



**PROBLEMS AND SOLUTIONS IN THE PROFESSIONAL
DEVELOPMENT OF RURAL PRIMARY SCHOOL TEACHERS
IN ZHOUKOU, CHINA**

WENNA WANG

**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 KRUNGTHEP
ACADEMIC YEAR 2024
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ZHOUKOU, CHINA
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Major Master of Arts (Education and Society)
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ABSTRACT

This study was conducted with two primary objectives in mind. The first objective was to explore the teaching experiences of educators, and the second was to identify specific strategies that contribute to the basic professional development of rural teachers in the Zhoukou region of China. A mixed-methods approach was employed to achieve these objectives, comprising both a quantitative survey and qualitative interviews. A total of 111 valid questionnaires were distributed across six primary schools. Additionally, ten teachers were selected based on specific criteria to represent diverse experiences and perspectives and were interviewed in-depth. The findings from this study painted a complex picture of the teaching landscape in rural China. On one hand, many primary school teachers expressed dissatisfaction with their jobs despite participating in school-based training programs. Many of these teachers reported receiving only partial reimbursement for external training expenses; a small percentage were involved in research projects. Furthermore, the study identified several challenges these teachers faced, including high work pressure, limited time for training, and the need to streamline training courses. Some teachers also reported limited opportunities for professional development, while others acknowledged the existence of provisions for teacher merit assessment. On the other hand, the study also highlighted the various strategies teachers employed for their professional development. These included learning from lectures, fostering personalized learning, building learning communities, and customizing training programs. Interestingly, these strategies also employed research methods to enhance classroom interaction and facilitate shared learning, ultimately improving the effectiveness of training. However, teachers encountered several challenges despite actively participating in various activities aimed at improving their teaching skills and knowledge. These included environmental factors, school-related issues, personal factors, and the lack of a conducive professional and teaching environment. This study, therefore, underscores the need for comprehensive strategies to address these challenges and enhance the professional development of rural teachers in Zhoukou, China.

Keywords: Teaching Experience and Strategies, Professional Development, Rural Teachers

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

As the cornerstone of national development, education plays a crucial role in revitalization and prosperity. Teachers play a central role in this process, and their professionalism and education level directly impact the country's future prosperity and progress (Trent, 2020; Yuting, 2015). To further strengthen the development of education in China, in 2018, the Central Committee of the Communist Party of China and the State Council promulgated the Strategic Plan for the Revitalisation of the Countryside (2018-2022), which emphasizes the vigorous development of "Internet + Education", promotes the construction of information technology infrastructure in rural schools, and optimizes the public service system of digital education resources (Zhang et al., 2022). The aim is to enhance the quality of rural education and reduce the disparity between urban and rural education.

In the implementation of this strategy, the support and training of rural teachers has become a key link. To build a strong rural teaching force, the Chinese government has implemented a series of policies, such as continuing to promote the Special Position Programme for Teachers in Rural Compulsory Education Schools, strengthening the training of teachers of subjects in short supply in rural schools and bilingual teachers in ethnic minority areas, and implementing the strategy of providing living allowances for rural teachers (Ling et al., 2020; Wong, 2014). These initiatives aim to improve the education and teaching standards of rural teachers and promote the implementation of the rural revitalization strategy. However, judging from the current state of rural primary education, there are still many problems, such as relatively poor schooling conditions, low teacher incomes, poor teaching quality, and a wide gap between urban, rural, and regional schooling conditions. These problems have had a certain negative impact on the development of primary education. Among them, the level of professional development of primary school teachers has become a key factor restricting the quality of education. Due to the relatively low level of professional

development of rural teachers, the problems of professional development of rural primary school teachers are particularly prominent, such as the low professional competence of teachers and other problems (Gu & Wang, 2006; Williams, 2014).

To promote the professional development of rural primary school teachers, the government, schools, and all sectors of society should work together to increase investment in rural education, improve rural school conditions, improve the treatment of rural teachers, strengthen teacher training, build an information-based education platform, innovate education and teaching methods, and improve the education and teaching level of rural primary school teachers (Banegas, 2022; Gu, 2005). At the same time, focus on cultivating the comprehensive quality of rural students and pay attention to their physical and mental development so that rural primary education plays a crucial role in training a new generation of successors. Enhancing the professional development level of rural primary school teachers has far-reaching significance for individual teachers, student groups, and the whole school. This study provides an in-depth analysis of the factors influencing the professional development of rural primary school teachers. It puts forward practical countermeasures for the existing problems to promote the professional development of rural primary school teachers and contribute to the cause of rural education in China. In this process, we need to learn from advanced experiences at home and abroad to explore practical ways suitable for the professional development of rural primary school teachers to provide strong support for the development of rural education in China (Bloomfield, 2010; Campbell & Hu, 2010; Zhou, 2014).

In conclusion, the professional development of rural primary school teachers is concerned with the quality of education. It affects the implementation of the national rural revitalization strategy. We must attach great importance to this issue and take strong measures to promote the professional development of rural primary school teachers, thereby creating a better future for China's rural education. At the same time, it is also necessary for the whole society to pay attention to rural education and provide more support and assistance to rural teachers so that they can play a greater role in revitalizing rural education.

1.2 Research Questions

1. What are the teacher's teaching experiences in rural schools in Zhoukou, China?
2. What are the specific strategies for the basic professional development of rural teachers in Zhoukou, China?

1.3 Purpose of the Study

1. To identify the teacher's teaching experiences in rural schools in Zhoukou, China.
2. To know the specific strategies for the basic professional development of rural teachers in Zhoukou, China.

1.4 Significance of the Study

1.4.1 Theoretical Implications

The rural revitalization strategy provides a theoretical basis for the professional development of rural primary school teachers. It presents some feasible suggestions for investigating the professional development of rural primary school teachers. This thesis further studies the relevant theories on the professional development of rural primary school teachers, innovative professional methods, and improved levels of professional development. The thesis starts from the real process of teacher development, combines with the actual educational life, explores the current situation of teacher professional development and the problems arising, analyzes the important factors affecting teacher professional development, and puts forward some countermeasures for reference only to provide readers with some perspectives.

1.4.2 Practical Implications

Rural primary school teachers are the foundation of rural basic education,

and promoting their professional development is crucial to the success of rural basic education. The development of rural education is slow due to the geographical environment. The professional level of teachers is low, so they need to acquire specific theoretical knowledge and apply it to practice, which will improve their teaching level more effectively. This paper examines the professional development of rural primary school teachers, and its conclusions hold specific guiding significance. They can provide some reference value to obtain better development.

1.5 Definition of Key Terms

Rural Teachers: teachers are often assigned to work in schools in remote and small communities. In China, these teachers are funded by the state. They are expected to address various school needs, including maintenance, public services, and community relations. It is important to note that these rural teachers typically work in isolation.

Teacher professional development refers to the process by which teachers acquire new knowledge and skills. This includes their learning journey and how they apply this acquired knowledge practically to enhance their students' learning experience.

CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

2.1.1 Study on the Professional Development of Rural Primary School Teachers

Research on the lack of teacher training and research activities. Zhu and Ba (2020) pointed out that the rural primary school mathematics teacher team faces problems, including a lack of communication platforms, irrational input from teachers, limited training opportunities, and inadequate scientific research activities. Yang (2017) pointed out that the problems facing the professional development of rural primary school teachers are the lack of attention, the lack of reasonable training and learning in rural primary school teachers, and the relatively small number of teaching and research practice activities (Li et al., 2019; Ye et al., 2019; Zhang et al., 2021).

Zhikai (2019) pointed out that the current problems in the professional development of rural primary school teachers are that the professional ability of rural primary school teachers is not even improved and has the phenomenon of degradation, the professional awareness of teachers is not strong, and the lack of professionalism, the individual teacher's mentality is restless. The style of learning and teaching is not solid, and so on. Fang (2020) pointed out that the professional development of rural primary school teachers exists in a way that hinders the development of rural education. The problems in the professional development of rural primary school teachers include the need to improve their educational ability, backward educational concepts and methods, and incomplete study of curriculum standards. Wang (2021) noted that rural teachers' professional knowledge is weak, their professional identity is low, and their professional development is limited (Ke et al., 2019; Postholm, 2012).

2.2 Core Concept Definition

2.2.1 Rural Primary School Teachers

Teachers are those who, according to the requirements of a particular society or class, exert a systematic influence on the educated with their knowledge and skills, ideology and morality, and train them to become the talents needed by society (Ke et al., 2019; Postholm, 2012; Zeng & Day, 2019). The important role of the teacher is to impart systematic basic knowledge of culture and science to students and to train them in basic skills, to promote the healthy development of students' personalities in the process of education, and to enable students to develop good study habits and Master specific scientific knowledge. Rural teachers hold an important position in rural education, and rural primary school teachers play a crucial role in compulsory education. Rural primary school teachers include compulsory teachers in the country's rural centers and village schools. Rural primary school teachers undertake six years of teaching in rural areas, guiding students' learning and development (Gu, 2013).

2.2.2 Professional Development of Rural Primary School Teachers

Teacher professionalism is a significant trend in today's development, reflecting the evolution of teacher education to a particular stage (Ling et al., 2020; Wong, 2014). The so-called professional development of teachers refers to the process of professional growth in which a teacher, throughout his or her professional career, acquires the knowledge and skills of the education and teaching profession through lifelong professional training to implement professional autonomy, demonstrate professional ethics, and progressively improve the quality of teaching and become a good education professional.

Teacher professionalism is gradually being recognized and valued as the field of teacher education continues to develop. However, due to the influence of the geographical location of the countryside, Chinese rural primary school teachers, on the whole, continue to have problems such as outdated educational concepts, weak sense of professional ethics, and insufficient sense of educational innovation and research

ability (Ling et al., 2020; Wong, 2014; Zhang et al., 2022). The professional development problem of rural primary school teachers has become increasingly prominent, and vigorously promoting the professional level of basic education teachers has become a frequent focus of attention.

2.3 Study on Factors Influencing the Professional Development of Rural Primary School Teachers

Yang (2017) argued that the main factors restricting the professional development of teachers in rural primary schools are the insufficient investment in teachers' training funds, the lack of school-based training, the teachers' weak awareness of personal and professional development, and the school's lack of a practical evaluation and incentive mechanism for teachers' professional development (Banegas, 2022; Gu, 2005). Cao (2017) pointed out that the factors analyzed were the weak foundation of the research on the educational philosophy of rural primary school teachers, the lack of professional development concepts, the imperfection of the teacher training system, and the relatively homogeneous evaluation system of teacher professional development. Shi et al. (2021) elaborated on the impact on the professional development of primary and secondary school teachers from several dimensions in the teacher's attitude, the school environment, and the social environment. Based on the dimension of individual analysis, Hao and Kong (2017) attributed the problems of rural primary school teachers' professional development to three reasons: individual rural teachers' lack of self-awareness, empathy, and courage.

2.4 Research on Strategies for Professional Development of Rural Primary School Teachers

Cao (2020) analyzed the professional development of teachers in rural

primary schools and proposed two strategies for the professional development of teachers in rural primary schools, namely, enriching teaching and research activities to promote professional development and creating a good school environment. Liu (2021) analyzed the strategies for the professional development of rural primary school teachers in the new era and put forward the countermeasures of broadening the cultivation pathway of teachers' professional development, reducing teachers' workload, strengthening the construction of professional morality, constructing the mechanism of urban-rural cooperative learning, and improving the treatment and social status of teachers. Liu (2020) puts forward some countermeasures to the problems of professional development of rural primary school teachers in the West of China, which are improving the access mechanism of rural primary school teachers and controlling the teaching force reasonably, focusing on the development of teachers' autonomy and gradually improving teachers' professional identity, combining teaching and research to improve the basic competence of rural primary school teachers, innovating the training system of professional development of rural primary school teachers and increasing the support for the professional development of rural primary school teachers. Professional Development Support for Primary School Teachers. Rao (2019) proposed some countermeasures through the dilemmas faced by teachers' professional development in small village primary schools: setting up a platform to create conditions for teachers' development, organizing activities to promote teachers' professional development, and teachers' self-improvement methods.

From Stenhouse's "Teachers as Researchers" to Elliott's "Teachers as Action Researchers" to Kemmis et al.'s "Teachers as Emancipatory Action Researchers" is not only a continuous improvement of teachers' professional research capacity but also a reinforcement of teachers' professional autonomy development. It is the continuous improvement of teachers' professional research ability and the reinforcement of teachers' professional autonomy development. As education reform continues to advance, teacher education and professional development are constantly

being emphasized and strengthened, and the ability of teachers to conduct education research is increasingly becoming the most important aspect of teachers' professional development. Positive explorations of teacher professional development have been made in theory and practice. However, at the institutional level, teacher professional development is a lengthy process, regardless of when it occurs.

Currently, domestic scholars promoting the professional development of rural primary school teachers in all aspects of the research are more comprehensive. However, the teaching method is not well integrated with modern teaching methods, and traditional methods are used more often. In this paper, modern methods are borrowed and applied to teaching to promote the professional development of rural primary school teachers.

2.5 Theoretical Foundations

2.5.1 Stages of Teacher Professional Development Theory

The theory of teacher professional development stages is significant to the field of teacher professional development. Teacher professional development is divided into three stages: "concern for survival," "concern for context," and "concern for students." In the survival stage, teachers are primarily concerned with their survival, encompassing classroom management, teaching content, and instructor evaluation. In the Context of Concern stage, teachers are concerned with the constraints and frustrations of the teaching and learning situation, as well as the varied demands placed on them to teach. In the student-focused stage, teachers must pay attention to their students, adopt tailored teaching methods according to their developmental levels and individual differences, and pay attention to their academic performance and healthy growth. The theory of the stages of professional development of teachers can help teachers in rural primary schools to make teaching plans and carry out educational work according to the actual situation, which plays an important role in rural basic education.

2.5.2 Theories of Lifelong Education

Lifelong education, as an essential educational concept, has been widely disseminated and received attention worldwide. Many countries designate their educational policies based on the concept of lifelong education, based on the principles outlined in lifelong education, and to realize these basic principles (Shabani, 2012).

The term "lifelong education" was formally introduced by the Director of the UNESCO Bureau for Adult Education, Mr Langeland of France, during the International Conference on the Promotion of Adult Education held under the auspices of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1965, and has been widely circulated in countries around the world over the past few decades. Langeland pointed out that "what lifelong education implies does not refer to a specific entity, but rather to a certain idea or principle in general, or to a certain series of concerns and research methods (Tatsiopoulou et al., 2020; Zhang, 2020). In general terms, it also means the total education of a person's life and the education of the whole of personal and social life." Lifelong education is an education in which knowledge is constantly renewed and innovated and requires that each individual must have the ability to take advantage of opportunities to learn a variety of knowledge throughout his or her life to enable him or her to adapt to a rapidly evolving society.

Teachers should establish the idea of lifelong education, have the ability to develop and improve self-improvement, continuously improve their quality, and update their concept of education. Rural primary school teachers, in particular, should have a clear understanding of lifelong education and the concept of lifelong learning to promote the development of rural basic education.

CHAPTER III

RESEARCH METHOD

3.1 Research Ideas and Methods

3.1.1 Research Ideas

By reviewing the literature related to the professional development of rural primary school teachers in the school library and analyzing this literature, the selected topic of the professional development problems and countermeasures of rural primary school teachers was determined. The rural primary school teachers in Henan Province were chosen as the research object and investigated and studied to understand the problems of the professional development of the rural primary school teachers in this area, to obtain the relevant information, and, after analyzing the relevant problems, to put forward the corresponding strategies.

3.2 Research Methodology

The research unfolds with discursive research, using several research methods, such as the quantitative survey, which uses a questionnaire, and the qualitative Interview. By reading, analyzing, and collating relevant data, the problem and strategies are thoroughly researched, the results are transformed into usable data, and judgments and conclusions are made based on the facts (Han, 2020; Hart et al., 2018).

3.3 Subjects and Content of the Survey

3.3.1 Subjects of Investigation

The survey targets rural primary school teachers in the compulsory education stage in Zhoukou, a city with seven counties in Henan Province. One hundred

twenty questionnaires were randomly distributed, and 111 valid questionnaires were recovered. Six primary schools were surveyed. The basic information collected in the survey included gender, highest level of education, teaching age, and title.

3.3.2 Content of the Survey

Firstly, the Content of the questionnaire was designed and defined. The Content of the questionnaire is mainly composed of two parts. The first part provides basic information about rural teachers, covering four key topics: gender, the highest level of education, teaching age, and title. The second part covers specific topics related to the basic professional development of rural teachers.

3.4 Data Collection

The research uses a questionnaire. There are two questionnaires. The first section provides basic information about rural teachers, covering four topics: gender, highest level of education, teaching age, and title.

The second is the questionnaire about the specific topics of the basic professional development of rural teachers.

3.5 Data Analysis

Once the data is collected, it undergoes a quantitative analysis using descriptive Analysis. The initial Analysis aims to answer the first research question, which pertains to basic information about rural teachers. This information is divided into four categories: gender, highest level of education, teaching experience, and professional title.

The second part of the Analysis focuses on the specific strategies employed for the professional development of these rural teachers. After the data is tabulated, the results are then presented. These findings are discussed comprehensively and theoretically to understand the subject matter better.

CHAPTER IV

ANALYSIS RESULTS

4.1 Results and Discussions from Questionnaire

4.1.1 Analysis of the Basic Situation of Rural Primary School Teachers

In analyzing the basic situation of rural primary school teachers, the survey was analyzed mainly in five dimensions: gender, age, years of teaching experience, title, and education.

Table 4.1.1 Analysis of the Basic Situation of Rural Primary School Teachers

Distinguishing Between the Genders			
Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Women	63	56.76	56.76
Male	48	43.24	100.00
TOTAL	111	100.00	

Length of Teaching Experience			
Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
1-3 years	36	38.47	38.47
3-5 years	28	25.23	53.69
More than 5 years	47	46.31	100.00
TOTAL	111	100.00	

Academic Qualifications			
Term (in a mathematical formula)	Frequency	Percent	Cumulative Percentage
Three-year college	70	63.06	63.06
Undergraduate (adjective)	38	34.23	97.30

Table 4.1.1 Analysis of the Basic Situation of Rural Primary School Teachers (continued)

Term (in a mathematical formula)	Frequency	Percent	Cumulative Percentage
Bachelor's degree	3	2.70	100.00
TOTAL	111	100.00	

Title			
Term (in a mathematical formula)	Frequency	Percent	Cumulative Percentage
Middle level (in a hierarchy)	23	20.72	20.72
Junior ranking	50	45.05	65.77
Not have	34	30.63	96.40
High level	4	3.60	100.00
TOTAL	111	100.00	

From the above table, it can be seen that there were 111 respondents to the survey, of whom 48 (43.24 percent) were male teachers and 63 (56.76 percent) were female teachers. The number of female teachers was slightly higher than that of male teachers. However, overall, the number of male and female teachers was relatively balanced and reasonable. From the above distribution of teaching experience, the majority of the samples were "1-3 years", with a total of 36, accounting for 38.47 percent, and five years and above accounted for 46.31 percent, with a total of 47. From the distribution of educational qualifications in the above table, most of the samples were "tertiary", with 70 cases accounting for 63.06 percent. There are also 34.23 percent of samples with bachelor's degrees, indicating that the academic qualifications of rural primary school teachers are not conducive to the long-term development of rural schools. Regarding the distribution of titles, 45.05 percent of the samples chose "junior". In comparison, 30.63 percent of the samples chose "none" since, in the more remote rural areas, there are limited indicators for grading, and grading is very difficult for teachers.

4.1.2 Teacher Teaching Experiences in the Professional Development of Rural Primary School Teachers

Table 4.1.2 Teaching Experiences in Professional Development of Rural Primary School Teachers

How do you feel about your career as a teacher?			
Term (in a mathematical formula)	Frequency	Percent	Cumulative Percentage
Usual	29	27.12	27.12
Not very satisfactory	48	43.24	70.36
More satisfied	21	17.93	88.29
Dissatisfied	13	11.71	100.00
TOTAL	111	100.00	

What levels of research and training activities have you participated in in recent years?			
Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
District-level research and training	20	18.02	18.02
National Training Programme	4	3.60	21.62
School-based Research and Training	62	55.86	77.48
Provincial and municipal research and training	25	22.52	100.00
TOTAL	111	100.00	

Training-related costs when you go away for training?			
Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Mostly reimbursed by schools	37	33.33	33.33
Schools are not reimbursed	11	9.91	43.24
Full reimbursement by schools	11	9.91	53.15
Schools reimburse a small portion	52	46.85	100.00
TOTAL	111	100.00	

Table 4.1.2 Teaching Experiences in Professional Development of Rural Primary School Teachers (continued)

What are the avenues for individual professional development?

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Participate in training activities at or above the district level (including the district level), such as training, observation, class competitions, and seminars.	9	8.11	8.11
Participate in training activities at or above the district level (including the district level), such as training, observation, class competitions, seminars, independent learning, and practical reflection.	1	0.90	9.01
Participate in various research and training activities organized by the school, training teams, and activities sent by master teachers.	18	16.22	25.23
Participation in the Master of Education, correspondence, or distance learning programs.	17	15.32	40.54
Participation in web-based training	21	18.92	59.46
Participation in research projects	29	26.13	85.59
Self-directed learning, practical reflection	16	14.41	100.00
TOTAL	111	100.00	

What are the factors that influence the professional development of individuals?

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Relying on personal experience and lack of good peer support	15	13.51	13.51
There are few opportunities to participate in training and learning	18	16.22	29.73
Lack of knowledge of the latest educational and teaching concepts and practices	11	9.91	39.64
Work pressure	15	13.51	53.15
Teaching interest	9	8.11	61.26

Table 4.1.2 Teaching Experiences in Professional Development of Rural Primary School Teachers (continued)

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Lack of updating of theoretical knowledge in education	17	15.32	73.78
Lack of incentive policies	10	9.09	85.59
Professional boredom	16	14.41	100.00
TOTAL	111	100.00	

What are the rules and regulations established by the school that relate to the professional development of teachers?

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Some other systems are also covered	10	9.01	9.01
Provisions relating to continuing education for teachers	25	22.52	31.53
Regulations on Teacher Merit Assessment	45	40.54	72.07
Provisions relating to the promotion of titles	20	18.02	90.09
Provisions relating to performance pay appraisal	11	9.91	100.00
TOTAL	111	100.0	

What do you think are the current specific difficulties for rural teachers to participate in training and learning?

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
A small number of frontline teachers in service who do not have time for training	37	33.33	33.33
Other reasons	14	12.61	45.95
Ineffectiveness of training	19	17.12	63.06
Heavy workload in school education and teaching, no time to study and improve themselves	31	27.93	90.99
Long distances and poor transport links	10	9.01	100.00
TOTAL	111	100.0	

Table 4.1.2 Teaching Experiences in Professional Development of Rural Primary School Teachers (continued)

Options (as in computer software settings)	Frequency	Percent	Cumulative Percentage
Rural School Teacher Attachment	11	9.91	9.91
Reduction in the number of training sessions and optimization of training courses	31	27.93	37.84
Increase the delivery of teaching by master teachers	6	5.41	43.24
Increase training efforts and scale up training	7	6.31	49.55
Building teacher research and training bases in neighboring schools to increase the radiation of master teacher resources	23	20.72	70.27
Teachers from famous urban schools squatting to help	9	8.11	78.38
Strengthening training to meet standards and testing, highlighting the effectiveness of training	19	17.12	95.50
Further strengthening the construction of the network platform and enriching its functions	5	4.50	100.00
TOTAL	111	100.0	

From the above table, it can be seen that 43.24 percent of the rural primary school teachers in the sample chose "not very satisfied," and 27.12 percent chose "average", indicating various problems in the profession of rural primary school teachers. As for the level of training activities that rural primary school teachers have participated in in recent years, "school-based training" accounts for the highest proportion of 55.86%, indicating that most of the training in rural schools cannot be carried out at a better level because of the remote areas. Regarding the distribution of training-related expenses when rural primary school teachers go out to participate in training, the majority of the samples were "reimbursed by the school for a small portion of the expenses", accounting for 46.85 percent of the samples. Another 33.33 percent of the samples were reimbursed mainly by the school, indicating that rural primary

school teachers do not invest much in education. From the above table, it can be seen that 26.13% of the samples are "participating in research projects, " meaning there are fewer professional development methods for rural primary school teachers. From the factors affecting the professional development of individuals in the table, it can be found that 16.22% of them do "not have many opportunities to participate in training and learning", which means that various factors constrain the professional development of rural primary school teachers. From the table above, the distribution of school regulations related to the professional development of teachers, most of the samples are "the relevant provisions of the teacher merit assessment", accounting for 40.54%, indicating that the rural primary school teachers' merit assessment system is relatively perfect. From the above table, the specific difficulties for rural teachers to participate in training and learning, there are relatively more samples of "the number of frontline teachers on the job are small, and there is no time to participate in training", accounting for 33.33%, which indicates that rural primary school teachers have more pressure in their work. From the above table, to promote the professional development of rural teachers in the initiative, you are more welcome in the distribution of the sample, most of the "reduce the number of training, optimize the training course", accounting for 27.93%. This shows that the Content of training courses for rural primary school teachers has not achieved the desired effect.

In summary, the teacher teaching experiences include:

1. **Job Satisfaction:** 43.24% of rural primary school teachers in the sample reported being "not very satisfied", while 27.12% reported an "average" level of satisfaction. This suggests a range of issues within rural primary school teaching.

2. **Training Activities:** Most rural primary school teachers (55.86%) have participated in "school-based training" in recent years. This indicates that most training in rural schools cannot be conducted optimally due to remote locations.

3. **Training Expenses:** When rural primary school teachers participate in external training, 46.85% are "reimbursed by the school for a small portion of the

expenses". Additionally, 33.33% are reimbursed mainly by the school. This suggests a low personal investment in education by rural primary school teachers.

4. **Professional Development:** Only 26.13% of the sample reported "participating in research projects", indicating limited avenues for professional development for rural primary school teachers.

5. **Constraints on Professional Development:** 16.22% of the sample reported "not having many opportunities to participate in training and learning", suggesting that various factors hinder the professional development of rural primary school teachers.

6. **School Regulations:** Most of the sample (40.54%) reported "the relevant provisions of the teacher merit assessment", indicating a relatively robust merit assessment system for rural primary school teachers.

7. **Challenges in Training Participation:** 33.33% of the sample reported "the number of frontline teachers on the job is small, and there is no time to participate in training", suggesting high work pressure among rural primary school teachers.

8. **Initiatives for Professional Development:** The most popular initiative, as per the sample, is to "reduce the number of training, optimize the training course", accounting for 27.93%. This indicates that the Content of training courses for rural primary school teachers has not achieved the desired effect.

4.2 Results and Discussions from the Interview

The results of the Interview are presented in Table 4.2 below.

Table 4.2 Summary Results of the Interview with Teachers

No.	Items of Questions	Answer to Findings
1.	Why do you think that you feel satisfaction and dissatisfaction in your job?	<p>Teacher 1: Satisfied, loves the students and the class</p> <p>Teacher 2: Satisfied, being a teacher has been a dream since childhood</p> <p>Teacher 3: Satisfied. The teaching work is challenging</p> <p>Teacher 4: Satisfied, can reflect their value</p> <p>Teacher 5: Satisfaction, work is fun</p> <p>Teacher 6: Unsatisfied, lack of training, and training opportunities</p> <p>Teacher 7: Not satisfied. The teaching task is heavy</p> <p>Teacher 8: Not satisfied, get the funding.</p> <p>Teacher 9: Not satisfied with the teaching facilities</p> <p>Teacher 10: Not satisfied, fewer teaching and research activities</p>
2.	What are the most helpful training strategies for you as a teacher? Why are those useful to you?	<p>Teacher 1: Lectures can help to improve teaching ability</p> <p>Teacher 2: Encourage personalized learning, diversified learning resources, and learning opportunities, and provide independent development</p> <p>Teacher 3: Build a learning community together. Group learning, interaction, and collaboration.</p> <p>Teacher 4: Customized training program. The effect of training must be improved to meet the needs of teachers.</p> <p>Teacher 5: Research method. Interact between classrooms, share, and learn from others' experiences and ideas.</p> <p>Teacher 6: Case study method. Provide specific cases to increase their own problem-solving ability and innovative thinking ability.</p>

Table 4.2 Summary Results of the Interview with Teachers (continued)

No.	Items of Questions	Answer of Findings
3.	How do you spend the budget of your training effectively? Do you think school is the best sponsor for your training?	<p>Teacher 7: Work rotation method. Expand their knowledge and skills, and develop their ability for all-around development.</p> <p>Teacher 8: Mentor system. Learn from the experience of backbone teachers</p> <p>Teacher 9: Audio-visual and technical method. Modern technology is used to grasp education better and teach ideas and methods through vision and hearing.</p> <p>Teacher 10: Continuous training and feedback mechanism. Through teacher evaluation and quality detection, the corresponding frame jumps and improves.</p> <p>Teacher 1: Yes, put into teaching and research activities.</p> <p>Teacher 2: Yes, to enhance your professional knowledge.</p> <p>Teacher 3: Yes, invest students in learning resources and learning tools.</p> <p>Teacher 4: Yes, research research paper.</p> <p>Teacher 5: Yes, participate in the teaching skills competition.</p> <p>Teacher 6: No, put it into the student class.</p> <p>Teacher 7: No, into the teaching and research section, research funds.</p> <p>Teacher 8: No, for sponsoring poverty grants.</p> <p>Teacher 9: Yes, to improve class facilities.</p> <p>Teacher 10: Yes, part of it is used to subsidize living.</p>
4.	What kinds of activities are supposed to be part of your professional development?	<p>Teacher 1: Participate in the course of study.</p> <p>Teacher 2: Participated in the paper research.</p> <p>Teacher 3: Participate in the incentive assessment</p> <p>Teacher 4: Attend the sharing meeting.</p> <p>Teacher 5: Participate in education and training</p> <p>Teacher 6: Join the education research team.</p>

Table 4.2 Summary Results of the Interview with Teachers (continued)

No.	Items of Questions	Answer of Findings
		Teacher 7: Participate in the subject research project Teacher 8: Regular teaching reflection. Teacher 9: Participate in teacher exchange activities Teacher 10: Regular assessment and feedback
5.	What are the problems and constraints of developing your professionalism as a teacher? Why do those constraints happen?	Teacher 1: Environmental factors. Social environment and level of economic development Teacher 2: School factors. Funding and system for learning Teacher 3: Group factors. The state of mutual learning, communication, cooperation, and teacher competition. Teacher 4: Personal factors. Teachers' professional structure includes professional belief, professional ability, and professional consciousness. Teacher 5: Pre-service and induction education factors. Classroom posts have become the foundation stage for professional teachers regarding knowledge, ability, quality, and other aspects. Teacher 6: Lack of training programs. Not having adequate training opportunities Teacher 7: High competitive pressure. The employment situation is grim, and the person under work pressure is great. Teacher 8: Educational concepts are outdated. Unable to realize the changes in The Times Teacher 9: Restriction of teacher's autonomy. Keep up with the class progress, and ignore the development of teachers and students. Teacher 10: Good professional environment. Lack of teaching and research training.

Table 4.2 is to dive into the details of the five categories. The data show that five teachers are satisfied with their jobs for reasons such as loving their students, fulfilling a childhood dream, finding the work challenging, feeling valued, and enjoying their work. However, five other teachers are unsatisfied due to inadequate training opportunities, heavy teaching tasks, funding issues, inadequate facilities, and insufficient teaching and research activities.

Regarding helpful training strategies, the teachers employ various methods to enhance their teaching abilities and professional development. These include learning from lectures, encouraging personalized learning, building learning communities, customizing training programs, and employing research methods for classroom interaction. They also use case studies to improve problem-solving and innovative thinking, work rotation to expand knowledge and skills, a mentor system to learn from experienced teachers, audio-visual and technical methods to grasp educational ideas, and continuous training with feedback mechanisms for ongoing improvement.

Let us delve deeper into the diverse teaching strategies of ten different teachers, as outlined in Table 4.2. These strategies are all geared towards enhancing the effectiveness of training. The first strategy involves using lectures to boost teaching abilities. This traditional method focuses on delivering comprehensive Content in a structured manner, allowing teachers to impart knowledge effectively.

The second strategy encourages personalized and diversified learning to foster independent development. This approach recognizes that every learner is unique and provides various learning resources and opportunities tailored to individual needs. The third strategy aims to build a sense of community through collaborative learning. This approach fosters a sense of unity and shared knowledge among learners, promoting interaction and collaboration. The fourth strategy involves developing customized programs to improve training outcomes. This method is designed to meet the specific needs of teachers, ensuring that the training is relevant and practical. The fifth strategy

facilitates shared learning and classroom interaction using research methods. This approach encourages teachers to interact with each other, share their experiences, and learn from each other's ideas.

The sixth strategy strengthens problem-solving and innovative thinking through case studies. This method provides specific cases that challenge teachers to apply their knowledge and skills in solving real-world problems. The seventh strategy promotes comprehensive skill development through a work rotation method. This approach allows teachers to gain experience in different areas, expanding their knowledge and skills and fostering all-round development. The eighth strategy involves gaining insights from experienced teachers via a mentor system. This method allows less experienced teachers to learn from the expertise and experiences of more seasoned teachers. The ninth strategy employs audio-visual technology for a better understanding of educational concepts. This modern approach uses technology to enhance learning, allowing teachers to grasp complex ideas through vision and hearing. Lastly, the tenth strategy ensures continuous improvement with continuous training and feedback. This approach involves regular teacher evaluation and quality checks, allowing for timely adjustments and improvements based on the feedback received. This comprehensive approach ensures that training is practical and continuously improving.

Regarding budget training, teachers 1 to 5 and 9 to 10 allocate resources to enhance teaching and learning. They invest in teaching and research activities, professional knowledge enhancement, student learning resources, research papers, teaching skills competitions, class facilities improvement, and living subsidies.

However, Teachers 6 to 8 prefer to direct resources towards the student class, research funds, and poverty grants.

In terms of participation, all teachers engage in various activities to improve their teaching skills and knowledge. These include participating in courses of study, paper research, incentive assessments, sharing meetings, education and training,

education research teams, subject research projects, regular teaching reflections, teacher exchange activities, and regular assessments and feedback.

In terms of activities for professional development, all ten teachers actively participate in various activities to enhance their teaching skills. Teacher 1 engages in courses of study, while Teacher 2 is involved in paper research. Teacher 3 participates in incentive assessments, and Teacher 4 attends sharing meetings. Teacher 5 participates in education and training, and Teacher 6 joins education research teams. Teacher 7 contributes to subject research projects, and Teacher 8 regularly reflects on their teaching. Teacher 9 participates in teacher exchange activities, and finally, Teacher 10 ensures regular assessment and feedback.

The summary of the problems and challenges teachers face is as follows: Teacher 1 faces challenges related to environmental factors, such as the social environment and level of economic development. Teacher 2 deals with school factors, including funding and learning systems. Teacher 3 encounters group factors, like the state of mutual learning and cooperation among teachers. Teacher 4 grapples with personal factors, such as their professional beliefs, abilities, and consciousness. Teacher 5 is challenged by pre-service and induction education factors, with classroom posts being the foundation stage of professional teachers.

Teacher 6 struggles with a lack of training programs and adequate training opportunities. Teacher 7 experiences high competitive pressure due to a grim employment situation. Teacher 8 finds that outdated educational concepts hinder the realization of changes.

Teacher 9 faces restrictions on teacher autonomy, having to keep up with class progress while ignoring the development of teachers and students. Lastly, Teacher 10 lacks a good professional environment and teaching and research training.

In conclusion, Table 4.2 provides a detailed exploration of five categories of teaching strategies. The data reveals that half of the teachers surveyed find job satisfaction due to their love for students, fulfilling a childhood dream, the challenging

nature of the work, feeling valued, and overall enjoyment. Conversely, the other half expressed dissatisfaction due to inadequate training opportunities, heavy teaching loads, funding issues, inadequate facilities, and insufficient teaching and research activities.

The teachers employ various strategies to enhance their teaching abilities and professional development. These strategies range from learning from lectures, encouraging personalized learning, building learning communities, and customizing training programs to employing research methods for classroom interaction. They also use case studies to improve problem-solving and innovative thinking, work rotation to expand knowledge and skills, a mentor system to learn from experienced teachers, audio-visual and technical methods to grasp educational ideas, and continuous training with feedback mechanisms for ongoing improvement.

A deeper dive into the diverse teaching strategies of ten different teachers, as outlined in Table 4.2, reveals a focus on enhancing training effectiveness. These strategies include using lectures to boost teaching abilities, encouraging personalized and diversified learning to foster independent development, building community through collaborative learning, developing customized programs to improve training outcomes, and facilitating shared learning and classroom interaction using research methods.

Furthermore, they strengthen problem-solving and innovative thinking through the use of case studies, promote comprehensive skill development through a work rotation method, gain insights from experienced teachers via a mentor system, employ audio-visual technology for a better understanding of educational concepts, and ensure ongoing improvement with a continuous training and feedback mechanism. This comprehensive approach ensures that training is practical and continuously improving, addressing teachers' challenges.

The summary also reveals that teachers 1 to 5 and 9 to 10 allocate resources towards enhancing teaching and learning, investing in various activities such as

teaching and research, professional knowledge enhancement, student learning resources, research papers, teaching skills competitions, class facilities improvement, and living subsidies. Conversely, Teachers 6 to 8 direct resources towards student classes, research funds, and poverty grants.

All teachers engage in a variety of activities to improve their teaching skills and knowledge, including participating in courses of study, paper research, incentive assessments, sharing meetings, education and training, education research teams, subject research projects, regular teaching reflections, teacher exchange activities, and regular assessments and feedback.

In terms of professional development, all ten teachers actively participate in various activities to enhance their teaching skills. These activities range from engaging in courses of study, paper research, incentive assessments, sharing meetings, education and training, joining education research teams, contributing to subject research projects, regular teaching reflections, participating in teacher exchange activities, and ensuring regular assessment and feedback.

The summary also highlights the problems and challenges faced by teachers. These include environmental factors, school factors, group factors, personal factors, pre-service and induction education factors, lack of training programs, high competitive pressure, outdated educational concepts, restrictions on teachers' autonomy, and lack of a good professional environment and teaching and research training.

CHAPTER V

CONCLUSION

5.1 Conclusion

In conclusion, teachers' teaching experiences reveal that many rural primary school teachers are dissatisfied with their jobs, yet most have participated in school-based training. A majority receive only partial reimbursement for external training expenses, and only a small percentage participate in research projects. Some teachers report limited opportunities for training and learning, while others acknowledge the existence of teacher merit assessment provisions. High work pressure, limited time for training, and the need to reduce the number of training sessions and optimize the training course are also significant issues.

Teachers use a variety of strategies to enhance their teaching abilities and professional development, such as learning from lectures, encouraging personalized learning, and building learning communities. They also focus on customizing training programs and employing research methods for classroom interaction. A closer examination of these diverse teaching strategies reveals a focus on enhancing training effectiveness, which includes facilitating shared learning. All teachers actively participate in various activities to improve their teaching skills and knowledge. However, they also face challenges such as environmental factors, school factors, personal factors, and lack of a good professional environment and teaching.

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APPENDICES

QUESTIONNAIRE

Respected teachers:

First of all, thank you very much for participating in this questionnaire. This questionnaire has been developed to further understand the current situation and needs of teachers' professional development and to study teachers' professional development status. The information obtained will only be used for personal academic research.

There is no right or wrong answer to each question, and your honest answers are fundamental to our research, so please take time out of your busy schedule to answer based on your true feelings. Thank you for your assistance!

Please put "√" in the context of your actual teaching situation in your answer to the following questions.

1. What is your gender?
 Female Male

2. How old are you?
 Under 25 25-29 30-45 45-60

3. How long have you been working as a teacher?
 1-3 years 3-5 years 6-10 years More than 10 years

4. What are your academic qualifications?
 Vocational training college
 Undergraduate Program
 Master's degree

5. How do you feel about your career as a teacher?
 Happy with a teaching career
 Satisfied with the teaching in general
 The teaching career is not very satisfactory.

6. What is your title?

- No title
- Primary level
- Intermediate level
- High level of education
- Senior teaching in the teaching career

7. In recent years, what levels of research and training activities have you participated in national training programs?

- Provincial and municipal research and training
- District Research and Training
- School-based research and training

8. What are the training-related costs for your development as a teacher?

- No reimbursement from schools
- Fewer reimbursements from schools
- Most of the population is reimbursed by the school.
- Full reimbursement from schools

9. What are your professional development pathways?

Participation in the Master of Education program, correspondence, or distance learning programs

Participate in training activities at or above the district level (including the district level), such as training, observation, class competitions, and seminars.

Participation in various research and training activities organized by the school, training teams, and activities sent by master teachers

To participate in research projects, Mouth to participate in online training.

Independent learning, practical reflection

10. What are the factors affecting the professional development of an individual?

- No factors affecting professional
- Relying on personal experience and lack of good peer support.
- Lack of updating of theoretical knowledge of education
- There are few opportunities for the population to participate in training and learning.
- Lack of knowledge of the latest educational and teaching concepts and practices in the population
- Lack of motivational policies in the population's interest in teaching
- A lot of work pressure

11. What are the rules and regulations established by the school that relate to the professional development of teachers?

- Provisions relating to the continuing education of teachers
- Provisions relating to the evaluation of teachers' merits, assessment of their qualifications, and promotion of their titles
- Provisions relating to performance pay assessment
- Several other systems are also covered.

12. In your opinion, what do rural teachers currently face the specific difficulties in participating in training and learning?

- The heavy workload of teaching and learning in the schools of Kuching leaves no time for learning and upgrading themselves.
- Long distance from the entrance, difficult to access
- A small number of frontline teachers in service and no time for training
- Ineffectiveness of training
- Other reasons for other systems

13. The following initiatives to promote the professional development of rural teachers, which are more welcome to you?

Reduction in the number of training sessions and optimization of training courses

Strengthening training to meet the standard test and highlighting the effectiveness of training

Increase in the number of teachers sent to teach by master teachers.

To build teacher training bases in neighboring schools to enhance the radiation of resources of master teachers.

Teachers from famous schools in Kuching District assist in squatting.

Teachers' attachment to rural schools

To further strengthen the construction of the web platform and enrich its functions.

Increase training efforts and expand the scale of training.