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Coaching system administration model for homeroom teachers of secondary vocational schools in Guangdong Province

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Abstract

Homeroom teachers play a pivotal role in the holistic development of students in secondary vocational schools, yet their responsibilities have expanded considerably, often leading to stress and burnout. This study applies the PRACTICE coaching framework to construct and validate a Coaching System Administration Model (CSAM) tailored to the Chinese vocational education context. Eight latent dimensions Problem Identification, Realistic Goal Setting, Alternative Solutions Generation, Consideration of Consequences, Feasibility Planning, Implementation, Evaluation, and Emotional State, were conceptualized. A hybrid research design was employed, combining survey data from 512 homeroom teachers across four regions of Guangdong Province with confirmatory factor analysis (CFA). The results demonstrated robust reliability and validity, with strong model fit indices ($\chi^2/df=1.982$, CFI=0.960, TLI=0.951, RMSEA=0.044). Findings highlight that effective coaching system administration enhances teachers' management capacity, emotional regulation, and support for student growth. The study contributes theoretically by extending the PRACTICE framework into the field of educational administration and practically by providing a validated model to strengthen teacher development and student well-being in vocational schools.

Keywords: Coaching system administration, Confirmatory factor analysis, Emotional regulation, Homeroom teachers, Vocational education.

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1. Background

The rapid advancement of China's vocational education, particularly since the release of the Opinions on Promoting High-Quality Education Wang and Li [1], has emphasized the evolving role of homeroom teachers (HRTs). Beyond their subject expertise, HRTs are increasingly expected to demonstrate coaching-oriented management skills that support both academic instruction and students' social-emotional development [2]. As classes serve as the fundamental organizational unit of schooling, homeroom teachers carry dual responsibilities: coordinating teaching activities and managing students' daily lives [3].

However, the complexity of these roles has intensified. Studies reveal that HRTs in secondary vocational schools face a heavy workload, psychological pressure, and heightened risks of stress and burnout [4]. Policy guidance recommends adopting student-centered, differentiated, and institutionalized approaches that integrate cultural, organizational, and societal dimensions into classroom management [5]. This underscores the need for structured models that balance authority and support, clarify roles and responsibilities, and foster sustainable teacher effectiveness.

2. Research Gap

Despite increasing attention to vocational education reform, the literature highlights a critical gap: the absence of a systematic and context-specific Coaching System Administration Model (CSAM) for homeroom teachers. Internationally, various coaching frameworks such as GROW [6], ACHIEVE [7], and PRACTICE [8] have demonstrated effectiveness in organizational, psychological, and educational contexts. Yet, their application to secondary vocational education in China remains underexplored. Furthermore, existing research has insufficiently addressed how coaching-based administration can integrate classroom management, emotional regulation, and student development in a cohesive framework [9, 10].

3. Research Objectives and Significance

To address this gap, this study develops and empirically validates a Coaching System Administration Model (CSAM) for homeroom teachers in secondary vocational schools in Guangdong Province. Grounded in the PRACTICE model and adapted to the educational context, the CSAM encompasses eight latent dimensions: Problem Identification, Realistic Goal Setting, Alternative Solutions Generation, Consideration of Consequences, Feasibility Planning, Implementation, Evaluation, and Emotional State.

The significance of this research is threefold. Theoretically, it extends coaching theory by embedding it into the Chinese vocational education system. Empirically, it provides a validated measurement model through confirmatory factor analysis (CFA), offering methodological rigor. Practically, the study generates actionable insights for policymakers and school administrators seeking to enhance teacher professional development, reduce burnout, and improve student outcomes in vocational education.

4. Literature Review

4.1. Context of Secondary Vocational Schools

Secondary vocational schools serve as a critical bridge between compulsory education and the labor market, cultivating technically skilled talent with broad developmental aims. Internationally, strong school–industry linkages and competency-based curricula define vocational systems. Germany's dual system integrates apprenticeships with classroom learning; the United States emphasizes Career and Technical Education (CTE) pathways; Australia adopts state-managed training packages; Japan combines school–enterprise cooperation in specialized institutions; and the United Kingdom integrates apprenticeships under the NVQ framework.

In China, vocational education has undergone a significant transformation. The Standing Committee of the National People's Congress [11] positions secondary vocational schools to supply high-quality technical talent, supported by industry–education integration, digitalization, and continuing education reforms [12]. Guangdong Province, as an economic hub, has prioritized talent cultivation in sectors such as intelligent manufacturing and new energy. Yet, challenges persist: heterogeneous student intake, weaker academic foundations, and motivational deficits hinder teaching effectiveness. Scholars have highlighted the urgent need to strengthen homeroom teachers' management skills and psychological support for students [13, 14].

4.2. Concepts and Roles of Homeroom Teachers

The concept of the homeroom teacher originates in the European class-teacher system. As early as the 17th century, Comenius emphasized class teachers' responsibilities for moral education, classroom management, and individualized guidance [15]. Across educational systems, roles equivalent to homeroom teachers are known as "form tutors" or "head teachers," combining pastoral care with administrative responsibilities.

In China, homeroom teachers hold a dual role: they serve as subject instructors while managing students' academic, behavioral, and extracurricular development Ministry of Education of the People's Republic of China [16]. This dual responsibility places HRTs at the frontline of student management, but it also contributes to substantial workload and stress.

4.3. Coaching System Administration: Concepts and Models

Coaching as a professional development and management strategy has gained prominence across organizational, psychological, and educational contexts. Widely recognized frameworks include:

GROW model [6], which emphasizes goal setting and pathways to achievement.

ACHIEVE model [7], focusing on practical solution development.

PRACTICE model [8, 17], which outlines a structured process of problem identification, realistic goal setting, alternative solutions generation, consideration of consequences, targeting/feasibility planning, implementation, and evaluation.

This study privileges the PRACTICE model for its adaptability to educational contexts and its incorporation of emotional regulation as a critical dimension of sustainable coaching practice.

4.4. Related Research and Gaps

International studies demonstrate that coaching improves teacher performance, student outcomes, and organizational culture. For example, instructional coaching has been shown to enhance teacher practice and student achievement in high-poverty schools [18]; mindfulness-based coaching reduces teacher stress and burnout [19]; and solution-focused coaching fosters adolescent well-being [20].

In China, research highlights the stress, burnout, and complex management duties of homeroom teachers in secondary vocational schools [4]. However, most studies remain descriptive, lacking a validated empirical model that systematically applies coaching principles to homeroom teachers' management practices. This represents a significant theoretical and practical gap.

4.5. Conceptual Framework

Drawing on the PRACTICE model and contextualized for vocational education, the present study conceptualizes Coaching System Administration (CSAM) as an eight-dimensional construct: Problem Identification, Realistic Goal Setting, Alternative Solutions Generation, Consideration of Consequences, Feasibility Planning, Implementation, Evaluation, and Emotional State. Together, these dimensions capture both the cognitive-behavioral and emotional-regulatory aspects of class management. The framework provides the theoretical basis for model validation through confirmatory factor analysis (CFA).

5. Research Methodology

5.1. Research Design

This study employed a hybrid design combining quantitative and qualitative methods to develop and validate the proposed Coaching System Administration Model (CSAM). The quantitative component involved a large-scale survey analyzed through Confirmatory Factor Analysis (CFA), while the qualitative component incorporated expert consultation and follow-up interviews to ensure contextual relevance and construct validity. This design enabled both empirical rigor and practical applicability.

5.2. Population and Sample

The population comprised 477 secondary vocational schools in Guangdong Province. To ensure representativeness, a stratified random sampling technique was applied across the Pearl River Delta, East, West, and North Guangdong regions. A total of 512 homeroom teachers participated in the study, encompassing diverse teaching grades, professional titles, and years of experience. This sampling approach reduced regional bias and enhanced the generalizability of findings.

5.3. Research Instrument

A structured questionnaire was developed based on a comprehensive literature review and expert consultation. The instrument measured eight latent variables: Problem Identification, Realistic Goal Setting, Alternative Solutions Generation, Consideration of Consequences, Feasibility Planning, Implementation, Evaluation, and Emotional State operationalized through 26 observed variables. All items were rated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). To ensure measurement validity:

Content validity was established through expert review.

Construct validity was examined via CFA.

Reliability was assessed using Cronbach's alpha and composite reliability (CR)

5.4. Data Collection Procedures

Data were collected in three phases:

1. Pilot testing with 30 respondents to refine the instrument.
2. Large-scale survey administration using both online and paper-based formats, achieving a 100% usable response rate (N=512).
3. Follow-up interviews with selected teachers and administrators to triangulate quantitative findings.

5.5. Data Analysis

Quantitative data were analyzed using SPSS and AMOS. The following steps were undertaken:

1 Descriptive statistics (mean, standard deviation) to assess overall levels of CSAM dimensions.

2 Confirmatory Factor Analysis (CFA) was conducted to validate the eight-factor structure, with model fit indices including χ^2/df, CFI, TLI, GFI, SRMR, and RMSEA.

3 Reliability and validity tests (Cronbach's alpha, CR, AVE, MSV, ASV) to confirm internal consistency, convergent validity, and discriminant validity.
4 Hypothesis testing through standardized path coefficients to examine the impact of each latent variable on CSAM.

5.6. Research Ethics

All procedures adhered to institutional ethical guidelines. Participants provided informed consent prior to data collection. Responses were treated anonymously and confidentially, ensuring that no individual or school could be identified in the analysis. Participation was voluntary, with the option to withdraw at any stage.

5.7. Profile of Respondents

A total of 512 valid responses were collected from homeroom teachers across Guangdong Province. The sample included teachers from the Pearl River Delta (49.2%), East Guangdong (27.3%), West Guangdong (13.7%), and North Guangdong (9.8%). Regarding professional characteristics, 39.5% were assistant lecturers, 35.2% lecturers, and 25.4% senior lecturers. Teaching experience ranged from less than five years (30.5%) to more than 20 years (7.4%). This distribution ensured representation across regions, grades, and professional backgrounds.

Table 1.
Demographic profile for classification of respondents.

Demographic Data	**n=512**	**Percentage**
1.Area		
The Pearl River Delta	252	49.2%
East Guangdong	140	27.3%
West Guangdong	70	13.7%
North Guangdong	50	9.8%
2. Grade		
First-grade	218	42.6%
Second-grade	143	27.9%
Third-grade	151	29.5%
3. Teacher title		
Assistant Lecturer	202	39.5%
Lecturer	180	35.2%
Senior Lecturer	130	25.4%
4.Work experience		
under 5 years	156	30.5%
5 – 10 years	178	34.8%
11 – 15 years	100	19.5%
16 – 20 years	40	7.8%
Above 20 years	38	7.4%

5.8. Descriptive Statistics of Variables

Table 2 reports the descriptive results of the eight CSAM dimensions. The overall mean score for the Coaching System Administration Model (CSAM) was 3.95 (SD=0.50), indicating a generally high level of perceived effectiveness. Among the dimensions, Emotional State (M=4.13, SD=0.62) and Implementation (M=4.05, SD=0.67) scored highest, while Realistic Goal Setting recorded the lowest mean (M=3.73, SD=0.79). Skewness and kurtosis values fell within acceptable ranges, confirming normality. These results suggest that while homeroom teachers demonstrate strong emotional regulation and implementation skills, goal setting requires further development.

Table 2.
Descriptive Statistics of Coaching System Administration Model (CSAM).

Variable	**M**	**SD**	**Skewness**	**Kurtosis**	**Interpret**
Problem Identification (PI)	3.89	0.75	-1.71	2.58	High
Realistic Goal Setting (RGS)	3.73	0.79	-1.16	0.50	High
Alternative Solutions Generation (ASG)	3.95	0.73	-1.40	1.77	High
Consideration Of Consequences (COC)	3.97	0.72	-1.53	2.05	High
Feasibility Plan (FP)	3.82	0.74	-1.18	0.76	High
Implementation Plan (IP)	4.05	0.67	-1.50	1.73	High
Evaluation(E)	4.01	0.67	-1.43	1.64	High
Emotional State (ES)	4.13	0.62	-1.46	1.84	High
Coaching System Administration Model (CSAM)	3.95	0.50	-1.57	2.28	High

5.9. Confirmatory Factor Analysis (CFA)

5.9.1. Multiple-Variable Confirmatory Factor Analysis

As shown in Figure 1, the multivariate confirmatory factor analysis shows that the Problem Identification (PI) is composed of three factors: Open-ended Questions Skills (OQS), Analyze Skills (AS), and Empathy Skills (EmS). The OQS factor loading is 0.70, the AS factor loading is 0.80, and the EmS factor loading is 0.75. The Realistic Goal Setting (RGS) is composed of three factors: Motivation Skills (MS), Goal-Setting Skills (GS), and Self-Awareness Skills (SS). The MS factor loading is 0.72, the GS factor loading is 0.82, and the SS factor loading is 0.67. The Alternative Solutions Generation (ASG) is composed of three factors: Encourage Skills (EnS), Collaborative Dialogue Skills (CDS), and Innovation Skills (IS). The EnS factor loading is 0.70, the CDS factor loading is 0.78, and the IS factor loading is 0.70. The Consideration of Consequences (COC) is composed of three factors: Communication Skills (CS), Accountability Skills (AcS), and Reflection Skills (RS). The CS factor loading is 0.77, the AcS factor loading is 0.82, and the RS factor loading is 0.70. The Feasibility Plan (FP) is composed of three factors: Delegation Skills (DS), Organizational Skills (OS), and Adaptability Skills (AdS). The DS factor loading is 0.76, the OS factor loading is 0.68, and the AdS factor loading is 0.76. Implementation Plan (IP) is composed of four factors: Problem-Solving Skills (PsS), Emotional Support Skills (ESS), Teamwork Skills (TS), and Self-Regulation Skills (SrS). PsS has a factor loading of 0.86, ESS has a factor loading of 0.79, TS has a factor loading of 0.82, and SrS has a factor loading of 0.79. Evaluation (E) is composed of four factors: Digital Technology Skills (DTS), Continuous Learning Skills (CLS), Feedback Skills (FS), and Persistence Skills (PeS). DTS has a factor loading of 0.81, CLS has a factor loading of 0.78, FS has a factor loading of 0.79, and PeS has a factor loading of 0.79. Emotional State (ES) is composed of three factors: Active Listening Skills (ALS), Positivity Skills (PoS), and Mindfulness Skills (MfS). ALS has a factor loading of 0.85, PoS has a factor loading of 0.78, and MfS has a factor loading of 0.76. Multivariate confirmatory factor analysis showed that the model fit was good, with Chi-Square/df=1.982, GFI=0.921, AGFI=0.898, TLI=0.951, CFI=0.960, SRMR=0.039, and RMSEA=0.044.

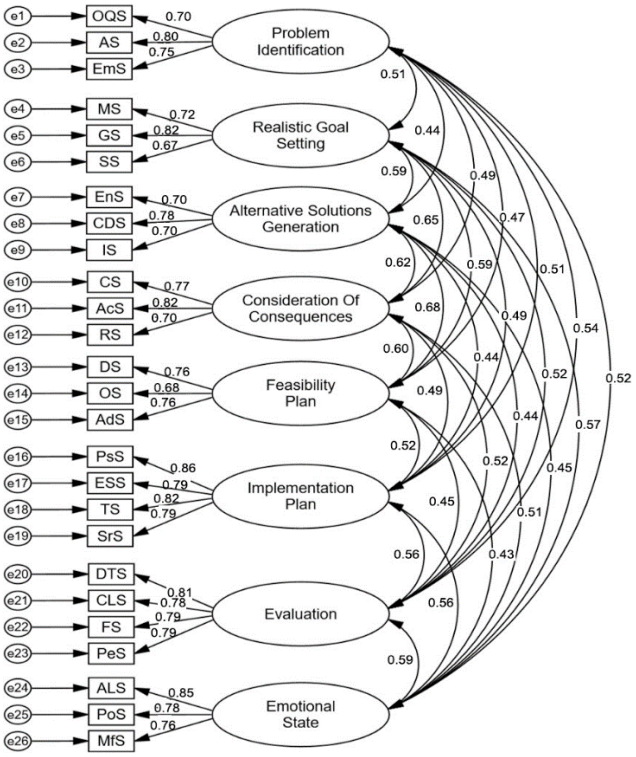

Figure 1.
Multiple-Variable Confirmatory Factor Analysis Results.

5.9.2. Second-Order CFA Results

As shown in Figure 2, the Problem Identification (PI) is composed of three factors: Open-ended Questions Skills (OQS), Analyze Skills (AS), and Empathy Skills (EmS). The loadings are 0.70 for OQS, 0.79 for AS, and 0.75 for EmS. Realistic Goal Setting (RGS) includes Motivation Skills (MS), Goal-Setting Skills (GS), and Self-Awareness Skills (SS), with loadings of 0.72, 0.82, and 0.67, respectively. The Alternative Solutions Generation (ASG) comprises Encourage Skills (EnS), Collaborative Dialogue Skills (CDS), and Innovation Skills (IS), with loadings of 0.70, 0.78, and 0.71. Consideration of Consequences (COC) involves Communication Skills (CS), Accountability Skills (AcS), and Reflection Skills (RS), with loadings of 0.77, 0.82, and 0.70. The Feasibility Plan (FP) consists of Delegation Skills (DS), Organizational Skills (OS), and Adaptability Skills (AdS), with loadings of 0.76, 0.69, and 0.76. Implementation Plan (IP) includes Problem-Solving Skills (PsS), Emotional Support Skills (ESS), Teamwork Skills (TS), and Self-regulation Skills (SrS), with loadings of 0.86, 0.79, 0.82, and 0.79. Evaluation (E) is composed of Digital Technology Skills (DTS), Continuous Learning Skills (CLS), Feedback Skills (FS), and Persistence Skills (PeS), with loadings of 0.81, 0.78, 0.79, and 0.79. Emotional State (ES) includes Active Listening Skills (ALS), Positivity Skills (PoS), and Mindfulness Skills

(MfS), with loadings of 0.86, 0.78, and 0.76. Multivariate confirmatory factor analysis indicated that the model fit was good, with Chi-Square/df=2.117, GFI=0.909, AGFI=0.891, TLI=0.945, CFI=0.951, SRMR=0.050, and RMSEA=0.047.

Problem Identification (PI): Standardized coefficients range from 0.70 to 0.79, indicating a strong correlation between this latent variable and its observed variables, with Analytical Skills having the greatest impact on Problem Identification.

Realistic Goal Setting (RGS): Standardized coefficients range from 0.67 to 0.82, indicating a strong correlation between this latent variable and its observed variables, with Goal-Setting Skills having the greatest impact on Realistic Goal Setting.

Alternative Solutions Generation (ASG): Standardized coefficients range from 0.70 to 0.78, indicating a strong correlation between this latent variable and its observed variables, with Collaborative Dialogue Skills having the greatest impact on Alternative Solutions Generation.

Consideration of Consequences (COC): Standardized coefficients range from 0.70 to 0.82, indicating a strong correlation between this latent variable and its observed variables, with Accountability Skills having the greatest impact on Consideration of Consequences. Feasibility Plan (FP): Standardized coefficients range from 0.69 to 0.76. This latent variable is strongly correlated with its observed variables, with Delegation Skills and Adaptability Skills having a relatively large impact on the Feasibility Plan.

Implementation Plan (IP): Standardized coefficients range from 0.79 to 0.86. This latent variable is strongly correlated with its observed variables, with Problem-Solving Skills having the greatest impact on the Implementation Plan.

Evaluation (E): Standardized coefficients range from 0.78 to 0.81. This latent variable is strongly correlated with its observed variables, with Active Listening Skills having the greatest impact on Evaluation.

Emotional State (ES): Standardized coefficients range from 0.76 to 0.86. This latent variable is strongly correlated with its observed variables, with Analytical Skills having the greatest impact on Emotional State.

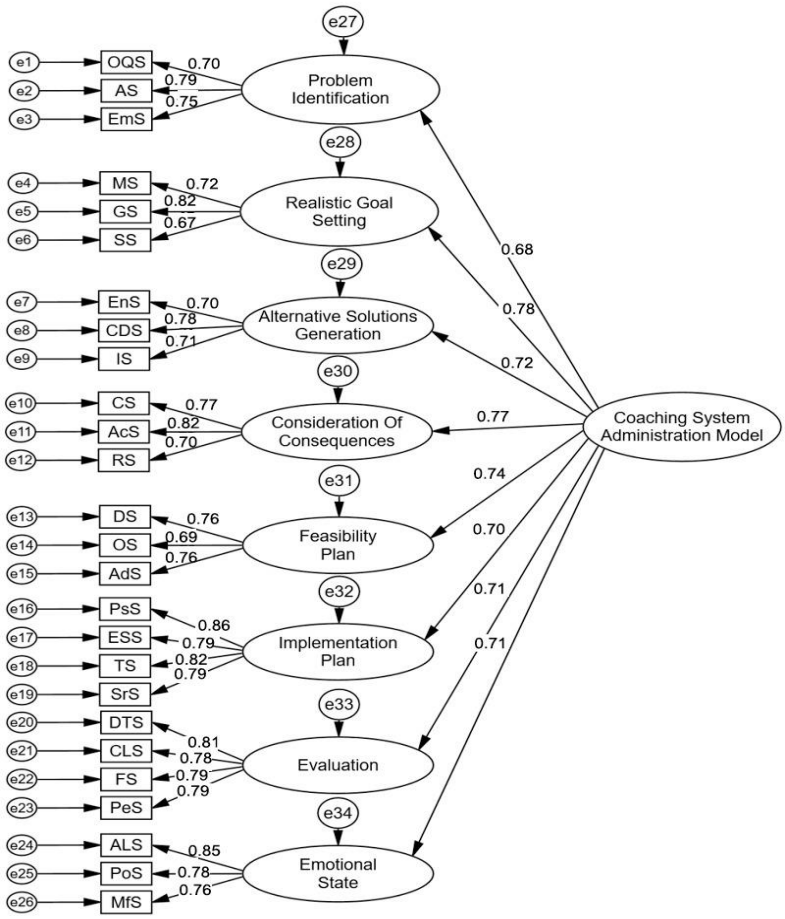

Figure 2.
Second-order CFA results.

5.9.3. Construct Reliability and Discriminant Validity

According to Table 3, this study conducted confirmatory factor analysis (CFA) on a total of 8 factors and 26 analysis items. Cronbach's α (greater than 0.70): Cronbach's α is an indicator of the internal consistency of a measurement instrument. All latent variables had Cronbach's α values greater than 0.70, indicating that all latent variables had high internal consistency and met the reliability requirements for factor analysis. CR (composite reliability, required to be ≥ 0.70): CR is another measure of the internal consistency of latent variables, reflecting the ability of latent variables to explain all observed variables. CR values for each latent variable ranged from 0.77 to 0.89, all greater than 0.70, meeting good reliability requirements. AVE (average variance extracted, required to be ≥ 0.50): AVE reflects the extent to which a

latent variable explains its observed variables. The AVE values for all latent variables are greater than 0.50, indicating that each latent variable explains a large portion of the variance in the observed variables, meeting the requirements for good convergent validity (maximum shared variance, required to be ≤ AVE). MSV measures the shared variance between latent variables and is required to be no greater than the AVE of each latent variable. The MSV values for all latent variables are less than AVE, meeting the requirements for good discriminant validity (average shared variance, required to be ≤ AVE). ASV measures the degree of average shared variance between latent variables. The ASV values for all latent variables are lower than their AVE values, further demonstrating the good discriminant validity of the latent variables. As shown in the table above, the AVE values corresponding to all eight factors are greater than 0.5, and the CR values are all greater than 0.7. AVE > MSV, and AVE > ASV, indicating that the data from this analysis has good discriminant validity. This indicates that the data from this analysis has good convergent validity.

Table 3.
Construct Reliability and Discriminant Validity

Variable	Cronbach' a	CR	AVE	MSV	ASV
Problem Identification (PI)	0.92	0.79	0.56	0.29	0.25
Realistic Goal Setting (RGS)	0.92	0.78	0.55	0.36	0.32
Alternative Solutions Generation (ASG)	0.92	0.77	0.53	0.46	0.28
Consideration Of Consequences (COC)	0.91	0.81	0.59	0.34	0.27
Feasibility Plan (FP)	0.91	0.78	0.54	0.42	0.31
Implementation Plan (IP)	0.95	0.89	0.67	0.46	0.29
Evaluation(E)	0.94	0.87	0.63	0.31	0.26
Emotional State (ES)	0.93	0.84	0.64	0.34	0.27

5.9.4. Hypothesis Testing

Structural path analysis supported all eight hypotheses (Table 4). Each latent variable had a significant positive effect on CSAM ($p < 0.001$). Path coefficients ranged from 0.68 (Problem Identification) to 0.78 (Realistic Goal Setting), confirming that each dimension contributes meaningfully to the overall construct. Notably, Realistic Goal Setting ($\beta = 0.78$) and Consideration of Consequences ($\beta = 0.77$) emerged as the strongest predictors of CSAM effectiveness.

Table 4.
Hypothesis testing.

Testing	Standardized Coefficient (β)	S.E.	C.R.	P
Problem Identification (PI)→Coaching System Administration Model (CSAM)	0.68			
Realistic Goal Setting (RGS)→Coaching System Administration Model (CSAM)	0.78	0.14	9.66	***
Alternative Solutions Generation (ASG)→Coaching System Administration Model(CSAM)	0.72	0.12	9.21	***
Consideration Of Consequences (COC)→Coaching System Administration Model(CSAM)	0.77	0.14	9.98	***
Feasibility Plan (FP)→Coaching System Administration Model (CSAM)	0.74	0.13	9.60	***
Implementation Plan (IP)→Coaching System Administration Model (CSAM)	0.70	0.11	10.06	***
Evaluation(E)→Coaching System Administration Model (CSAM)	0.71	0.11	9.91	***
Emotional State (ES)→Coaching System Administration Model (CSAM)	0.71	0.11	10.04	***

Note: ***<0.001.

Table 5.
Model Comparison: First-order and Second-order CFA.

Model Type	χ^2/df	GFI	AGFI	TLI	CFI	SRMR	RMSEA
First-order CFA Model	1.982	0.921	0.898	0.951	0.960	0.039	0.044
Second-order CFA Model	2.117	0.909	0.891	0.945	0.951	0.050	0.047

5.9.5. Model Comparison: First-Order and Second-Order CFA

As shown in Table 5, comparisons between the first- and second-order CFA models revealed that, while the first-order model had slightly superior fit indices, the second-order model offered greater theoretical parsimony by capturing CSAM as a unified construct. Therefore, the second-order model was retained for further interpretation.

6. Conclusions

This study validated an eight-dimensional Coaching System Administration Model (CSAM) for homeroom teachers in secondary vocational schools. Results confirmed that all dimensions, ranging from Problem Identification to Emotional State, contribute significantly to effective coaching-based administration. Among them, Realistic Goal Setting and Consideration of Consequences emerged as the strongest predictors, suggesting that clear goal orientation and accountability are particularly critical in the Chinese vocational education context. Emotional State also played a central

role, underscoring the importance of teachers' emotional regulation for sustaining effective classroom management and supporting student well-being. These findings align with international evidence. For example, Reddy et al. [18] demonstrated that instructional coaching improves teacher practices and student outcomes, while Aldrup et al. [21] emphasized the role of teachers' emotion regulation in enhancing teaching effectiveness. The current study extends these insights into the underexplored domain of Chinese secondary vocational education.

This research advances the literature in three ways.

First, it extends coaching theory by adapting the PRACTICE framework to the context of vocational education in China, incorporating emotional regulation as a formal construct within administrative practice.

Second, it validates an empirically tested multidimensional model, thereby bridging the gap between descriptive studies of homeroom teacher stress and systematic theoretical models.

Third, the study positions coaching administration as a higher-order construct, demonstrating that diverse skills ranging from problem-solving to providing feedback and practicing mindfulness operate collectively to enhance teacher effectiveness.

The results carry several implications for policy and practice:

Teacher Training and Development: Professional development programs should emphasize coaching-based skills, particularly in goal-setting, accountability, and emotional regulation, to improve classroom dynamics.

School Administration: Administrators can integrate the CSAM framework into teacher evaluation and support systems, ensuring that homeroom teachers receive structured feedback and emotional support.

Policy Makers: Given ongoing reforms in vocational education, the model offers a practical tool for strengthening the managerial capacity of teachers and aligning classroom practices with national talent development goals. While the study contributes novel insights, several limitations should be acknowledged. First, the research focused solely on Guangdong Province, limiting the generalizability of results to other regions in China. Second, data relied primarily on self-reported perceptions, which may be subject to response bias. Third, the cross-sectional design does not capture changes in coaching practices over time.

6.1. Future Studies Could Address these Limitations By

Conducting comparative analyses across different provinces or countries to test the universality of the CSAM. Employing longitudinal designs to examine how coaching administration evolves with teacher experience and policy reforms. Incorporating multi-source data (e.g., student outcomes, peer evaluations) to triangulate teacher self-reports. Exploring the integration of digital coaching platforms and technology-enhanced feedback in vocational education settings.

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