lecturers' professional identity can either be implicitly triggered by existing lecturer development activities or explicitly promoted through longitudinal planning, networking and communities of practice, reflection and consultation, implementation of identity workshops, and organizational support. Therefore, hypothesize that:

*H<sub>1</sub>: Under the Appointment System, Sustainable Human Resource Management (SHRM) positively and significantly impacts the Professional Identity of university lecturers.*

### *2.3. Self-efficacy under the Appointment System*

Self-efficacy is the central psychological characteristic of a personal career that profoundly influences goal setting, overcoming challenges, diligence, and the attitude to pursue success (Stajkovic & Luthans, 1998). People with high self-efficacy can effectively improve their emotional and mental health status (Jerusalem & Schwarzer, 1992) and enhance organizational performance by increasing individual potential (Luthans et al., 2007). For lecturers, self-efficacy impacts their teaching motivation and professional development and is closely related to teaching effectiveness and student learning outcomes (Bandura, 1977, 2000). Self-efficacy is particularly pronounced when lecturers face short-term adversity and disappointing results and must adapt to the enormous demands on individual and team performance. In addition, lecturers' self-efficacy formation is significantly influenced by professional training, work environment, organizational culture, and leadership style (Bandura & Wessels, 1994; Yoo, 2016).

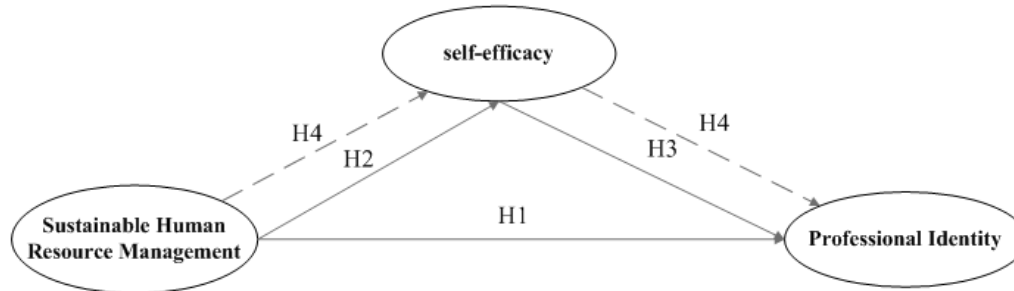
While early studies focused on exploring the facilitation of self-efficacy for positive behaviour, research on the mechanism of action of how the work environment, organizational culture, and leadership style influence self-efficacy still needs to be completed. According to (Bandura, 2012), individuals can significantly improve their self-efficacy by setting practical, achievable goals, gaining successful experiences, and developing effective coping strategies. In addition, implementing sustainable human resource management practices such as fair performance appraisal, transparent promotion mechanisms, and a supportive work environment can improve lecturers' self-efficacy (Gao, 2023; Singh et al., 2019). Research also shows that lecturers' job effectiveness is closely related to coping with job stress. When self-efficacy increases, lecturers are more likely to identify with their profession, especially within the appointment system.

Based on the above views, the following assumptions are made:

*H<sub>2</sub>: Under the Appointment System, Sustainable Human Resource Management (SHRM) positively and significantly impacts the Self-Efficacy of university lecturers.*

*H<sub>3</sub>: Under the Appointment System, Self-Efficacy positively and significantly impacts the professional identity of university lecturers.*

*H<sub>4</sub>: Under the Appointment System, Self-Efficacy mediates the positive and significant relationship between Sustainable Human Resource Management (SHRM) and the Professional Identity of university lecturers.*



**Figure 1.**  
Conceptual framework.

### 3. Research Methodology

#### 3.1. Populations and Samples

Populations of this study are lecturers from 857 Chinese public universities, using the snowball sampling method (Goodman, 1961) because they realized who should be the participants for this study. Participants received an email with a description of the purpose of the study and a link to an online survey. This email also included a participation notification and assurances of voluntariness and confidentiality. A total of 610 employees completed the online survey, of which 66.72% of respondents were from regular universities. 50.33% of participants were male, 32.46% were between 31 and 35 years old, and 40.33% had worked at existing schools for less than five years. The participants were well-educated, and 73.77% had at least a master's degree or more. The participants include professors (29.5%), associate professors (41.6%), lecturers (14.7%), and teaching assistants (14.3%).

#### 3.2. Research Instrument

The research instrument for this study is a questionnaire, a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) (Genari & Macke, 2022). The questionnaire consists of 14 items comprising three subscales: Attraction and retention of professionals is measured with a four-item. An example is "The school offers an appealing and challenging work environment" (Cronbach's  $\alpha$  of this scale was 0.902). Maintaining healthy and motivated professionals is measured by a six-item; an example is "The school cares about the well-being of its employees." The Cronbach's  $\alpha$  of this scale was 0.913. Developing the skills of professionals is measured by a four-item, for example, "The school invests in the development and training of different groups of employees." The Cronbach's  $\alpha$  of this scale was 0.905.

The self-efficacy scale was adopted from (Jiao, 2019). The self-efficacy scale is a 10-item questionnaire consisting of two subscales: Professional Confidence is measured with a four-item. An example is, "I am confident of achieving new successes in my teaching work." The Cronbach's  $\alpha$  of this scale was 0.934. Professional competence is measured using a six-item; an example is "I always make sure that my teaching is informative, thought-provoking, meaningful and entertaining." The Cronbach's  $\alpha$  of this scale was 0.927.

The Professional Identity scale was adapted from Jiao (2019). This scale is a 6-item questionnaire consisting of two subscales: Professional Role Cognition is measured on a three-item scale, and an example is the expression "I think the career prospects for university professors are very promising." The Cronbach's  $\alpha$  of this scale was 0.936.

Role Values Cognition is measured on a scale with three items. An example is the expression, "Involvement in university teaching is an important part of my career." The Cronbach's  $\alpha$  of this scale was 0.896. The response options ranged from 1 (never) to 5 (very often).

To assess the validity and uniqueness of the study scale, the researcher first conducted a confirmatory factor analysis (CFA) and then a structural equation model (SEM) to test our hypothesis. Specifically, the researcher tested a mediation model in which sustainable human resource management (SHRM) acted as a predictor variable, lecturers' professional identity as an outcome variable, and self-efficacy as a mediator variable. The analysis of the CFA and SEM models was conducted using AMOS software.

In addition, we used the bootstrap method to estimate the standard error and confidence intervals (CIs) for the indirect effects of SHRM on lecturers' professional identity through self-efficacy, as suggested by MacKinnon et al. (2004). This step increases the robustness of the estimates, especially when evaluating the complex mediation effects.

## 4. Results

### 4.1. Confirmatory Factor Analysis (CFA)

The CFA results showed that the model to the data fit acceptable:  $R^2=500.327$ ,  $df = 395$ ,  $X^2/df = 1.267$ , comparative fit index (CFI) 0.991, Tucker-Lewis's index (TLI) 0.990, approximate root mean square error (RMSEA) 0.021, shown in Table 6.1. The correlation between all variables was significant ( $p < 0.05$ ).

**Table 1.**

	$\chi^2$	df	$\chi^2/df$	RMSEA	CFI	IFI
Adaptation results	500.327	395	1.267	0.021	0.991	0.991
Adaptation criteria			<5	< .08	> .9	> .9
Conclusion			fit	fit	fit	fit

Reliability was assessed using Cronbach's alpha and composite reliability (CR). The values of all factors were above the acceptance threshold of .7, which indicates good internal consistency of the scale. Convergent validity was assessed using each factor's average variance extracted (AVE). The AVE values for all factors were above .5, confirming good convergent validity. Discriminant validity was assessed by showing that the square root of the AVE for each factor was more significant than its maximum correlation coefficient with the other factors, further confirming the good discriminant validity of the scale.

Overall, the CFA results supported the scale's theoretically conceived structure, indicating that the scale has good structural validity in mapping the specified constructs. Table 2 shows the detailed results of the scale validation and the comparison with the acceptance level.

**Table 2.**

Reliability of the constructs and factor loadings of the items.

Relationship of indicators		Factor loading	CR	AVE
ATTRP	Q10	0.810	0.881	0.650
	Q11	0.783		
	Q12	0.834		
	Q13	0.796		
MAINT	Q14	0.807	0.927	0.679
	Q15	0.791		
	Q16	0.825		
	Q17	0.844		
	Q18	0.832		
	Q19	0.844		

DPMS	Q20	0.812	0.879	0.645
	Q21	0.793		
	Q22	0.813		
	Q23	0.794		
PVC	Q32	0.818	0.858	0.668
	Q33	0.834		
	Q34	0.800		
PRC	Q35	0.829	0.864	0.679
	Q36	0.810		
	Q37	0.833		
PC	Q38	0.817	0.883	0.655
	Q39	0.822		
	Q40	0.827		
	Q41	0.769		
PCT	Q42	0.817	0.921	0.661
	Q43	0.789		
	Q44	0.830		
	Q45	0.807		
	Q46	0.816		
	Q47	0.818		

#### 4.2. Structural Model and Hypotheses Testing

After evaluation of the assumed structural model, the overall fit index of the model showed good agreement with the data. Specifically,  $R^2 = 500.327$ ,  $df = 395$ ,  $R^2 / df = 1.267$ , comparative fitting index (CFI) 0.991, Tucker-Lewis's index (TLI) 0.990, approximate root means square error (RMSEA) 0.021 indicate the rationality of the model. Furthermore, the effect size assessment revealed the practical importance of the variable relationships in the model. Self-efficacy explained 16.4% of the variance, while the variance of professional identity was 31.7%, indicating the essential explanatory power of the model in understanding these constructs.

*H<sub>1</sub>: Under the Appointment System, Sustainable Human Resource Management (SHRM) positively and significantly impacts the Professional Identity of university lecturers.*

The results showed that the direct effect  $\beta = 0.246$ , standard error  $SE = 0.062$ , p-value less than 0.01, deviation-corrected 95% confidence interval of  $[-0.128, 0.38]$ , and percentile method of  $[-0.122, 0.376]$  were all significant, supporting H1.

*H<sub>2</sub>: Under the Appointment System, Sustainable Human Resource Management (SHRM) positively and significantly impacts the Self-Efficacy of university lecturers.*

The results showed that the direct effect  $\beta = 0.403$ , standard error  $SE = 0.056$ , p-value less than .01, deviation-corrected 95% confidence interval of  $[-0.291, 0.509]$ , and percentile method 95% confidence interval of  $[-0.297, 0.512]$  were all significant, supporting H2.

*H<sub>3</sub>: Under the Appointment System, Self-Efficacy positively and significantly impacts the professional identity of university lecturers.*

The results showed that the direct effect  $\beta = 0.315$ , standard error  $SE = 0.063$ , p-value less than .01, deviation-corrected 95% confidence interval of  $[-0.204, 0.458]$ , and percentile method 95% confidence interval of  $[-0.189, 0.446]$  were all significant, supporting H3.

*H<sub>4</sub>: Under the Appointment System, Self-Efficacy mediates the positive and significant relationship between Sustainable Human Resource Management (SHRM) and the Professional Identity of university lecturers.*

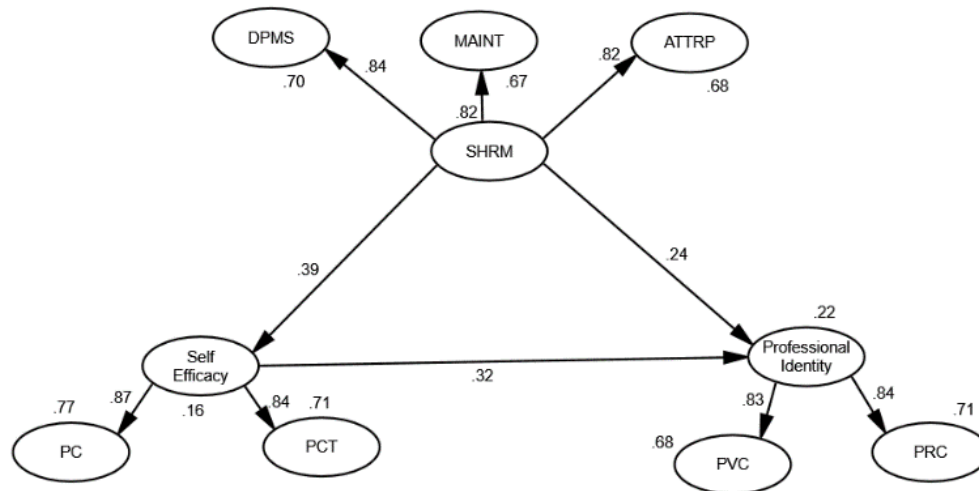
The results showed that the indirect effect  $\beta = 0.127$ , standard error  $SE = 0.03$ , p-value less than .01, deviation-corrected 95% confidence interval of  $[-0.074, 0.196]$ , and percentile method 95% confidence interval of  $[-0.073, 0.195]$  were all significant, supporting H4.

The analysis of total effects indicated that the effect of SHRM on occupational identity ( $\beta = 1.09$ ,  $SE = 0.108$ ,  $p < .01$ ) was reinforced by the mediation of self-efficacy, further confirmed by the confidence interval  $[0.882, 1.314]$ .

Taken together, these results highlight SHRM's critical role in lecturer development, particularly in enhancing self-efficacy and professional identity.

**Table 3.**  
Results of mediation.

Point est	Product of coef		Bias-corrected			Percentile		
	SE	Z	Lower	Upper	p	Lower	Upper	p
H1: SHRM → Professional_Identity								
0.246	0.062	3.968	0.128	0.38	0.001	0.122	0.376	.002
H2: SHRM → Self_Efficacy								
0.403	0.056	7.196	0.291	0.509	0.003	0.297	0.512	.002
H3: Self_Efficacy → Professional_Identity								
0.315	0.063	5.000	0.204	0.458	0.001	0.189	0.446	.002
H4: SHRM → Self_Efficacy → Professional_Identity								
0.127	0.03	4.233	0.074	0.196	0.002	0.073	0.195	.002
Total Effect								
1.09	0.108	10.093	0.882	1.314	0.002	0.883	1.314	.002



**Figure 2.**  
Structural model.

### 5. Discussion

The results show that sustainable human resource management under the Chinese appointment system directly influences self-efficacy and professional identity. In addition, it indirectly promotes professional identity by improving self-efficacy. This emphasizes the critical role of HRM in promoting positive professional attitudes and reveals the dual role of self-efficacy, which is both a direct outcome of HRM and a facilitator for developing professional identity.

This study examines the influence of sustainable human resource management (SHRM) on the self-efficacy and professional identity of college lecturers in the context of the higher education employment system in China. Examining Bandura-based self-efficacy theory and existing HM literature confirmed



the direct positive effects of HRM practice on lecturers' self-efficacy. They revealed its mediating role in promoting professional identity. These findings broaden the scope of self-efficacy theory in organizational management and contribute to the cross-cultural dimensions of the HRM theoretical framework.

Compared to the study findings of Manzoor et al. (2019b) and Mohiuddin et al. (2022), this study emphasizes the critical role of cultural context in interpreting the impact of HRM. Against the background of the widespread collectivist culture in China, HR significantly impacts lecturers' self-efficacy and professional identity, which opens up a new perspective for cross-cultural HR research. From the perspective of sustainable HR management, this study constructs the conceptual model of self-efficacy and professional identity of college lecturers with Chinese characteristics and revises. It develops the scale of sustainable HR management, self-efficacy, and professional identity of college lecturers in Chinese culture. In this study in the Chinese specific cultural background, taking into account the differences in values and culture, to analyse and study sustainable human resource management, how to influence the self-efficacy and professional identity of subjective cognition and psychological attitude change, build a conceptual model of Chinese characteristics, and through the independent revised scale variable measurement and empirical, provides a new conceptual model and empirical support for the group psychology research of higher education lecturers.

Moreover, the empirical findings of this study are consistent with those of Zhang and Linyi (2023), Ibelegbu et al. (2023), and others, strengthening the theoretical foundation for the role of sustainable HRM in faculty professional development and answering the academic questions about the feasibility and impact of sustainable HRM in higher education. This study not only expands the knowledge base of sustainable HRM and self-efficacy theory but also emphasizes the importance of cross-cultural testing for theoretical development and suggests that future studies examine the adaptability and effectiveness of sustainable HRM in different cultural landscapes, especially in the rapidly evolving field of education.

## 6. Conclusion and Limitations

Although this study provides important insights into applying sustainable human resource management (SHRM) in university settings, it has limitations, opening up further research opportunities. One significant limitation is the scope of cultural study. Cross-cultural research is essential to bring together the practices of universities from different cultural backgrounds to gain a deeper understanding of how cultural differences influence management strategies.

In addition, expanding the sample to include universities of different types and geographical locations could provide a broader range of data and thus increase the study's external validity.

Future research should address employees' perceptions and expectations of HRM strategies and explore the combined effects of change management and HRM, particularly in the specific context of higher education management.

By exploring these proposed avenues, future research could enrich the understanding of the practical use of HRM in academic institutions. Such endeavours will provide more nuanced insights into higher education management and greatly support academic and practical progress in the discipline.

## 7. Implications

Due to the unique governance structure of Chinese higher education (presidential responsibility system under the leadership of the party committee) and traditional Chinese culture, the findings suggest sustainable human resource management (SHRM) practices can be effectively integrated within this unique framework. The Chinese government should accurately grasp the internal logic of the tenure system, develop an objective understanding of its system advantages and limitations, start from the development of Chinese universities and reform, establish a reasonable relationship with the core system to overcome the difficulties in reforming the faculty appointment system, and gradually establish an employment system for Chinese university lecturers. The government should strengthen coordination and cooperation between the Party Committee and the school management under the

supervision of the Party Committee to ensure the coherence of policy formulation and implementation. At the same time, the government should promote and support the autonomy and innovation ability of school principals in education, teaching, scientific research, and innovation to improve the overall education quality and competitiveness of schools. The universities should have full authority role of party organizations in integrating resources and uniting the masses, strengthening the construction of mechanisms for lecturers' and students' participation in school management, and promoting a more open and inclusive academic environment. Improve laws and regulations related to lecturers' professional development, ensure a stable policy environment with sufficient financial support and good protection of administrative services to safeguard lecturers' rights and welfare.

The results show that promoting faculty growth is an essential development mode for individual faculty members and higher education institutions. Therefore, colleges and universities should gradually implement sustainable human resource management and adhere to "lecturer-oriented" and all-round development. The lecturer development centre should be established to support the individual professional development of university lecturers by building a shared vision, improving the training mechanism, reforming the incentive mechanism, and building a cooperative culture. The construction of higher education lecturers' professional development system must introduce regular evaluation and timely feedback through classification according to the four stages of lecturers' professional identity, including the fuzzy stage of professional identity, the fluctuation stage of professional identity, the adjustment stage of professional identity and the stable stage of professional identity. At the same time, it attaches great importance to cultivating lecturer culture in lecturer training programs. It systematically implements it in the three dimensions of cultural guidance, management guarantee, and self-cultivation. Ensure that lecturers' development programs align with the school's strategic goals. Colleges and universities should pay more attention to lecturers' psychological problems and counsel them, create an academic atmosphere that promotes freedom and integration, and strive for better work-life balance for lecturers.

Lecturers themselves are the key to shaping their professional identity and self-efficacy. Individual lecturers should raise their awareness of their development, increase their autonomy at work, and establish the concept of lifelong learning. They should actively participate in the development and reform of the school.

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