

Problems and Solutions in the Professional Development of Rural Primary School Teachers in Zhoukou-China

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Abstract:

This study explores the teaching experiences of educators and identifies strategies that support the professional development of rural teachers in Zhoukou, China. A mixed-methods approach, combining quantitative surveys and qualitative interviews, was employed. Data were collected through 111 valid questionnaires distributed across six primary schools, and in-depth interviews were conducted with ten teachers selected for their diverse experiences and perspectives. The research highlights significant challenges faced by rural teachers, including high job pressure, limited training opportunities, inadequate compensation for external training, and insufficient professional development options. Despite these obstacles, teachers employ various strategies to enhance their skills, such as attending lectures, engaging in personalized learning, building learning communities, and adopting research-based classroom methodologies. However, these efforts are hindered by contextual, institutional, and personal limitations, as well as the lack of supportive professional environments. The findings emphasize the need for comprehensive measures to address these challenges and foster meaningful professional development for rural teachers in Zhoukou, China.

Keywords: Teaching experience and strategies; professional development; rural teachers

Introduction

As the cornerstone of national development, education is heavily responsible for 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 (X. Zhang et al., 2022). The aim is to improve the quality of rural education and narrow the gap between urban and rural education.

In the implementation of this strategy, the support and training of rural teachers have 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 (L. 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; Q. 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 an essential 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 will analyze in depth the factors influencing the professional development of rural primary school teachers and put 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 effective 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 and 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 to create 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 more significant role in revitalizing rural education.

This study aims to identify rural school teachers' teaching experiences in Zhoukou, China, and to investigate professional development strategies. The study

covers essential concerns about educators' experiences and particular strategies for their development. The goal is to provide insights into these rural instructors' teaching experiences and professional development techniques. The study's value resides in its theoretical implications, which provide a foundation for professional development techniques within the rural revitalization framework. It also proposes possible techniques for improving the professional development of rural primary school teachers by combining theory and actual educational experiences. Practically, the study emphasizes the role of rural primary school teachers in the foundation of rural basic education and the need for professional development to improve teaching quality. The study's findings provide valuable guidelines and references for enhancing these educators' professional skills, addressing geographical limits and the need for theoretical knowledge application.

Related Literature

Study on the professional development of rural primary school teachers

Research on the lack of teacher training and research activities. Zhu Cungang and Ba Fusen (2020) pointed out that the rural education primary school mathematics teacher team has problems with a lack of communication platforms, irrational input from teachers, few training opportunities, and scientific research activities. Yang Zaiying (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; X. Zhang et al., 2021).

For the study of the problem of low professional competence of teachers, U 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. The lack of professionalism the individual teacher's mentality is restless. The style of learning and teaching is not solid, and so on. Fang Zhiwei (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 Lixin (2021) pointed out that rural teachers' professional knowledge is weak, teachers' professional identity is low, and teachers' professional development is restricted (Ke et al., 2019; Postholm, 2012).

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 vital 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 certain scientific knowledge. Rural teachers occupy an important position in rural education, and rural primary school teachers also play an essential role in compulsory education. Rural primary school teachers include compulsory teachers in the country's rural centers and village schools, and rural primary school teachers undertake six years of primary school teaching in rural areas, guiding students in their learning and development (Q. Gu, 2013).

Professional development of rural primary school teachers

Teacher professionalism is an essential trend in today's development and reflects teacher education's development to a certain 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 recognized and valued with the gradual development of teacher education. 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; X. 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.

Study on factors influencing the professional development of rural primary school teachers

Yang Shudong (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, professional development, and the schools' lack of an effective evaluation and incentive mechanism for teachers' professional development (Banegas, 2022; Q. Gu, 2005). Cao Lile (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 Weixue, Zhao Keyun, and Qi Jianyun (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 Weiren and Kong Cuiwei (2017) attributed the problems of rural primary school teachers' professional development to the three reasons of individual rural teachers' lack of self-awareness, lack of empathy, and lack of courage.

Research on strategies for professional development of rural primary school teachers

Cao Yangyang (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 Weihui (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 Xiurong (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. Rao Donghong (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 long process, no matter when it occurs.

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

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; R. J. 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 the idea of lifelong education and the concept of lifelong learning to promote the development of rural primary education.

Methods

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 and correctly researched, the results are transformed into usable data and analyzed, and judgments and conclusions are made on the facts (Han, 2020; Hart et al., 2018). The survey object is rural primary school teachers in the compulsory education stage in Zhoukou with seven counties in Henan Province. One hundred twenty (120) questionnaires were randomly distributed, 111 valid questionnaires were recovered, and 6 primary schools were surveyed. The basic information of the survey included gender, highest education level, teaching age, and title. Firstly, the content of the questionnaire was designed and defined. The content of the questionnaire is mainly composed of two parts. The first part contains the basic information about rural teachers, which contains four topics, including gender, highest education, teaching age, and title. The second part contains specific topics about the basic professional development of rural teachers.

The research uses a questionnaire. There are two questionnaires. The first is basic information about rural teachers, which contains four topics: gender, highest education, teaching age, and title. The second is the questionnaire about the specific topics of the basic professional development of rural teachers. 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 provide a deeper understanding of the subject matter.

Results and Discussions from the Questionnaire

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 1. Analysis of the Basic Situation of Rural Primary School Teachers distinguishing between the sexes

options (as in computer software settings)	frequency	%	Cumulative percentage (%)
women	63	56.76	56.76
male	48	43.24	100.00
add up the total	111	100.0	

length of teaching experience			
options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

academic qualifications			
term (in a mathematical formula)	frequency	%	Cumulative percentage (%)
three-year college	70	63.06	63.06
undergraduate (adjective)	38	34.23	97.30
bachelor's degree	3	2.70	100.00
add up the total	111	100.0	

title			
term (in a mathematical formula)	frequency	%	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
add up the total	111	100.0	

From the above table, it can be seen that there were 111 respondents to the survey, of whom 48 (43.24%) were male teachers and 63 (56.76%) were female teachers. The number of female teachers was slightly higher than that of male teachers, but 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%, and five years and above accounted for 46.31%, 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%. There are also 34.23% 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% of the samples chose "junior". In comparison, 30.63% 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.

Teacher teaching experiences in the professional development of rural primary school teachers

Table 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	%	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
add up the total	111	100.0	

What levels of research and training activities have you participated in in recent years?

Options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

Training-related costs when you go away for training?

Options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

What are the avenues for individual professional development?

Options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

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

Options (as in computer software settings)	frequency	%	Cumulative percentage %
Relying on personal experience and lack of good peer support	15	13.51	13.51
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
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
add up the total	111	100.0	

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	%	Cumulative percentage %
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What are the avenues for individual professional development?

Options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

What do you think are the current specific difficulties rural teachers are having in participating in training and learning?

options (as in computer software settings)	frequency	%	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
add up the total	111	100.0	

The following initiatives to promote rural teachers' professional development would be more welcome to you.

options (as in computer software settings)	frequency	%	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

What are the avenues for individual professional development?

Options (as in computer software settings)	frequency	%	Cumulative percentage (%)
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
add up the total	111	100.0	

The table highlights the different obstacles that rural primary school instructors encounter. Among them, 43.24% are "not very satisfied" with their job, while 27.12% describe their satisfaction as "average," exposing several challenges in the field. Most teachers (55.86%) have received school-based training, which is less effective owing to remote locations. Regarding training expenses, 46.85% are partially compensated by their institutions, while 33.33% are primarily reimbursed, demonstrating a low personal investment in education. Only 26.13% of respondents participate in research initiatives, indicating a lack of options for professional advancement.

Furthermore, 16.22% have insufficient opportunities to participate in training and 33.33% report significant work pressure due to a small staff size. The merit assessment system is relatively robust, with 40.54% of teachers recognizing its

importance. However, training content requires improvement since 27.93% recommend lowering and optimizing training courses, showing that they have not had the expected effect.

In conclusion, the teaching experiences of rural primary school teachers provide some crucial insights. Job satisfaction is poor, with 43.24% expressing "not very satisfied" and 27.12% showing "average" satisfaction. Most teachers (55.86%) have engaged in school-based training, underscoring the constraints of remote settings. Schools frequently partially compensate training fees, with 46.85% receiving little reimbursements and 33.33% receiving mostly reimbursement, showing low personal effort. Only 26.13% of respondents had participated in research projects, indicating a lack of professional development chances. Furthermore, 16.22% reported few opportunities to participate in training, while 33.33% encountered significant work pressure due to the small staff size and a lack of time for training. Despite a robust merit assessment system, 40.54% of teachers believe the substance of training courses needs to be improved, with 27.93% advocating training reduction and optimization.

Results and Discussions from the Interview

The results of the interview are presented in Table 3 below.

Table 3. Summary results of the interview with teachers

No	Items of questions	Answer of findings
1.	Why do you think that you feel satisfaction and dissatisfaction in your job?	Teacher 1: Satisfied, love the students and the class Teacher 2: Satisfied, being a teacher has been a dream since childhood Teacher 3: Satisfied. The teaching work is challenging Teacher 4: Satisfied, can reflect their value Teacher 5: Satisfaction, work is fun Teacher 6: Unsatisfied, lack of training and training opportunities Teacher 7: Not satisfied. The teaching task is heavy Teacher 8: Not satisfied, get the funding. Teacher Teacher 9: Not satisfied, the teaching facilities Teacher 10: Not satisfied, less teaching and research activities
2.	What are the most useful training strategies for you as a teachers? Why those are useful for you?	Teacher 1: Lectures can help to improve teaching ability Teacher 2: Encourage personalized learning, diversified learning resources, and learning opportunities, and provide independent development Teacher 3: Build a learning community together. Group learning, interaction, and collaboration.

		Teacher 4: Customized training program. To meet the needs of teachers, the effect of training must be improved. Teacher 5: Research method. Interact between classrooms, share, and learn from others' experiences and ideas. Teacher 6: Case study method. Provide specific cases to increase their own problem-solving ability and innovative thinking ability. Teacher 7: Work rotation method. Expand their knowledge and skills, and develop their ability for all-around development. Teacher 8: Mentor system. Learn the experience from backbone teachers Teacher 9: Audio-visual and technical method. Modern technology is used to grasp education better and teach ideas and methods through vision and hearing. Teacher 10: Continuous training and feedback mechanism. Through teacher evaluation and quality detection, the corresponding frame jumps and improves.
3.	How do you spend the budget of your training effectively? Do you think school is the best sponsor for your training?	Teacher 1: Yes, put into teaching and research activities. Teacher 2: Yes, to enhance your professional knowledge. Teacher 3: Yes, invest students in learning resources and learning tools. Teacher 4: Yes, research paper. Teacher 5: Yes, participate in the teaching skills competition. Teacher 6: No, put it into the student class. Teacher 7: No, into the teaching and research section, research funds. Teacher 8: No, for sponsoring poverty grants. Teacher 9: Yes, to improve class facilities. Teacher 10: Yes, part of it is used to subsidize living.
4.	What kinds of activities are supposed to be part of your professional development?	Teacher 1: Participate in the course of study. Teacher 2: Participated in the paper research. Teacher 3: Participate in the incentive assessment Teacher 4: Attend the sharing meeting. Teacher 5: Participate in education and training Teacher 6: Join the education research team. 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 professional 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. They do not have adequate training opportunities. Teacher 7: High competitive pressure. The employment situation is grim, and the person under the 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 3 explores the various teaching experiences and tactics of ten teachers. It demonstrates that five instructors are content with their professions because they love their kids, have fulfilled their childhood ambitions, find their work challenging, feel valued, and enjoy their duties. Five teachers are unsatisfied, citing a lack of training opportunities, hard workloads, budget challenges, poor facilities, and insufficient teaching and research activities. They use a variety of tactics to improve their teaching talents and professional development, including lectures, individualized learning, the formation of learning communities, customized training programs, and classroom interaction studies. They also use case studies to increase problem-solving and innovation, work rotation to broaden knowledge, a mentor system to provide advice, audio-visual and technical techniques to understand educational concepts, and continual training with feedback mechanisms to ensure continued improvement. These tactics are all designed to improve the effectiveness of training and professional development.

The sixth technique improves problem-solving and imaginative thinking by challenging teachers to use their knowledge in real-world circumstances. The seventh technique encourages complete skill development through work rotation, which allows teachers to learn new experiences and broaden their expertise. The eighth

technique involves a mentor system in which less experienced teachers learn from more experienced professionals. The ninth method uses audio-visual technology to help students understand educational topics. At the same time, the tenth strategy incorporates continual training and feedback, as well as regular evaluation and quality checks to ensure continuous progress.

Teachers 1–5 and 9–10 allocate their budgets to teaching and research activities, professional development, student resources, research articles, teaching skills competitions, facility renovations, and living subsidies. Teachers in grades 6 through 8, on the other hand, prioritize student classes, research funds, and poverty awards. All teachers enhance their skills through courses, research, assessments, sharing meetings, training, research teams, subject projects, teaching reflections, exchange activities, and frequent assessments. Environmental variables, school funding, group cooperation, personal beliefs, training opportunities, competitive pressure, outmoded conceptions, limited autonomy, and a lack of a supportive professional environment are all potential difficulties for professional development.

Finally, Table 3 provides an in-depth look at five teaching strategies. Half of the teachers are content with their professions because they enjoy working with children, fulfilling a childhood dream, the challenges of the job, feeling valued, and general job enjoyment. In contrast, the other half are unsatisfied due to a lack of training possibilities, severe workloads, financial challenges, poor facilities, and insufficient teaching and research activities. Teachers use a variety of tactics to advance their professional development, including lectures, individualized learning, learning communities, customized training programs, and research methodologies for classroom engagement. They also use case studies to solve problems, work rotation to expand skills, mentor systems for guidance, audio-visual technologies to understand concepts, and continual training with feedback to grow over time.

Teachers use diverse resource allocation strategies to improve teaching and learning. Teachers 1–5 and 9–10 concentrate on teaching and research activities, professional knowledge development, student learning materials, research publications, teaching skill competitions, class facility improvements, and living subsidies. Teachers 6–8 allocate resources to student classes, research funds, and poverty grants. Courses, research, assessments, sharing meetings, training, research teams, subject projects, teaching reflections, exchange activities, and frequent assessments are ways teachers improve their skills. Teachers confront challenges such as environmental variables, school finances, group cooperation, personal convictions, training possibilities, competitive pressure, obsolete conceptions, limited autonomy, and a lack of a supportive professional environment.

Conclusion

This study finds that the teaching experiences of rural primary school educators reveal widespread job dissatisfaction, despite many participating in school-based training programs. Most teachers receive only partial reimbursement for external training expenses, and few are involved in research projects. Challenges such as limited training opportunities, high work pressure, and insufficient time for professional development are common. Additionally, teachers highlight the need to streamline training courses and reduce the overall number of training sessions to

enhance their effectiveness. To address these challenges, teachers employ various strategies for professional growth, including attending lectures, fostering personalized learning, and building learning communities. They also focus on tailoring training programs and using research-based methods to improve classroom interactions. A closer look at these strategies highlights a collective effort to improve training effectiveness through shared learning and collaboration. While teachers actively participate in activities to enhance their skills and knowledge, they face persistent obstacles, including environmental constraints, school-related challenges, personal limitations, and the absence of a supportive professional environment. Addressing these issues is crucial to fostering meaningful professional development for rural educators.

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