



**THE GUIDELINES TO IMPROVE PROFESSIONAL
DEVELOPMENT FOR TEACHERS IN RURAL PRIMARY
SCHOOLS IN YUNNAN PROVINCE, CHINA**

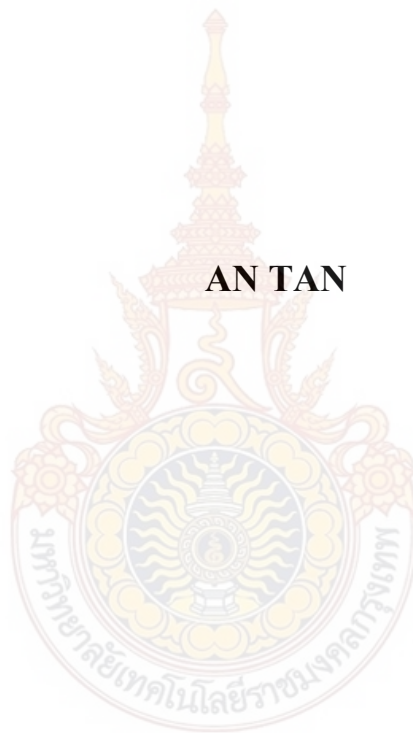


AN TAN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2024
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FOR TEACHERS IN RURAL PRIMARY SCHOOLS IN YUNNAN
PROVINCE, CHINA

Author An TAN

Major Master of Arts (Education and Society)

Advisor Assistant Professor Dr. Saifon Songsiengchai

THESIS COMMITTEE

.....Chairperson
(Assistant Professor Dr. Aungtinee Kittiravechote)

.....Advisor
(Assistant Professor Dr. Saifon Songsiengchai)

..... Committee
(Assistant Professor Dr. Wannaporn Siripala)

Approved by the Institute of Science Innovation and Culture
Rajamangala University of Technology Krungthep in Partial Fulfillment
of the Requirements for the Master's Degree

.....
(Assistant Professor Dr. Yaoping LIU)
Director of the Institute of Science Innovation and Culture
Date.....Month.....Year.....

Thesis	THE GUIDELINES TO IMPROVE PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RURAL PRIMARY SCHOOL IN YUNNAN PROVINCE, CHINA
Author	An TAN
Major	Master of Arts (Education and Society)
Advisor	Assistant Professor Dr. Saifon Songsiengchai
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ABSTRACT

The research objectives are as follows: 1) To study the current status of the professional development of rural primary school teachers in Yunnan Province, China; 2) To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China. The sample group of this study was stratified through random sampling from 380 rural primary school teachers across 8 rural primary schools in Yunnan Province, using the Krejcie and Morgan table. Additionally, 25 managers of rural primary school teachers from the same 8 schools were purposively sampled. The research instruments comprise questionnaires and semi-structured interviews, and the data analysis includes descriptive statistics and content analysis. Research results on the teacher professional development of rural primary school teachers in Yunnan Province were high ($\bar{x}$ = 4.09, S.D. = 0.65) in three aspects. 1) Professional ethics was at a high level ($\bar{x}$ = 4.33, S. D.=0.71), 2) professional skill was at a high level ($\bar{x}$ = 4.01, S. D.=0.60), and 3) professional knowledge was at a high level ($\bar{x}$ = 3.92, S.D.=0.65). The guidelines for improving the teacher professional development of rural primary school teachers in Yunnan Province include consisted of five aspects as follows: 1) strengthen the construction of the teaching workforce, 2) improve evaluation and incentive mechanisms, 3) increase government and community support, 4) enhance teachers' awareness of professional development, and 5) improve teachers' sense of professional responsibility.

Keywords: Guidelines, Professional Development for Teachers, Rural Primary School Teachers, Yunnan Province

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

Primary education, the longest-spanning and most impactful component of foundational education, plays a crucial role in shaping students' overall qualities and future development. In primary education, students acquire fundamental knowledge and develop skills in problem-solving, critical thinking, teamwork, and adaptability, laying the groundwork for their future academic and career pursuits (Verma, 2018). Additionally, primary education shapes students' moral values, helping them establish the right perspectives on life, values, and the world. The quality of primary education has a direct impact on students' future academic achievements and life outcomes, underscoring the importance of prioritizing attention and focus on primary education (Singh, 2016). This significance is particularly pronounced in rural areas, where primary education is more prominent. Primary schools in rural areas are responsible for cultivating local talents, preserving culture, and fostering societal development. The education provided by primary schools in rural areas serves as a bridge connecting rural and modern societies, playing an irreplaceable role in the sustainable development of rural economies and societies (Song, 2019).

The Ministry of Education of the People's Republic of China and various levels of government have consistently shown a strong commitment to primary education, implementing a series of policies to promote the professional development of primary school teachers. Over the past decade, the Chinese government has issued a series of documents and policies aimed at enhancing the quality of primary education and the professional competence of teachers. The Central People's Government of the People's Republic of China (2010) promulgated the "National Medium and Long-term Education Reform and Development Plan (2010-2020)," which emphasized the priority of developing education and constructing a nation with substantial human resources. It also advocated for the balanced development of basic education. It highlighted the importance of teacher competence in foundational education, stressing the need to

"concentrate on improving the level of teachers." However, the issue of imbalanced education resources between urban and rural areas persisted.

The General Office of the State Council of the People's Republic of China (2015) issued the "Rural Teacher Support Plan," proposing a comprehensive improvement in the ethical standards of rural teachers and the implementation of a long-term mechanism for ethical construction combining education, publicity, evaluation, supervision, and rewards and punishments. Simultaneously, it aimed to enhance the overall competence of rural teachers by tailoring training methods to the actual needs of rural teachers, thereby improving the relevance and effectiveness of the training. The document explicitly recognized the importance of ethical standards as the foundation for rural teachers and the significance of professional competence.

Six departments, including the Ministry of Education of the People's Republic of China (2020), released the "Opinions on Strengthening the Construction of the Rural Teacher Team in the New Era," outlining measures to enhance the ethical standards and professional conduct of rural teachers. It also introduced targeted public funding for training rural teachers to facilitate their professional development. The document reiterated the importance of rural teachers' ethical standards and professional competence and proposed methods to advance their professional development.

In recent years, Yunnan Province has introduced various policy measures for primary and rural education. Yunnan Province has implemented various policies to support rural education and promote balanced educational development. These policies include strengthening the construction of the rural primary school teacher workforce, improving teaching conditions, and enhancing the quality of education. The People's Government of Yunnan Province (2022) released the "14th Five-Year Plan for Educational Development in Yunnan Province," proposing coordinated efforts to advance rural education development. This involves implementing a plan for rural education development, elevating the educational quality of rural schools, improving the overall quality and teaching abilities of rural teachers, intensifying teacher training efforts, and enhancing the competence of the teaching staff. The plan emphasizes upgrading the educational qualifications of the teacher workforce, gradually raising the educational requirements for primary school teachers from associate degrees to specialized associate degrees in education and non-education-related bachelor's degrees.

The People's Government of Yunnan Province (2023) released the "Three-Year Action Plan for High-Quality Education Development in Yunnan Province (2023-2025)," outlining efforts to strengthen the construction of the primary school teacher workforce. The plan aims to optimize the primary school teacher training system, conduct timely training for primary school teachers, and comprehensively enhance their professional development.

Despite policy support, professional development for rural primary school teachers in Yunnan still faces specific difficulties and challenges. Firstly, some teachers lack training and proficiency in modern educational technologies due to geographical and economic limitations, leading to a relatively outdated teaching approach. Secondly, there is considerable mobility among rural primary school teachers, resulting in talent loss issues that affect the continuity and stability of the education system. Additionally, the promotion avenues for rural primary school teachers are relatively narrow, lacking opportunities for professional development, which may impact their enthusiasm and motivation (Wang, 2023).

Therefore, it is necessary to formulate specific guidelines to facilitate the professional development of rural primary school teachers in Yunnan. These guidelines should outline the direction and objectives of professional development, providing more targeted training and support. This approach aims to establish a solid foundation for the comprehensive improvement of rural primary school education.

1.2 Research Questions

1. What is the current status of the professional development of rural primary school teachers in Yunnan Province, China?
2. What are the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China?

1.3 Research Objectives

1. To study the current status of the professional development of rural primary school teachers in Yunnan Province, China.

2. To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

1.4 Scope and Limitations of the Research Study

1.4.1 Scope

This study primarily focused on rural primary school teachers in Yunnan Province, China, which was conducted in the academic year 2024. It aimed to examine the status of professional development for rural primary teachers in Yunnan Province, China. Based on the status of professional development, this study also identified existing problems and analyzed the causes. Furthermore, this study developed guidelines to enhance professional development for rural primary school teachers in Yunnan Province, China, focusing on three key areas: professional knowledge, professional skills, and professional ethics.

This study collected data through Questionnaires and Semi-structured Interviews. It included the perspectives of teachers and managers of rural primary schools. The study also reviewed relevant documents, policies, and literature to gain a comprehensive understanding of the research topics.

1.4.2 Limitation

This study conducted its data collection and analysis in the academic year 2024. The adaptability of the results is susceptible to the dynamic influence of temporal changes. The evolving landscape, marked by the introduction of new education policies, shifts in economic development trajectories, and advancements in societal progress, introduces a layer of complexity to the study's findings. Recognizing the interconnected nature of education, economics, and society, the outcomes of this research might be subject to alterations influenced by external factors.

In the current landscape, the insufficiency of qualified teachers in rural primary schools has led to a prevalent practice of concurrent teachers taking on multiple subjects. Many rural teachers were compelled to teach a diverse range of subjects simultaneously. This multifaceted role, teacher multitasking, has become a distinctive feature of rural primary education. Consequently, this research faced inherent

limitations as it could not comprehensively explore teachers' nuanced professional development status across different subjects.

This study was explicitly limited to rural primary school teachers in Yunnan Province, examining and analyzing teachers from eight selected rural primary schools. The applicability of the findings regarding the professional development of rural primary school teachers might be influenced by the unique context of Yunnan Province. Consequently, the generalizability of these results to teachers in rural primary schools in other provinces across China and different countries or regions might be subject to certain limitations due to variations in educational systems, cultural contexts, and regional disparities.

1.5 Research Framework

This study defined the concept of professional development of rural primary school teachers by combining the relevant domestic and foreign literature and identifying existing problems. Using literature, questionnaires, semi-structured interviews, and other methods to analyze the professional development of rural primary school teachers in Yunnan Province. Based on the professional development of rural primary school teachers in Yunnan Province and domestic and foreign experience, this article presents the guidelines for improving the professional development of rural primary school teachers in Yunnan Province, as shown in Figure 1.1.

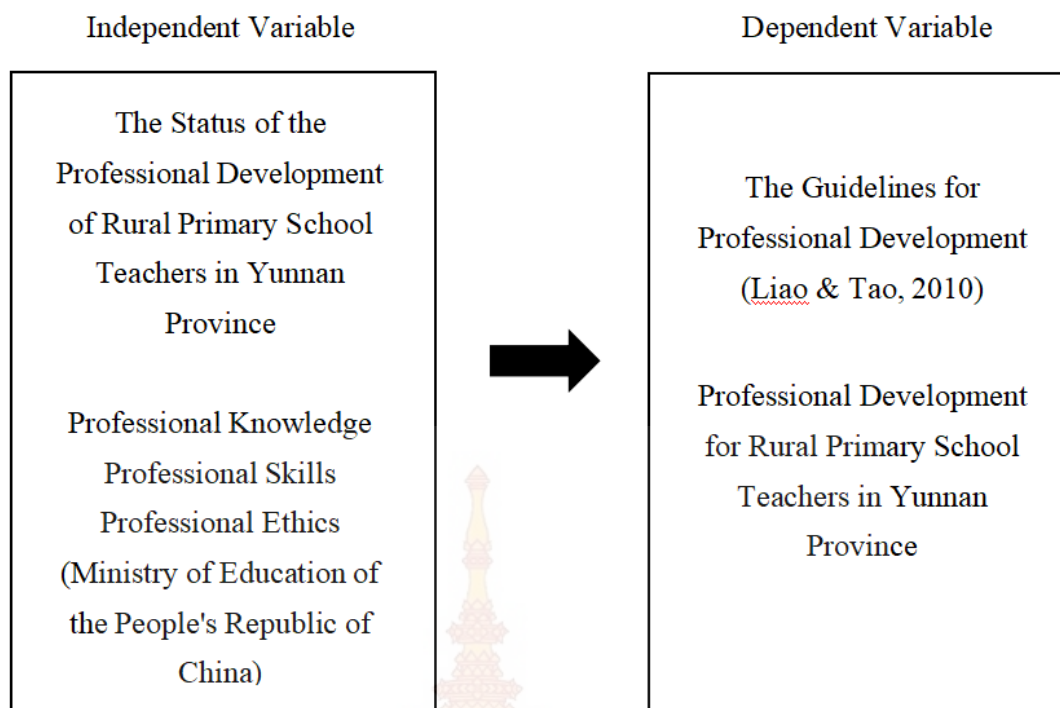


Figure 1.1 Research Framework

1.6 Definition of Key Terms

1. Guidelines

Guidelines refer to instructions or principles designed to provide guidance and recommendations. These documents aim to assist individuals or organizations in understanding how to perform specific tasks, adhere to particular standards, or take specific actions.

The professional knowledge of primary school teachers refers to a comprehensive understanding and proficient mastery of a series of professional information and skills required by educators in elementary education. This includes thoroughly understanding child psychology, educational psychology, curriculum design, teaching methods, and subject knowledge. The professional knowledge of primary school teachers also encompasses an understanding of education regulations, curriculum standards, and educational technology, enabling them to flexibly apply various teaching methods to meet students' diverse learning needs.

The professional skills of primary school teachers refer to the various skills and qualities required in the teaching profession. This includes a deep understanding and proficient mastery of subject knowledge, as well as transforming that knowledge into engaging and comprehensible teaching content. Additionally, primary school teachers must possess practical classroom management skills, enabling them to organize teaching activities efficiently and stimulate students' interest in learning. Effective communication skills are also crucial, as they involve interacting with students, parents, and colleagues in a manner that promotes positive educational cooperation.

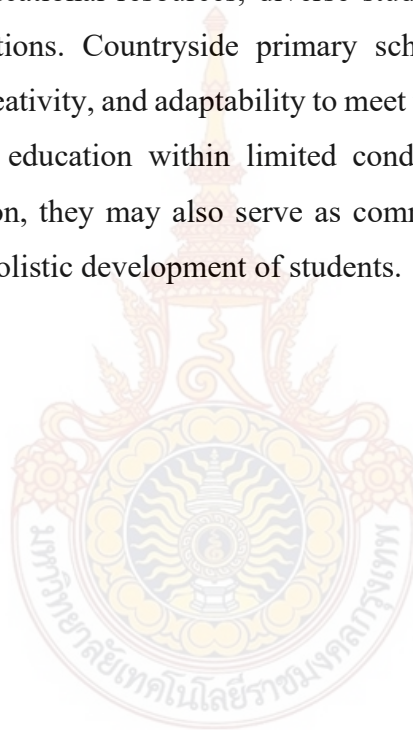
The professional ethics of primary school teachers refers to a set of behavioral guidelines and professional standards that teachers should adhere to in their educational work. This includes the teacher's responsibility towards students, passion, commitment to education, and societal responsibilities. The shaping of students during the primary school education stage is crucial, making the professional ethics of primary school teachers particularly important.

2. Professional development for teachers

Professional development for teachers refers to a dynamic and continuous process wherein educators consistently enhance their teaching proficiency, professional competence, and educational skills throughout their careers. This multifaceted journey involves a commitment to lifelong learning, active participation in educational training initiatives, and dedicated research into educational theories and practices. The primary objective is to navigate the ever-evolving educational landscape effectively, enabling teachers to respond to changes, enhance student learning outcomes, and contribute to the overall progress of education. Embracing professional development for teachers is a proactive approach, allowing educators to evolve and better align with the diverse needs of students and the evolving expectations of society. This intentional growth enables educators to create dynamic, engaging learning environments that promote student success and societal progress. Teacher professional development is not a one-time event but a continuous journey marked by a commitment to excellence, adaptability, and a deep understanding of the ever-changing educational landscape.

3. Rural primary school teachers

Rural primary school teachers refer to educators engaged in elementary education in rural areas. This term encompasses education professionals working in rural primary schools, responsible for teaching students fundamental subjects such as Chinese, mathematics, and science. The scope of work for countryside primary school teachers may involve multiple grades and subjects since rural schools are often managed by a few teachers responsible for the entire school's teaching duties. These teachers play a crucial role in rural primary schools, facing various challenges, including limited educational resources, diverse student backgrounds, and relatively poor teaching conditions. Countryside primary school teachers typically need to possess flexibility, creativity, and adaptability to meet the diverse needs of students and provide high-quality education within limited conditions. While shaping students' foundational education, they may also serve as community leaders, making positive contributions to the holistic development of students.



CHAPTER II

LITERATURE REVIEW

In the study on improving the professional development of primary school teachers in rural areas of Yunnan Province, the researchers analysed the literature, concepts, theories, and studies related to the professional development of primary school teachers in rural areas. Details are as follows.

2.1 The Guidelines

2.1.1 The Guidelines in Education

"Guidelines" refer to the standard guidelines, norms, or recommendations in the academic field used to guide academic research, paper writing, and other related activities. Turabian (1937) of the University of Chicago, USA, in "A Manual for Writers of Research Papers, Theses, and Dissertations," provided guidance on academic writing, stating that guidelines include clear recommendations, procedures, standards, norms, or policies to help users better understand, implement, or evaluate specific activities, processes, or decisions. They serve as normative and coordination tools, ensuring consistency and high-quality execution, and play a vital role in organizations, industries, and society.

2.1.2 The Importance Of Guidelines In Education

The Guidelines play a vital role in professional teaching, providing educators with valuable guidance and structure for effective teaching, professional development, and ethical conduct. Popham (1993) stated in "Transformative Assessment" that the guidelines provide a framework for teaching excellence. They offer insights into evidence-based teaching methods, classroom management strategies, and approaches that cater to diverse learning styles. This ensures that educators can create engaging and inclusive learning environments that are conducive to student success. Conley (2010) noted in "A Complete Definition of College and Career Readiness" that career development is significantly influenced by guidelines that outline pathways for continuous learning and growth. They recommend ongoing training, workshops, and collaborative activities to keep teachers current on the latest

educational research, technological advancements, and innovative teaching methods. An emphasis on professional development helps build a vibrant and well-informed teaching community. Timperley (2009), in "Using Assessment Data for Improving Teaching Practice," discusses classroom management, including strategies for creating positive and inclusive learning environments. Educators can refer to these guidelines to establish effective communication, address behavioral challenges, and promote a sense of community among their students. Guides also aid teacher collaboration and teamwork. They provide a common framework for educators to share best practices, collaborate on curriculum development, and work together to improve the overall quality of instruction. Additionally, the guide can serve as a valuable reference for integrating technology in the classroom. They provide insights into selecting and utilizing digital resources responsibly and effectively, ensuring technology enhances rather than detracts from the learning experience.

In summary, guidelines play a critical and multifaceted role in teaching. They guide teaching practice, shape professional development, provide an ethical foundation, impact assessment methods, contribute to effective classroom management, promote collaboration, and provide insights into responsible technology integration. These guidelines help produce skilled, ethical, and evolving teaching professionals.

2.2 Professional Development for Teachers

2.2.1 Research on the Connotation of Professional Development for Teachers

The study of professional development for teachers is a comprehensive field that explores several important aspects. First, teacher professionalization is a core concept that encompasses teachers' growth and improvement in knowledge, skills, and attitudes. Secondly, scholars have conducted in-depth research on development models from various perspectives to identify the most effective path for teachers' development. At the same time, the process of professional development for teachers has also attracted much attention. Understanding this process can help optimize the educational environment and teaching effects. Finally, for the strategies of professional development for teachers, the researchers provided a variety of viewpoints and

suggestions to support teachers' continuous progress in education and teaching. These diverse definitions and viewpoints have enriched research in the field of professional development for teachers, providing important references for enhancing the quality of education and promoting educational reform.

The concept of teacher specialization was first proposed by Carr-Saunders (1933), who defined a profession as "a group of people engaged in a profession that requires specialized skills to provide specialized services." His ideas have had a profound impact on the education field, requiring teachers not only to master a wealth of subject knowledge but also to possess professional teaching skills. Fan (2007) pointed out the five characteristics of professional teachers summarized by Professor Winch of the University of Northampton in the UK: 1) Teachers should have educational knowledge of applied theory, 2) Educational knowledge should include normative pedagogy components, which run through the three aspects of curriculum, teaching, and evaluation. 3) Educational knowledge should include technical knowledge. Exceptional technical knowledge should be acquired through personal experience and communication. 4) Educational knowledge should be integrated with personal moral enthusiasm. 5) Educational knowledge should be a critical method to serve the growth and development of students.

The Southeast Asian Ministers of Education Organization (SEAMEO) implemented the "SEAMEO INNOTECH Regional Education Program" (SIREP), which formulated Teaching Competency Standards in Southeast Asian countries and defined the core teaching literacy generally recognized by ASEAN countries. Its specific content includes professional knowledge, skills, character, personal moral standards and values, professional development, and lifelong education. The Thai government has also formulated its framework for teacher quality standards to promote professional development for teachers. The Office of the Education Council of Thailand (2010) promulgated the "Framework of Teacher Education Quality Standards" to cultivate a new generation of teachers who meet the needs of the 21st-century global knowledge economy and the economic development of the ASEAN region. The expected goals of the new quality standard framework for the new generation of teachers include: 1) Become a researcher with leadership and genuinely committed to students; 2) Master the content of the subject, know at least one foreign language, and

be able to use Thai for effective knowledge teaching 3) Have the ability to inspire students' thinking and actively participate in learning; 4) Have the ability to learn lifelong and happily enter the normal learning process; 5) Have the ability to think creatively and solve problems effectively, and meet students' high expectations; 6) Form teaching ethics and moral examples, and abide by the "Thai King's Constitution" and other teaching characters.

Firstly, in terms of the content of professional development for teachers, scholars both domestically and internationally have continuously researched the transition from a superficial focus on knowledge and skills to a deeper emphasis on moral and emotional aspects. Hoyle (1980) defined professional development for teachers as the process through which teachers, at various stages of their teaching careers, acquire the necessary knowledge and skills for effective professional practice. He emphasized that teacher professional development encompasses knowledge, skills, and moral, political, and emotional dimensions.

Perry (1980) viewed professional development for teachers as a personal growth process within a teacher's professional life, encompassing skill improvement and the continuous expansion of teaching subject knowledge. Professional development for teachers encompasses various aspects, enabling them to elevate their work to a professional level and transform their professional expertise into authority.

Secondly, the development pathways are ongoing, progressing from external learning and training to emphasizing internal professional attitudes and emotions. Lu et al. (2006) noted that teacher professional development can occur through in-service teacher education or training, resulting in specific aspects of development. They believe it encompasses all-natural learning experiences and consciously organized activities that directly or indirectly benefit individuals, groups, or schools, thereby enhancing the quality of classroom education.

According to Zhu (2002), professional development for teachers is a process that enables teachers to grow and mature professionally, based on the improvement and refinement of their professional qualities, including knowledge, skills, and ethics. Zhu (2003) regarded professional development for teachers as the continuous growth and pursuit of maturity in professional qualities, beliefs, knowledge,

skills, and emotions. Professional development for teachers accompanies a teacher throughout their career.

Xiao (2002) argued that professional development for teachers, considering the teaching profession's irreplaceability and the professional development process, should be seen as a continuous and interconnected development process that integrates pre-service teacher training with in-service teacher training. Zhu (2002) believed that teachers must continuously learn, research, and develop their professional content throughout the process, from pre-service teacher training to teaching and in-service further education. Ye (2001) proposed that teacher professional development is a continuous process of a teacher's professional growth, involving the constant updating, evolution, and enrichment of the teacher's internal professional structure.

In summary, combining the viewpoints of scholars from both domestic and international perspectives, professional development for teachers can be understood in three ways: as the process of a teacher's professional growth, the content of which includes various aspects like knowledge, skills, and emotions, and as a continuous and continually enriching process.

2.2.2 Theories Related to the Professional Development of Primary School Teachers

The Ministry of Education of the People's Republic of China (2012) formulated the professional standards for primary school teachers in the "Professional Standards for Primary and Secondary School and Kindergarten Teachers", which include basic concepts, essential content, and implementation suggestions. The key "basic content" comprises three dimensions: Professional philosophy and ethics, professional knowledge, and professional skills. Four to six fields are established under each dimension, and three to six basic requirements are proposed under each field. Meng (2016) believed that the degree of transformation of educational concepts is a crucial indicator of the professional development of middle school teachers and a significant factor influencing their professional growth. Middle school teachers propose requirements for quality education, abandon various practices of exam-oriented education, revise outdated educational ideas, and establish new teaching concepts that keep pace with the times. Primary school teachers should effectively apply the concept of "teaching students following their aptitude" in their educational methods, teaching

strategies, and teaching approaches, particularly when working with students who exhibit diverse personality characteristics and undergo developmental changes. Primary school teachers can only optimize their teaching in response to changes in the educational environment. To help students develop, they can always stand at the forefront of education and teaching.

Huang et al. (2021) believe that the specific content of professional development for primary school teachers primarily focuses on professional knowledge, skills, and ethics. Autonomy is the process of automatically promoting the overall development of the self. There are apparent differences in the performance of primary school teachers of different ages in terms of influencing professional development factors, educational concepts, self-development planning, professional knowledge, professional ability, and professional development paths. Schools should customize training plans according to the different needs and active roles of teachers of different teaching ages. Teachers themselves should also have personal plans.

2.2.3 Research on Factors Influencing Professional Development for Teachers

During the professional development process for teachers, various factors influence their progress, resulting in variations in their professional development status.

Fessler (1985) suggested that both personal and organizational environments impact the professional development of teachers. Glatthorn (1995) identified three major factors affecting professional development for teachers: personal factors, teacher life and work factors, and specific activities that promote teacher development. Liu (2004) identified social, school, and individual factors as influencing professional development for teachers. Zhao et al. (2006) categorized factors affecting professional development for teachers into environmental and personal factors, combining social and school factors into the environmental category.

The Ministry of Education of the People's Republic of China, Division of Teacher Education (2003), noted that factors influencing teachers' professional development span three periods: pre-service teacher education, in-service teacher education, and post-service teaching. The professional development process for teachers begins during pre-service student days, emphasizing the importance of starting

research on factors influencing professional development for teachers from the researcher's student days.

According to research findings from scholars both domestically and internationally, factors influencing teacher professional development can be analyzed from both internal and external dimensions. Internal factors include personal intrinsic elements (individual needs, work attitudes, career ideals, self-professional development needs, and consciousness). External factors encompass the external environment in which individuals operate, including societal and school environments (such as national education policies, teachers' social status and welfare, living and working conditions, teacher management systems, school culture, etc.) as well as family environments. The second dimension is the time dimension of professional development for teachers, covering pre-service education, in-service education, and post-service phases. In different stages of professional development for teachers, there are mutual influences between internal and external factors.

2.2.4 Research on Professional Development for Teachers' Pathways

The research on professional development for teachers primarily aims to promote teachers' professional growth and enhance their professional development. By bridging theory and practice, studying the connotations, content, stages, influencing factors, and more aspects of professional development for teachers aims to maximize the practical application of theoretical knowledge. This, in turn, enables the optimization of development pathways and the efficient elevation of teachers' developmental levels.

Firstly, considering the current status in China, the nation is vigorously advancing a new era of educational development, which is also a new era for developing the rural teacher workforce. Zhao et al. (2019) pointed out that a series of policies for rural teachers in China, especially the "Rural Teacher Support Plan (2015-2020)," "Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" issued by the CPC Central Committee and the State Council, and "China's Education Modernization 2035," have set new directions for the development of China's rural teacher workforce, marking a milestone.

Secondly, examining existing research outcomes, scholars both domestically and internationally have identified various pathways to promote

professional development for teachers and enhance their professional levels. Yin (2019) mentioned that external measures to promote professional development for teachers include policies, implemented measures, or activities carried out by higher authorities. Examples include extending internship periods for regular university students, providing more opportunities for grassroots experience, and education departments implementing various measures and training to improve teachers' professional competence. Internal measures refer to personal self-improvement, involving the cultivation of a sense of autonomous development, setting development goals, emphasizing the teaching practice to continually enhance teaching and classroom management skills, fostering a reflective mindset to assess educational beliefs and behaviors continuously, and establishing a lifelong learning concept. Additionally, teachers should embrace professional collaboration, recognizing the importance of support and assistance from colleagues, parents, education managers, and students for mutual learning, influence, support, and progress. This collaborative approach enables collective improvement and advancement in the professional development process.

2.3 Research On the Professional Development of Rural Teachers in China

2.3.1 Research on the Professional Development Status of Teachers in Chinese Rural Areas

Regarding the current status of professional development for rural teachers in China, Chinese scholars have researched and analyzed from three perspectives: individual teachers, school environment, and societal factors.

From the individual teacher's perspective, based on a questionnaire survey of rural teachers in nine provinces in China, Liao (2005) identified prominent issues in the current qualifications, ideologies, professional knowledge, teaching skills, and research capabilities of rural teachers. Zhou (2010) believed that teachers face challenges such as low teacher qualification standards, insufficient post-entry training for professional development, outdated educational concepts, weak awareness of professional ethics, and a lack of professional ethics. Individual teachers also exhibit incomplete and irrational knowledge structures. Furthermore, there is a weak

application of modern teaching techniques and a general deficiency in educational research capabilities.

From the perspective of the school environment, Tang (2000) surveyed primary and secondary school teachers in county towns and below. In "Research on the Development of Rural Teachers in China," he described the quantity, quality, structure, living conditions, and survival environment issues related to the development of rural teachers. He pointed out concerns about special groups, such as substitute teachers and teachers transitioning from private to public schools in rural areas. Wang et al. (2006) believed that rural teachers' desire to participate in continuing education is strong, driven by the urgent need to enhance their professional development. However, various problems in training, as well as the influence of internal and external school environments, constrain the professional development of rural teachers.

From a social factor perspective, Yuan (2009) highlighted the prominent contradictions in the survival and development of rural teachers. They face heavy workloads, often teaching multiple subjects, yet receive low wages. Improving educational levels is economically challenging, posing a significant obstacle to the professional development of rural teachers. Wu (2005) identified five "bottlenecks" that externally constrain the professional development of teachers in rural schools: leadership "bottleneck," management "bottleneck," resource "bottleneck," evaluation "bottleneck," and funding "bottleneck." Wang (2005) identified key problems in the professional development of rural teachers, including an unreasonably structured teacher workforce with an overabundance of older teachers, severe shortages in certain subjects, unstable teaching staff, incomplete management systems, and a lack of backbone teachers and subject leaders with weak qualifications. Overall, the comprehensive abilities of the teacher workforce are lacking, their knowledge structures are outdated, and there is a lack of dedication and professional spirit.

2.3.2 Research on Improving the Current Status of Professional Development for Rural Teachers in China

As most scholars research the current status of professional development for rural teachers in China, many analyze the status and reasons for the professional development and put forward numerous reasonable suggestions. From a practical perspective, most scholars offer constructive recommendations addressing various

aspects of the current status of professional development for rural teachers. These suggestions extend beyond theoretical and policy levels, encompassing the detailed facets of teachers' work and lives.

Liao et al. (2010) highlighted several prominent issues in the current status of rural teachers, including academic qualifications, educational ideologies, levels of professional knowledge, teaching skills, and research capabilities in education. They advocate for vigorously advancing the informatization of rural basic education, enhancing educational qualifications, improving teaching practices, conducting educational research to address practical issues, and establishing a sound evaluation system for rural teachers.

Sheng (2010) suggested that the current status of professional growth for rural primary school teachers necessitates the active utilization of online resources to achieve remote specialization. It emphasized the importance of maintaining a learning attitude, enhancing cultural literacy, and cultivating awareness of the new curriculum. Additionally, it encourages bold experimentation in classroom teaching to enhance pedagogical expertise, fostering an open mindset to facilitate effective communication, and maintaining a commitment to self-reflection for ongoing professional development.

Considering the overall development of rural teachers, Jiang (2003) believed that the current status of professional development for Chinese rural teachers should be analyzed from four dimensions: economic, managerial, social status, and teachers' psychology. He proposed strategies such as emulating Japan's "regular mobility system," effectively improving teachers' remuneration, intensifying supervision over salary distribution, and implementing policy support. Other strategies include establishing a teacher talent market, ensuring a fair selection process for school principals, and striking a delicate balance between retaining teachers and attending to their needs.

Liao (2006) proposed six scientific principles for constructing China's rural teacher workforce in "Research on China's Rural Education Issues." These principles include: 1) demand forecasting, 2) structural optimization, 3) job satisfaction, 4) survival of the fittest, 5) localization, and 6) specialization. Guo (2007) suggested four points for the overall development of rural teachers in China: the government providing policy guidance and support, teacher educators improving their qualifications and

teaching abilities, schools implementing measures to strengthen teacher workforce construction, and primary school teachers enhancing their internal strength and creativity. From different perspectives, these scholars offer constructive suggestions for addressing the current professional development challenges faced by rural teachers in China.

In summary, the professional development challenges faced by rural teachers constitute a complex and longstanding issue, requiring concerted efforts from various stakeholders to create a conducive environment for teacher development. Individual teachers continuously seek improvement to address the challenges in professional development for rural teachers.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This paper examined the status of professional development for rural primary school teachers in Yunnan Province, China, and developed guidelines for enhancing professional development in this context. The researcher conducted research and explained the research methods for each title as follows:

1. Research Population and Samples
2. Data Collection
3. Research Instruments
4. Content Validity and Reliability
5. Data Analysis

The research design for this study employed a mixed-methods approach (qualitative and quantitative). This method can provide researchers with tools to reveal the nature of complex phenomena and find key factors through in-depth exploration, description, and understanding of social phenomena. Through detailed, comprehensive, and in-depth qualitative research, we can obtain in-depth descriptions, support quantitative research, and promote project development. It also provides objective, quantifiable data, allowing this study to precisely measure various variables and their relationships, conduct statistical inferences, and offer reliable model predictions. By employing statistical methods, quantitative analysis facilitates the identification of patterns and trends, as well as the performance of various comparisons, thereby providing a more in-depth understanding and comprehensive data support for this study (Helmold, 2019).

3.2 Research Population and Samples

3.2.1 Population

According to the administrative division of Yunnan Province, the study included 8 minority autonomous prefectures throughout the province, and one rural primary school was selected in each minority autonomous prefecture as the research object.

The population of this research was divided into 2 groups:

1. There were 380 rural primary school teachers from 8 rural primary schools in Yunnan Province.
2. There were 25 rural primary school teachers and managers from 8 rural primary schools in Yunnan Province.

3.2.2 Samples

1. The sample group was, according to the table for determining a limited overall sample size proposed by Krejcie and Morgan (1970), the overall sample unit is 380, and the sample size should be 191.

2. The sample group in this study was 5 managers of rural primary school teachers from 8 rural primary schools in Yunnan Province. They were selected by purposive sampling. The qualifications of this group are as follows: 1) At least 5 years of experience as a rural primary school manager, 2) Possess a bachelor's degree in education or above, 3) Have abundant teaching and management experience in rural primary school education.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Figure 3.1 Table for Determining Sample Size of Known Population

Table 3.1 List of Schools and Sample Size

No	Yunnan Rural Primary School	Population	Sample
1	Primary School 1	54	27
2	Primary School 2	46	23
3	Primary School 3	44	22
4	Primary School 4	47	24
5	Primary School 5	43	22
6	Primary School 6	44	22
7	Primary School 7	50	25
8	Primary School 8	52	26
Total		380	191

N means Population, n means Sample Group, $L=N/n=2.08$. Among them, $N_1=63$, $n_1=N_1/L=30$; $N_2=50$, $n_2=N_2/L=24$; $N_3=49$, $n_3=N_3/L=23$; $N_4=41$, $n_4=N_4/L=19$; $N_5=47$, $n_5=N_5/L=22$; $N_6=51$, $n_6=N_6/L=27$; $N_7=63$, $n_7=N_7/L=30$; $N_8=56$, $n_8=N_8/L=26$. For details, please refer to Table 3.2, which lists the schools and sample size.

3.2.3 Sampling Method

1. The sampling method was stratified random sampling. The 8 rural primary schools were selected as a sample using this method.
2. The sampling method was purposive sampling. The qualifications of this group are as follows: 1) At least 5 years of experience as a rural primary school manager, 2) Possess a bachelor's degree in education or above, 3) Have abundant teaching and management experience in rural primary school education.

3.3 Data Collection

1. Data was collected using quantitative data. The questionnaire underwent pre-testing and formal testing before being distributed on Star's platform. One hundred ninety-one rural primary school teachers from eight rural schools in Yunnan Province responded via mobile phones or computers. Next, the questionnaire data were collected and saved through Star's platform. The researcher distributed the questionnaire to 200 teachers. A total of 191 questionnaires were returned, representing a response rate of 95.5%.

2. Data was collected using qualitative data. The semi-structured interview was a one-on-one, face-to-face interview with five rural primary school managers from eight rural primary schools in Yunnan Province. The interviewer asked questions based on 6 topics in the semi-structured interview content, and the interviewees answered. The interviewer recorded the interviewees' answers comprehensively and in detail.

3.4 Research Instruments

1. The instrument to collect the data for objective 1:

The questionnaire was used to collect data from 191 rural primary school teachers regarding the current status of guidelines for professional development in Yunnan Province. The questionnaire was designed based on the professional development of rural primary school teachers in Yunnan Province program in three aspects: 1) Professional Knowledge, 2) Professional Skills, and 3) Professional Ethics, which were divided into two parts:

Part 1: The personal information of the respondents was investigated and classified by gender, age, occupation (as a primary school teacher), highest level of education, and significant studies.

Part 2: The questionnaire was based on the three dimensions outlined in "Professional Standards for Primary School Teachers (Trial)" (2012), which served as the primary reference for compiling the questionnaire. Refer to Table 3.2 for details. There were 10 questions on professional knowledge, 10 questions on professional skills, and 10 questions on professional ethics, totaling 30 questions, all based on a five-point Likert scale (1932). The questionnaire asked the sample group to put a tick in the table according to their status:

A rating of 5 means = strongly agree

A rating of 4 means = agree

A rating of 3 means = unsure

The rating 2 means = disagree

The rating 1 means = strongly disagree

Table 3.2 Dimensions and Fields of Questionnaire

Variables	Item Number
Professional Knowledge	1-10
Professional Skills	11-20
Professional Ethics	21-30
Total	30

2. The instrument to collect the data for objective 2:

A semi-structured interview was conducted with five rural primary school managers to explore the guidelines for improving professional development for rural primary school teachers in Yunnan Province.

In semi-structured interviews, the researcher determined a series of topics or questions in advance, and these topics were typically open-ended, allowing the interviewee to express their opinions and experiences freely. Unlike unstructured interviews, semi-structured interviews include a set of fixed questions or topics to ensure the researcher can obtain specific information and compare responses across interviewees.

There were 6 topics for semi-structured interviews with the 5 rural primary school managers.

Table 3.3 Topics' Contents of Semi-Structured Interview

Item Number	Topics' Contents
1	About the activities or approaches of professional development of rural primary school teachers in Yunnan Province.
2	About the professional development of rural primary school teachers in Yunnan Province in terms of professional knowledge.
3	Regarding the professional development of rural primary school teachers in Yunnan Province, the focus is on enhancing their professional skills and competencies.
4	Regarding the professional development of rural primary school teachers in Yunnan Province in terms of professional ethics,
5	About the professional development for rural primary school teachers in Yunnan Province to become professionals.
6	Apart from the above, is there anything else you want to say?

3.5 Content Validity and Reliability

The two research instruments, a questionnaire and a semi-structured interview, were used to consider the Content Validity and Reliability as follows:

1. The construction process of the questionnaire was as follows:

The researcher reviewed and analyzed relevant literature, concepts, theories, and research on rural primary school teachers and their professional development.

The researcher constructed a questionnaire to assess the current status of professional development among rural primary school teachers in Yunnan Province, China. Then, the researcher sent the questionnaire outline to the thesis advisors so they could review and revise the contents according to the suggestions.

Step 3: The IOC of the questionnaire was assessed by three experts in primary education to ensure the content validity of the questionnaire. The researcher reviewed the questionnaire questions in the context of the current status of professional development among rural primary school teachers in Yunnan Province.

IOC is the consistency index between the question and the purpose. The criteria for judging the consistency between the question and the purpose are as follows. If $IOC > 0.50$, the question is considered to be measured according to its intended purpose. If $IOC < 0.50$, the question is considered not to be measured according to the purpose.

The IOC of the questionnaire was 0.67 to 1.00. For details, please refer to the Appendices.

Step 4: The Researcher modified the questionnaire according to the experts' suggestions.

The questionnaire was distributed to 30 rural primary school teachers for a trial run.

2. The construction process of the semi-structured interview was as follows:

The researcher reviewed and analyzed relevant literature, concepts, theories, and research on rural primary school teachers and their professional development.

The researcher constructed a semi-structured interview to explore guidelines for improving professional development among rural primary school teachers in Yunnan Province, China. Then, the researcher sent the semi-structured interview outline to the thesis advisors so they could review and revise the contents according to the suggestions.

Step 3: The IOC of the semi-structured interview was assessed by three experts in primary education to ensure the content validity of the semi-structured interview. The researcher reviewed semi-structured interview topics related to guidelines for improving professional development among rural primary school teachers in Yunnan Province.

The IOC of the semi-structured interview was: 1.00, 1.00, 1.00, 1.00, 0.67, 1.00. For details, please refer to the Appendices.

Step 4: The Researcher modified the semi-structured interview topics according to the experts' suggestions.

The three experts who conducted a questionnaire and semi-structured interview for the IOC needed to meet the following conditions: 1) The professional field of research is the field of primary education, 2) have a professional title of associate professor or above, and 3) have an understanding of rural primary schools and rural primary school teacher development.

The questionnaire's reliability and consistency were measured using the Cronbach's alpha method.

Cronbach's alpha method measures the degree to which a set of items is related to a group. It mainly applies to situations where the items in a scale are designed to measure the same underlying construct or trait. The alpha coefficient, which ranges from 0 to 1, provides a measure of the scale's reliability and consistency. If the items of a measurement instrument are highly correlated, then Cronbach's alpha value will be close to 1, indicating that the instrument has high internal consistency. On the other hand, if the correlations between items are low, the alpha value will be low, indicating poor internal consistency.

The Cronbach's alpha of the questionnaire was 0.85.

3.6 Data Analysis

The data analysis of the two research instruments is as follows:

1. The construction process of the questionnaire was as follows:

In this research, the researcher analyzed the data using a package program.

The personal information of the respondents was analyzed by frequency and percentage. The questionnaire regarding the personal information of respondents was classified by gender, age, occupation as a primary school teacher, highest level of education, and significant studies.

Step 2: The current status of the professional development of rural primary school teachers in Yunnan Province, China, in the following three aspects) Professional Knowledge, 2) Professional Skills, and 3) Professional Ethics were analyzed by average value ($\bar{x}$) and standard deviation (SD). According to the five-level questionnaire, the Average Score of 4.51-5 means “highest” level, the Average Score of 3.51-4.5 means “high” level, the Average Score of 2.51-3.5 means “medium” level, the Average Score of 1.51-2.5 means “low” level, and the Average Score of 0.5-1.5 means “lowest” level. The current status of professional development for rural primary school teachers in Yunnan Province was investigated, and existing problems were identified based on the current development status. The causes of these problems were then analyzed.

2. The semi-structured interview about the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China, was analyzed by content analysis.

Based on the data obtained from the interviews, the content was organized, summarized, and classified, and the commonalities in the data were explored. The researcher combined questionnaire analysis results, the Professional Standards for Primary School Teachers (Trial)" of the Ministry of Education of the People's Republic of China, and the research literature about the professional development of rural primary school teachers in Yunnan Province. Reasonably designed the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

CHAPTER IV

ANALYSIS RESULT

4.1 Research Findings

4.1.1 Data Analysis

This section presents the analysis results for objective 1 using tables and descriptions. It includes percentage, average value, standard deviation, and ranking within all factors. The analysis results for objective 2 are presented using tables and descriptions. It includes the personal information of the interviewee and a summary table of the interview results. Subsequently, the elements of all factors are presented similarly.

The data analysis result can be presented as follows:

1. Symbols and abbreviations
2. Process of data analysis
3. Results of data analysis

Symbol and Abbreviations

- n refers to the sample group
- $\bar{x}$ refers to the average value
- S. D. refers to the standard deviation

Process of Data Analysis

Objective 1: To study the current status of the professional development of rural primary school teachers in Yunnan Province, China.

The analysis results regarding the personal information of respondents, classified by gender, age, occupation as a primary school teacher, highest level of education, and significant studies. The data was presented in the form of frequency and percentage.

The questionnaire results were analyzed to determine the current status of the professional development of rural primary school teachers in Yunnan Province. The data was presented in the form of average value and standard deviation.

Objective 2: To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

The analysis results are about the personal information of semi-structured interviewees. The data was presented in the form of educational background, date, and time.

The analysis results from the interview about evaluating the adaptability and feasibility of guidelines for Professional Development for Rural Primary School Teachers in Yunnan Province.

Part 1: The analysis results of the questionnaire contents

1. The analysis results regarding the personal information of respondents, classified by gender, age, occupation as a primary school teacher, highest level of education, and significant studies. The data was presented in the form of frequency and percentage.

Table 4.1 Questionnaire Demographic Data of the Respondents (n=191)

Item	Personal Information	Frequency	Percentage
Gender	Male	68	35.60
	Female	123	64.40
Age	21-30years old	45	23.56
	31-40years old	74	38.74
	41-50years old	42	21.99
	Over 50 years old	30	15.71
Working as a primary school teacher	1-5 years	40	20.94
	6-10 years	76	39.79
	11-15 years	18	9.43
	16-20 years	14	7.33
	Over 20 years	43	22.51
Highest education	Secondary's Education	18	9.43
	College's Degree	60	31.41
	Bachelor's Degree	106	55.50

Item	Personal Information	Frequency	Percentage
	Master's Degree	7	3.66
	Doctor's Degree	0	0
Major	Primary Education major	72	37.70
	Other Teacher Education Majors	83	43.45
	Non-teacher Education Majors	36	18.85

According to Table 4.1, regarding the respondents' gender, there were 123 females, accounting for 64.40%, and 68 males, accounting for 35.60%. Regarding the age of the respondents, 45 were aged 21-30, accounting for 23.56%. Seventy-four were aged 31-40, accounting for 38.74%; 42 were aged 41-50, accounting for 21.99%, and 30 were over 50, accounting for 15.71%. Regarding the years of work experience of the respondents, 40 people worked as primary school teachers for 1-5 years, accounting for 20.94%. Seventy-six people worked as primary school teachers for 6-10 years, accounting for 39.79%, 18 people worked as primary school teachers for 11-15 years, accounting for 9.43%, and 14 people worked as primary school teachers for 16-20 years, accounting for 7.33%, and 43 people worked as primary school teachers over 20 years, accounting for 22.51%. Regarding the educational background of the respondents, 18 had a Secondary Degree, accounting for 9.43%. Sixty had a college degree, accounting for 31.41%; 106 had a bachelor's degree, accounting for 55.50%. Moreover, 7 had a Master's Degree, accounting for 3.66%. Regarding the respondents' majors, 72 primary education majors accounted for 37.70%. 83 Other Teacher Education Majors, accounting for 43.45%. Furthermore, 36 Non-teacher Education Majors, accounting for 18.55%.

2. The analysis results about the professional development of respondents. The data was presented in the form of average value and standard deviation.

According to the five-level questionnaire, the Average Score of 4.51-5 means "highest" level, the Average Score of 3.51-4.5 means "high" level, the Average Score of 2.51-3.5 means "medium" level, the Average Score of 1.51-2.5 means "low" level, and the Average Score of 0.5-1.5 means "lowest" level.

Table 4.2 The Average Value and Standard Deviation of the Professional Development of Rural Primary School Teachers in Yunnan Province in Three Aspects (n=191)

Professional Development of Rural Primary School Teachers in Yunnan Province	$\bar{x}$	S. D.	Rank
Professional Knowledge	3.92	0.65	3
Professional Skills	4.01	0.60	2
Professional Ethics	4.33	0.71	1
Total	4.09	0.65	

Table 4.2 found that the professional development of rural primary school teachers in Yunnan Province in three aspects was high ($\bar{x}$ = 4.09, S.D. = 0.65). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was professional ethics ($\bar{x}$ = 4.33, S.D. = 0.71), followed by professional skills ($\bar{x}$ = 4.01, S.D. = 0.60), and professional knowledge was the lowest level ($\bar{x}$ = 3.92, S.D. = 0.65).

Table 4.3 The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Knowledge (n=191)

	Professional Knowledge	$\bar{x}$	S. D.	Level
1	You can master the basic principles and main methods of primary school education.	4.04	0.67	High
2	You understand the characteristics and patterns of physical and mental development of students of different ages.	3.96	0.68	High
3	You understand student safety protection knowledge.	4.06	0.64	High
4	You are familiar with the curriculum standards and teaching methods of the subject you teach.	4.02	0.63	High
5	You understand the main methods and strategies for developing curriculum resources for your teaching subjects.	3.90	0.66	High
6	You possess the necessary information technology knowledge to adapt to teaching content, methods, and modernization.	3.79	0.69	High

	Professional Knowledge	$\bar{x}$	S. D.	Level
7	You understand the characteristics and rules of primary school students' character development.	3.95	0.62	High
8	You understand the basic principles and methods of educational psychology.	3.87	0.61	High
9	You have appropriate knowledge of natural sciences and humanities.	3.84	0.65	High
10	You have corresponding knowledge of art appreciation and expression.	3.78	0.60	High
	Total	3.92	0.65	

Considering the results of rural primary school teachers in Yunnan Province in professional knowledge ranged from the highest to lowest level were as follow: the highest level was student safety protection knowledge ($\bar{x}=4.06$, S. D.=0.64), followed by the basic principles and main methods of primary school education ($\bar{x}=4.04$, S. D.=0.67), followed by the curriculum standards and teaching methods ($\bar{x}=4.02$, S. D.=0.63), followed by the characteristics and patterns of physical and mental development of students ($\bar{x}=3.96$, S. D.=0.68), followed by the characteristics and rules of character development ($\bar{x}=3.95$, S. D.=0.62), followed by the primary methods and strategies for developing curriculum resources ($\bar{x}=3.90$, S. D.=0.66), followed by the basic principles and methods of educational psychology ($\bar{x}=3.87$, S. D.=0.61), followed by appropriate knowledge of natural sciences and humanities ($\bar{x}=3.84$, S. D.=0.65), followed by the information technology knowledge to adapt to teaching content, teaching methods and modernization of methods ($\bar{x}=3.79$, S.D.=0.69), and corresponding knowledge of art appreciation and expression was the lowest level ($\bar{x}=3.78$, S. D.=0.60).

Table 4.4 The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Skills (n=191)

	Professional Skills	$\bar{x}$	S. D.	Level
1	You can reasonably formulate teaching goals and teaching plans.	4.09	0.55	High
2	You can rationally utilize teaching resources and methods to design the teaching process.	4.08	0.62	High

	Professional Skills	$\bar{x}$	S. D.	Level
3	You can create a good learning environment and atmosphere to stimulate students' interest in learning.	4.01	0.64	High
4	You can effectively implement teaching through various methods, such as heuristics, inquiry, and discussion, among others.	4.04	0.57	High
5	You can integrate and apply modern educational methods into teaching.	3.88	0.61	High
6	You can use multiple assessment criteria to give students appropriate evaluation and guidance.	3.98	0.58	High
7	You can use language that suits the characteristics of primary school students to carry out education and teaching work.	4.12	0.65	High
8	You can self-evaluate the effectiveness of education and teaching, and promptly adjust and improve education and teaching work.	3.95	0.60	High
9	You can communicate effectively with students, parents, and colleagues.	3.90	0.59	High
10	You can explore and research the problems encountered in your work.	3.92	0.63	High
	Total	4.01	0.60	High

Table 4.4 summarizes the professional skills of rural primary school teachers in Yunnan Province. The overall average score was 4.01, with a standard deviation (SD) of 0.60, indicating a high level of consistency.

Considering the results of rural primary school teachers in Yunnan Province in professional skills ranged from the highest to lowest level were as follow: the highest level was appropriate language for education and teaching ($\bar{x}$ =4.12, S. D.=0.65), followed by reasonably formulatin teaching goals and teaching plans ($\bar{x}$ =4.09, S.D.=0.55), followed by rationally utilizing teaching resources and methods to design the teaching process ($\bar{x}$ = 4.08, S.D.=0.62), followed by effectively implementing teaching through various methods ($\bar{x}$ =4.04, S.D.=0.57), followed by creating a good learning environment and atmosphere ($\bar{x}$ = 4.01, S.D.=0.64), followed by using multiple assessment criteria to give appropriate evaluation and guidance ($\bar{x}$ =3.98, S. D.=0.58), followed by self-evaluating the effectiveness of education and teaching, and promptly adjusting and improving education and teaching work ($\bar{x}$ =3.95, S.D.=0.60), followed by exploring and researching the problems encountered in work

($\bar{x}$ =3.92, S. D.=0.63), followed by communicating effectively with students, parents and colleagues ($\bar{x}$ =3.90, S. D.=0.59), and integrating and applying modern educational methods into teaching was the lowest level ($\bar{x}$ = 3.88, S. D.=0.61).

Table 4.5 The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Ethics (n=191)

	Professional Ethics	$\bar{x}$	S. D.	Level
1	You can abide by education laws and regulations and have never done anything that violates them.	4.50	0.68	High
2	You have good professional ethics and serve as a role model for students.	4.44	0.75	High
3	You can abide by the professional ethics requirements for primary school teachers.	4.48	0.70	High
4	You are interested in primary school education.	4.20	0.71	High
5	You agree that primary school teachers are professionals.	4.23	0.67	High
6	You prioritize the safety of students' lives.	4.46	0.72	High
7	You can be a good role model for students to learn to develop good behaviour.	4.26	0.69	High
8	You can dress clean and tidy, speak appropriately, and behave civilly and politely at work.	4.32	0.74	High
9	You aspire to be an excellent educator.	4.18	0.73	High
10	You love education and regard teaching as a lifelong career.	4.28	0.66	High
	Total	4.33	0.71	High

According to Table 4.5, a summary of rural primary school teachers in Yunnan Province in professional ethics. The overall average score was 4.33, with a standard deviation (S.D.) of 0.71, indicating a high level of consistency.

Considering the results of rural primary school teachers in Yunnan Province in professional ethics ranged from the highest to lowest level were as follows: the highest level was the ability to abide by education laws ($\bar{x}$ =4.50, S.D.=0.68), followed by abiding by the professional ethics requirements for primary school teachers ($\bar{x}$ =4.48, S.D.=0.70), followed by valuing the life safety of students as the priority ($\bar{x}$ =

4.46, S. D.=0.72), followed by having good professional ethics and serving as a role model for students ($\bar{x}$ =4.44, S. D.=0.75), followed by followed by dressing cleanly and tidily, speaking appropriately, and behaving civilly and politely at work ($\bar{x}$ = 4.32, S. D.=0.74), followed by loving education and regarding teaching as a lifelong career ($\bar{x}$ =4.28, S. D.=0.66), followed by being a good role model for student to learn to develop good behaviour ($\bar{x}$ =4.26, S. D.=0.69), followed by agreeing to primary school teachers are professional ($\bar{x}$ =4.23, S. D.=0.67), followed by interested in primary school education ($\bar{x}$ =4.20, S. D.=0.71), and aspiring to be an excellent educator was the lowest level ($\bar{x}$ = 4.18, S. D.=0.73).

Part 2: The analysis results of the semi-structured interview contents

Table 4.6 Personal Information of Interviewees

Interviewee	Education Background	Date	Time
Interviewee 1	Highest Education: Bachelor's Degree Major: Math Work experience: 15 years	April 20, 2024	15:00 GMT +7 30 minutes
Interviewee 2	Highest Education: Bachelor's Degree Major: Primary Education Work experience: 12 years	April 27, 2024	19:00 GMT +7 30 minutes
Interviewee 3	Highest Education: Bachelor's Degree Major: Education Management Work experience: 9 years	April 28, 2024	9:00 am GMT +7 30 minutes
Interviewee 4	Highest Education: Bachelor's Degree Major: Chinese Work experience: 13 years	May 5, 2024	20:00 GMT +7 30 minutes
Interviewee 5	Highest Education: Master's Degree Major: Primary Education Work experience: 5 years	May 12, 2024	16:00 GMT +7 30 minutes

Table 4.7 Summary of the Results of the Semi-structured Interview Contents

Topics	Summary of the Results of the Semi-structured Interview Content
1. About the activities or approaches of professional development of rural primary school teachers in Yunnan Province.	1. In Yunnan, rural teachers participate in various professional development activities, including in-service training programs, peer learning groups, mentorship, and online courses. Workshops and teaching demonstrations also play a key role. These activities aim to enhance teaching methods and foster a supportive professional community. 2. In Yunnan's rural minority areas, professional development includes workshops, in-service training, peer learning sessions, and online courses. These activities focus on enhancing teaching strategies and fostering collaboration among teachers. Regional education bureaus and local universities often organize these initiatives to address specific needs. 3. Professional development in Yunnan's rural areas involves workshops, training programs, and peer learning sessions. Teachers also benefit from online resources and mentorship programs. These approaches aim to improve teaching practices and foster collaboration among educators. 4. Professional development in Yunnan's minority areas includes workshops, in-service training, and peer learning. Programs often involve practical teaching sessions, mentorship, and online resources to improve teaching methods and encourage educator collaboration. 5. In Yunnan, professional development for rural primary school teachers includes workshops, in-service training, and peer learning groups. Online courses and mentorship programs are also standard, providing teachers with opportunities to enhance their skills and share best practices.

Topics	Summary of the Results of the Semi-structured Interview Content
2. About the professional development of rural primary school teachers in Yunnan Province in terms of professional knowledge.	1. Professional development in Yunnan focuses on expanding teachers' subject-specific knowledge through targeted workshops, curriculum updates, and educational research. Collaboration with universities and access to specialized courses also support teachers in deepening their understanding of both content and pedagogical theories. 2. Development programs focus on enhancing teachers' understanding of core subjects and effective educational methodologies. Workshops on curriculum updates, subject-specific training, and access to educational research resources help teachers stay current with teaching practices and content knowledge. 3. Development focuses on enhancing subject knowledge and educational theories. Teachers participate in curriculum workshops, specialized training sessions, and access resources to stay updated with the latest educational research and best practices. 4. Teachers enhance their subject knowledge through specialized workshops and curriculum training. Access to educational research and collaboration with academic institutions helps them stay updated with new teaching methodologies and subject content. 5. Development focuses on improving teachers' understanding of subject content and educational theories. Workshops on curriculum updates, specialized training sessions, and access to academic research help teachers stay current and effective in their teaching.

Topics	Summary of the Results of the Semi-structured Interview Content
3. Regarding the professional development of rural primary school teachers in Yunnan Province, the focus is on enhancing their professional skills and competencies.	1. Development in this area encompasses training in effective classroom management, advanced pedagogical techniques, and integrating technology into teaching. Seminars and teaching practicums offer practical experience, enabling teachers to refine their instructional skills and adapt to diverse classroom needs. 2. Skills development is supported through training in classroom management, innovative teaching methods, and the integration of technology. Teachers also participate in practical teaching sessions and receive feedback to refine their instructional techniques and adapt to various classroom scenarios. 3. Teachers receive training in classroom management, innovative teaching methods, and the integration of technology. Practical workshops and teaching demonstrations help them refine their instructional techniques and effectively address diverse classroom needs. 4. Skills development focuses on classroom management, effective teaching strategies, and integrating technology into lessons. Practical training sessions and peer feedback enable teachers to refine their instructional techniques and address classroom challenges more effectively. 5. Teachers receive training in classroom management, innovative teaching methods, and the effective use of technology in the classroom. Practical workshops and teaching demonstrations allow them to practice new techniques and receive feedback for improvement.

Topics	Summary of the Results of the Semi-structured Interview Content
4. Regarding the professional development of rural primary school teachers in Yunnan Province in terms of professional ethics.	1. Ethical training is provided through workshops and seminars emphasizing integrity, responsibility, and professional boundaries. Mentorship programs also play a role in modeling ethical behavior and reinforcing the importance of a respectful and responsible teaching approach. 2. Professional ethics training includes workshops on integrity, responsible behavior, and appropriate teacher-student relationships. Mentorship programs and adherence to a code of conduct further reinforce the importance of ethical practices in education. 3. Training in professional ethics emphasizes integrity, respect, and maintaining proper boundaries with students. Workshops and mentorship programs stress the importance of ethical behavior and adherence to a professional code of conduct. 4. Professional ethics training emphasizes integrity, respect, and maintaining appropriate relationships between students and teachers. Workshops and mentorship programs reinforce ethical behavior and adherence to professional standards in the education sector. 5. Ethics training emphasizes integrity, respect, and proper conduct with students. Workshops and mentorship programs highlight the importance of maintaining ethical standards and adhering to a professional code of conduct in all interactions.

Topics	Summary of the Results of the Semi-structured Interview Content
5. About the professional development for rural primary school teachers in Yunnan Province to become professionals.	1. To become more professional, rural teachers benefit from ongoing professional development, opportunities for advanced qualifications, regular performance evaluations, and active participation in professional learning communities. These elements collectively contribute to their growth and effectiveness as educators. 2. Continuous learning opportunities, advanced qualification programs, and regular performance assessments are crucial for rural teachers to achieve professional growth. Participation in professional learning communities and career development initiatives supports their progression and effectiveness. 3. Continuous education, advanced qualifications, and regular performance evaluations are essential for rural teachers to become truly professional. Engaging in professional learning communities and accessing career development opportunities supports their growth and effectiveness. 4. Continuous learning, advanced qualifications, and performance evaluations are key to teachers' professional growth. Participation in learning communities and access to career development opportunities support their progression towards becoming more effective educators. 5. Continuous education, advanced qualifications, and regular performance evaluations are crucial for professional growth. Participation in professional learning communities and career development initiatives supports teachers in becoming more skilled and effective educators.

Topics	Summary of the Results of the Semi-structured Interview Content
6. Apart from the above, is there anything else you want to say?	1. Addressing challenges such as limited resources, funding gaps, and insufficient incentives is crucial. Enhancing access to high-quality development programs and increasing community involvement can further improve the effectiveness and impact of professional development initiatives in rural schools. 2. Addressing challenges such as limited access to resources, inadequate funding, and low incentives is essential. Improving these areas, along with greater community involvement, will enhance the quality of professional development and ultimately benefit the education of students in rural minority areas. 3. Addressing issues like resource scarcity, inadequate funding, and low incentives is crucial. Improving these aspects and involving the community more can significantly enhance the quality and impact of professional development for rural teachers. 4. Addressing resource limitations, funding issues, and low incentives is essential for improving professional development. Greater community involvement and better support systems can enhance the effectiveness and impact of development programs in rural minority areas. 5. Addressing limited resources, inadequate funding, and low incentives is essential for improving professional development. Enhanced support from the community and better access to quality training programs can significantly impact the effectiveness of rural teachers.

In Yunnan's rural areas, primary school teachers engage in various professional development activities, including in-service training, peer learning groups, mentorship, and online courses. These activities, often organized by regional education bureaus and local universities, aim to enhance teaching methods, foster collaboration, and build supportive professional communities. Teachers also participate in workshops focused on subject-specific knowledge, curriculum updates, and educational research, often in collaboration with academic institutions. Skills development includes training in classroom management, advanced pedagogical techniques, and technology integration, supported by practical workshops and feedback sessions. Through

workshops and mentorship programs, ethical training emphasizes integrity, responsibility, and professional boundaries. Continuous professional development, advanced qualifications, regular performance evaluations, and participation in professional learning communities are crucial for teachers' growth and effectiveness. Addressing challenges such as limited resources, funding gaps, insufficient incentives, and greater community involvement is essential to enhance the impact of professional development initiatives in these rural areas.



CHAPTER V

CONCLUSION AND DISCUSSION

The purposes of this study were as follows: 1. To study the current status of the professional development of rural primary school teachers in Yunnan Province, China. 2. To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China. The sample group consisted of 191 rural primary school teachers from eight rural schools in Yunnan Province. The interview group was 5 managers of rural primary school teachers from 8 rural schools in Yunnan Province. The research instruments were questionnaires and semi-structured interviews.

5.1 Conclusion

The research aims to improve professional development for teachers in rural primary schools in Yunnan Province, China. The researcher summarized the conclusion into 2 parts, as follows:

Part 1: The current status of the professional development of rural primary school teachers in Yunnan Province, China.

The study found that the status of professional development for rural primary school teachers in Yunnan Province was at a high level, with an average score ($\bar{x}$) of 4.09 and a standard deviation (S.D.) of 0.65. According to the results of the questionnaire survey, in three aspects:

1. Professional ethics was high, with an average score ($\bar{x}$) of 4.33 and a standard deviation (S. D.) of 0.71.
2. Professional skills were high, with an average score ($\bar{x}$) of 4.01 and a standard deviation (S. D.) of 0.60.
3. Professional knowledge was high, with an average score ($\bar{x}$) of 3.92 and a standard deviation (S. D.) of 0.65.

Based on the current status of rural primary school teachers in Yunnan Province and the results of the questionnaire, the following three reasons are analyzed:

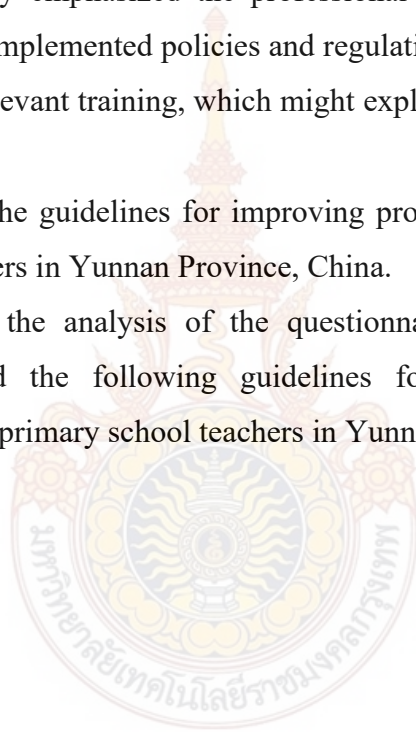
1. Qualifications of rural primary school teachers in Yunnan Province are generally low, with a relatively small proportion of teachers having received training in primary education. This might be one of the reasons for the lower scores in professional knowledge and skills.

2. Many of these teachers have shorter work experience and insufficient teaching experience, which may also affect their professional skills scores.

3. According to relevant literature, in recent years, the Ministry of Education of the People's Republic of China and the People's Government of Yunnan Province have greatly emphasized the professional ethics of rural primary school teachers. They have implemented policies and regulations to standardize practices and actively organized relevant training, which might explain these teachers' higher scores in professional ethics.

Part 2: The guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

Through the analysis of the questionnaire and interview results, the researchers proposed the following guidelines for enhancing the professional development of rural primary school teachers in Yunnan Province, China.



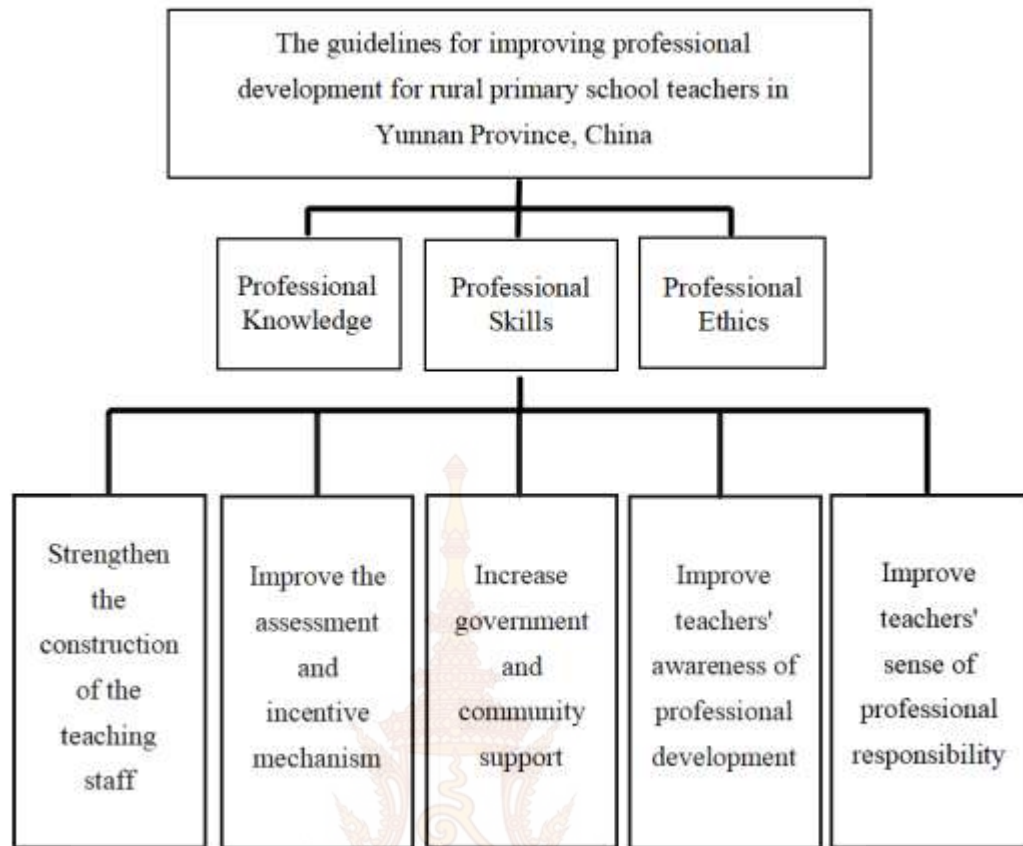


Figure 5.1 The Guidelines for Improving Professional Development for Rural Primary School Teachers in Yunnan Province, China

These guidelines aim to comprehensively enhance the professional development of rural primary school teachers in Yunnan Province, China, and promote improvements in education quality.

5.2 Discussion

Objective 1: To study the current status of the professional development of rural primary school teachers in Yunnan Province, China.

The study found that the status of professional development for rural primary school teachers in Yunnan Province was at a high level, with an average score ($\bar{x}$) of 4.09 and a standard deviation (S.D.) of 0.65.

In Yunnan Province, rural primary school teachers exhibit high levels of professional development in three key areas, with professional ethics scoring the highest. This aligns with Zuo's (2021) perspective and is consistent with the data released in the 2023 “Three-year action plan for high-quality education development in Yunnan Province (2023-2025)”. The scores for professional skills and professional knowledge are similar but lower than those for professional ethics, which agrees with Liu's (2021) findings. Jin (2020) emphasized that improving professional skills and knowledge is one of the primary directions for the professional development of rural primary school teachers. Wang (2022) noted that the teacher resources in Yunnan's rural primary schools are relatively weak, characterized by insufficient professional knowledge and skills, low teaching standards, and a lack of training opportunities. Regarding the composition of the teaching staff, Liang (2021) noted that rural primary school teachers in Yunnan generally have lower educational levels and weaker professional capabilities, facing issues such as teacher shortages and a lack of succession planning. Song (2019) highlighted that rural primary school teachers' poor salaries and bleak future career prospects lead to low professional identity.

In summary, rural primary school teachers in Yunnan Province face several challenges, including insufficient professional knowledge, uneven development of professional skills, the need to strengthen professional ethics, and weak professional identity and sense of belonging. Addressing these issues will be key to advancing the professional development of rural primary school teachers in Yunnan Province.

Objective 2: To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

Based on an analysis of the current state of professional development among rural primary school teachers in Yunnan Province, the researchers proposed several recommendations to enhance their professional growth. These include 1) strengthening the construction of the teaching workforce, 2) improving evaluation and incentive mechanisms, 3) increasing government and community support, 4) enhancing teachers' awareness of professional development, and 5) improving teachers' sense of professional responsibility.

These recommendations align with the Ministry of Education of the People's Republic of China's "Professional Standards for Primary School Teachers

(Trial)" (2012), which details the professional competencies required of primary school teachers. The standards emphasize the importance of ethics, responsibility, self-respect, and self-discipline, as well as the integration of educational theory and practice, and a commitment to lifelong learning in order to adapt to the evolving educational environment. This also aligns with the views of Liao, Tao, and Sheng. Liao et al. (2010) emphasized the need to vigorously promote the informatization of rural basic education, improve the quality of teacher education, enhance teaching practice levels, and establish a comprehensive evaluation system for rural teachers. Sheng (2010) emphasized the importance of maintaining a learning mindset, enhancing cultural literacy, promoting effective communication, and encouraging self-reflection to facilitate professional development.

In terms of support for rural primary schools, this aligns with the People's Government of Yunnan Province's "Implementation Opinions on Further Improving the Construction of Small-scale Rural Schools and Township Boarding Schools" (2019), which advocated for innovative working mechanisms, promoting development, improving investment systems, and increasing investment in rural primary schools. This is also consistent with the views of Wang and Guo. Wang (2023) believed that efforts should be intensified in the construction of rural primary schools, with policy, financial, and incentive mechanisms favoring these schools. Guo (2007) proposed four suggestions for the overall development of rural teachers in China: the government providing policy guidance and support, teacher educators improving their own quality and teaching ability, schools taking measures to strengthen the teaching workforce, and primary school teachers enhancing their strengths and creativity.

5.3 Recommendation

It is essential to focus on the following aspects to improve the professional development of rural primary school teachers in Yunnan Province.

1. The government and the community need to strengthen the input of policies, resources, and funds for rural primary schools. Further, local government responsibilities should be implemented, funding increased, conditions for running rural primary schools optimized, and infrastructure improved.

2. Innovate the work system and mechanisms, promote development by innovating working systems and mechanisms, improve evaluation and incentive systems, enhance teacher treatment, and elevate social status to motivate rural primary school teachers continuously.

3. Advance "Internet + Education" by organizing and guiding teachers and students to participate in learning and interactive exchanges. Introduce or develop high-quality educational resources through online teaching, electronic classrooms, and other information technology methods. Utilize the internet to optimize teachers' knowledge structures, promote the deep application of educational informatization in the educational field, and drive balanced regional educational development.

4. Strengthen the construction of rural primary school teachers, improve the teacher training system, enhance the pertinence and effectiveness of rural teacher training, ensure the implementation of training for rural primary school teachers, and comprehensively improve their teaching levels.

5. Enhance the professional development awareness of rural primary school teachers, establish the concept of lifelong learning, and reasonably plan career development. Encourage rural primary school teachers to pursue further education and professional title promotion, and broaden relevant channels.

6. Strengthen communication between rural primary school teachers, students, and parents to fully understand students' family situations, establish connections with students' parents, enhance teacher-student relationships, and promote the professional development of teachers.

7. Learn to engage in autonomous professional reflection to enhance your personal and professional growth.

5.4 Limitations of the Study

Due to the respondents' demanding schedules and time conflicts, there were limitations on the time available for completing questionnaires and conducting interviews. Many participants were busy with their work, restricting the depth and breadth of the collected responses. Additionally, the geographical challenges posed by the remote locations of many rural primary schools in Yunnan Province made it difficult

for the researcher to conduct face-to-face interviews with some respondents. As a result, remote video interviews were often used, which, to some extent, affected the quality and effectiveness of the interviews.

In future research, efforts should be made to accommodate the schedules of busy respondents more effectively, perhaps by allowing more flexible interview times or providing incentives for participation. Additionally, improving the technology and methods used for remote interviews could help mitigate some of the limitations encountered in this study, ensuring more effective communication and reliable data collection. Moreover, future studies could consider employing local researchers or assistants who can facilitate face-to-face interactions with participants in remote areas, thereby enhancing the quality of the data gathered.



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APPENDICES

Questionnaire

Research Title: The Guidelines to Improve Professional Development for Teachers in Rural Primary Schools in Yunnan Province, China

Objective 1: To study the current status of the professional development of rural primary school teachers in Yunnan Province, China.

Explanation:

Dear teacher, thank you for accepting this survey. To better understand the guidelines for improving the professional development of rural primary school teachers in Yunnan, China. We sincerely invite you to complete this questionnaire based on your current professional development status. This questionnaire is anonymous, and there is no right or wrong answer. It is used solely for data analysis. Thank you for your sincere help!

Part 1: General information of the respondents

1. Gender

- ☐ Male
☐ Female

2. Age

- ☐ 21-30years old
☐ 31-40years old
☐ 41-50years old
☐ Over 50 years old

3. How long have you worked as a primary school teacher

- ☐ 1-5 years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ Over 20 years

4. Your highest education

- ☐ Secondary Education
- ☐ College's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctor's Degree

5. What is your major

- ☐ Primary education major
- ☐ Other Teacher Education Majors
- ☐ Non-teacher Education Majors

Part 2: Questionnaire about the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

Explanation:

In this part, we use the scale statistical method. The following 1-5 numbers represent different degrees of approval. Please tick the corresponding level serial number after each statement to match your status. The higher the score, the higher the degree of compliance.

Rating Scale of Likert Scale 5-level

- 5 = strongly agree
- 4 = agree
- 3 = unsure
- 2 = disagree
- 1 = strongly disagree

Items		Rating Scale				
		5	4	3	2	1
Professional Knowledge						
1	You can master the basic principles and main methods of primary school education.					
2	You understand the characteristics and patterns of physical and mental development of students of different ages.					

Items		Rating Scale				
		5	4	3	2	1
3	You understand student safety protection knowledge.					
4	You are familiar with the curriculum standards and teaching methods of the subject you teach.					
5	You understand the main methods and strategies for developing curriculum resources for your teaching subjects.					
6	You possess the necessary information technology knowledge to adapt to teaching content, methods, and modernization.					
7	You understand the characteristics and rules of primary school students' character development.					
8	You understand the basic principles and methods of educational psychology.					
9	You have appropriate knowledge of natural sciences and humanities.					
10	You have corresponding knowledge of art appreciation and expression.					
Professional Skills						
11	You can reasonably formulate teaching goals and teaching plans.					
12	You can rationally utilize teaching resources and methods to design the teaching process.					
13	You can create a good learning environment and atmosphere to stimulate students' interest in learning.					
14	You can effectively implement teaching through various methods, such as heuristics, inquiry, and discussion.					
15	You can integrate and apply modern educational methods into teaching.					
16	You can use multiple assessment criteria to give students appropriate evaluation and guidance.					
17	You can use language that suits the characteristics of primary school students to carry out education and teaching work.					
18	You can self-evaluate the effectiveness of education and teaching, and promptly adjust and improve your educational and teaching work.					
19	You can communicate effectively with students, parents, and colleagues.					

Items		Rating Scale				
		5	4	3	2	1
20	You can explore and research the problems encountered in your work.					
Professional Ethics						
21	You can abide by education laws and regulations and have never done anything that violates them.					
22	You have good professional ethics and serve as a role model for students.					
23	You can abide by the professional ethics requirements for primary school teachers.					
24	You are interested in primary school education.					
25	You agree that primary school teachers are professionals.					
26	You prioritize the life safety of students.					
27	You can be a good role model for students to learn to develop good behaviour.					
28	You can dress clean and tidy, speak appropriately, and behave civilly and politely at work.					
29	You aspire to be an excellent educator.					
30	You love education and regard teaching as a lifelong career.					

Semi-Structured Interview Form

Research Title: The Guidelines to Improve Professional Development for Teachers in Rural Primary Schools in Yunnan Province, China

Objective 2: To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

Summary of the Semi-Structured Interview

Topics	Opinions of the Interviewee
1. About the activities or approaches of professional development of rural primary school teachers in Yunnan Province.	1..... 2..... 3..... 4..... 5.....
2. About the professional development of rural primary school teachers in Yunnan Province regarding professional knowledge.	1..... 2..... 3..... 4.....

Topics	Opinions of the Interviewee
	 5.....
3. Regarding the professional development of rural primary school teachers in Yunnan Province regarding professional skills.	1..... 2..... 3..... 4..... 5.....
4. Regarding the professional development of rural primary school teachers in Yunnan Province regarding professional ethics.	1..... 2..... 3..... 4..... 5.....
5. About the professional development for rural	1.....

Topics	Opinions of the Interviewee
primary school teachers in Yunnan Province to become professionals.	2..... 3..... 4..... 5.....
6. Apart from the above, is there anything else you want to say?	1..... 2..... 3..... 4..... 5.....

The Results of the Content Validity Assessment Form for the Questionnaire

IOC is the consistency index between the question and the purpose.

The criteria for judging the consistency between the question and the purpose are as follows.

If $IOC > 0.50$, the question is considered to be measured according to its purpose.

If $IOC < 0.50$, the question is considered not to be measured according to the purpose.

The content validity results can be summarized in the following table.

Items	Contents	Expert 1	Expert 2	Expert 3	IOC
Part 2: Questionnaire about the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China					
Professional Knowledge					
1	You can master the basic principles and main methods of primary school education.	+1	+1	+1	1.00
2	You understand the characteristics and patterns of physical and mental development of students of different ages.	+1	+1	+1	1.00
3	You understand student safety protection knowledge.	+1	+1	+1	1.00
4	You are familiar with the curriculum standards and teaching methods of the subject you teach.	+1	+1	+1	1.00
5	You understand the main methods and strategies for developing curriculum resources for your teaching subjects.	+1	+1	+1	1.00

Items	Contents	Expert 1	Expert 2	Expert 3	IOC
6	You possess the necessary information technology knowledge to adapt to teaching content, methods, and modernization.	+1	+1	+1	1.00
7	You understand the characteristics and rules of primary school students' character development.	+1	+1	+1	1.00
8	You understand the basic principles and methods of educational psychology.	+1	+1	+1	1.00
9	You have appropriate knowledge of natural sciences and humanities.	+1	+1	+1	1.00
10	You have corresponding knowledge of art appreciation and expression.	+1	0	+1	0.67
Professional Skills					
11	You can reasonably formulate teaching goals and teaching plans.	+1	+1	+1	1.00
12	You can rationally utilize teaching resources and methods to design the teaching process.	+1	+1	+1	1.00
13	You can create a good learning environment and atmosphere to stimulate students' interest in learning.	+1	+1	+1	1.00
14	You can effectively implement teaching through various methods, such as heuristics, inquiry, and discussion.	+1	+1	+1	1.00
15	You can integrate and apply modern educational methods into teaching.	+1	+1	+1	1.00
16	You can use multiple assessment criteria to give students appropriate evaluation and guidance.	+1	+1	+1	1.00

Items	Contents	Expert 1	Expert 2	Expert 3	IOC
17	You can use language that suits the characteristics of primary school students to carry out education and teaching work.	+1	+1	0	0.67
18	You can self-evaluate the effectiveness of education and teaching, and promptly adjust and improve your educational and teaching work.	+1	+1	+1	1.00
19	You can communicate effectively with students, parents, and colleagues.	+1	+1	+1	1.00
20	You can explore and research the problems encountered in your work.	+1	0	+1	1.00
Professional Ethics					
21	You can abide by education laws and regulations and have never done anything that violates them.	+1	+1	+1	1.00
22	You have good professional ethics and serve as a role model for students.	+1	+1	+1	1.00
23	You can abide by the professional ethics requirements for primary school teachers.	+1	+1	+1	1.00
24	You are interested in primary school education.	0	+1	+1	0.67
25	You agree that primary school teachers are professionals.	+1	+1	+1	1.00
26	You prioritize the life safety of students.	+1	+1	+1	1.00
27	You can be a good role model for students to learn to develop good behavior.	+1	+1	+1	1.00
28	You can dress clean and tidy, speak appropriately, and behave civilly and politely at work.	+1	+1	+1	1.00

Items	Contents	Expert 1	Expert 2	Expert 3	IOC
29	You aspire to be an excellent educator.	0	+1	+1	0.67
30	You love education and regard teaching as a lifelong career.	+1	+1	+1	1.00



The Results of Content Validity Assessment Form for Semi-Structured Interview Form

IOC is the consistency index between the question and the purpose.

The criteria for judging the consistency between the question and the purpose are as follows.

If $IOC > 0.50$, the question is considered to be measured according to its purpose.

If $IOC < 0.50$, the question is considered not to be measured according to the purpose.

The content validity results can be summarized in the following table.

Items	Topics Contents	Expert 1	Expert 2	Expert 3	IOC
1	About the activities or approaches of professional development of rural primary school teachers in Yunnan Province.	+1	+1	+1	1.00
2	About the professional development of rural primary school teachers in Yunnan Province in terms of professional knowledge.	+1	+1	+1	1.00
3	Regarding the professional development of rural primary school teachers in Yunnan Province, specifically in terms of professional skills.	+1	+1	+1	1.00
4	Regarding the professional development of rural primary school	+1	+1	+1	1.00

Items	Topics Contents	Expert 1	Expert 2	Expert 3	IOC
	teachers in Yunnan Province in terms of professional ethics,				
5	About the professional development for rural primary school teachers in Yunnan Province to become professionals.	0	+1	+1	0.67
6	Apart from the above, is there anything else you want to say?	+1	+1	+1	1.00



Content Validity Assessment Form for Questionnaire

Assessor: **Position:**
Workplace:

Research Title: The Guidelines to Improve Professional Development for Teachers in Rural Primary Schools in Yunnan Province, China

Objective 1: To study the current status of the professional development of rural primary school teachers in Yunnan Province, China.

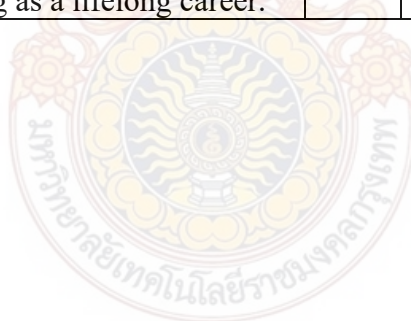
Please consider the questionnaire's consistency, comprehensiveness, and completeness. After considering it, please check in the corresponding box. Use the following criteria for consideration.

+1 means	The question corresponds with the definition to be measured.
0 means	I am unsure whether the question corresponds with the definition to be measured.
-1 means	The question does not correspond with the definition to be measured.

Items	Contents	Assessment Results			Suggestions for improvement
		+1	0	-1	
Part 2: Questionnaire about the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China					
Professional Knowledge					
1	You can master the basic principles and main methods of primary school education.				
2	You understand the characteristics and patterns of physical and mental development of students of different ages.				
3	You understand student safety protection knowledge.				
4	You are familiar with the curriculum standards and teaching methods of the subject you teach.				
5	You understand the main methods and strategies for developing curriculum resources for your teaching subjects.				
6	You possess the necessary information technology knowledge to adapt to teaching content, methods, and modernization.				
7	You understand the characteristics and rules of primary school students ' character development.				
8	You understand the basic principles and methods of educational psychology.				
9	You have appropriate knowledge of natural sciences and humanities.				
10	You have corresponding knowledge of art appreciation and expression.				

Professional Skills					
11	You can reasonably formulate teaching goals and teaching plans.				
12	You can rationally utilize teaching resources and methods to design the teaching process.				
13	You can create a good learning environment and atmosphere to stimulate students' interest in learning.				
14	You can effectively implement teaching through various methods, such as heuristics, inquiry, and discussion.				
15	You can integrate and apply modern educational methods into teaching.				
16	You can use multiple assessment criteria to give students appropriate evaluation and guidance.				
17	You can use language that suits the characteristics of primary school students to carry out education and teaching work.				
18	You can self-evaluate the effectiveness of education and teaching, and promptly adjust and improve your educational and teaching work.				
19	You can communicate effectively with students, parents, and colleagues.				
20	You can explore and research the problems encountered in your work.				
Professional Ethics					
21	You can abide by education laws and regulations and have never done anything that violates them.				

22	You have good professional ethics and serve as a role model for students.				
23	You can abide by the professional ethics requirements for primary school teachers.				
24	You are interested in primary school education.				
25	You agree that primary school teachers are professionals.				
26	You prioritize the life safety of students.				
27	You can be a good role model for students to learn to develop good behavior.				
28	You can dress clean and tidy, speak appropriately, and behave civilly and politely at work.				
29	You aspire to be an excellent educator.				
30	You love education and regard teaching as a lifelong career.				



Content Validity Assessment Form for Semi-Structured Interview Form

Assessor: **Position:**
Workplace:

Research Title: The Guidelines to Improve Professional Development for Teachers in Rural Primary Schools in Yunnan Province, China

Objective 2: To design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

Please consider the consistency, comprehensiveness, and completeness of the interview form. After considering it, please check in the corresponding box. Use the following criteria for consideration.

+1 means	The question corresponds with the definition to be measured.
0 means	I am unsure whether the question corresponds with the definition to be measured.
-1 means	The question does not correspond with the definition to be measured.

Items	Topics Contents	Assessment Results			Suggestions for improvement
		+1	0	-1	
1	About the activities or approaches of professional development of rural primary school teachers in Yunnan Province.				
2	About the professional development of rural primary school teachers in Yunnan Province in terms of professional knowledge.				
3	Regarding the professional development of rural primary school teachers in Yunnan Province regarding professional skills.				
4	Regarding the professional development of rural primary school teachers in Yunnan Province in terms of professional ethics,				
5	About the professional development for rural primary school teachers in Yunnan Province to become professionals.				
6	Apart from the above, is there anything else you want to say?				

BIOGRAPHY

NAME	An TAN
TELEPHONE NO	+8618314553130
EDUCATIONAL RECORD	2017 Bachelor's Degree Northwest Agriculture and Forestry University
WORK EXPERIENCE	Yunnan Open University

