

The Guidelines to Improve Professional Development for Teachers in Rural Primary School in Yunnan Province, China

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ABSTRACT

This study aims to (1) assess the current status of professional development among rural primary school teachers in Yunnan Province, China, and (2) propose guidelines for enhancing professional development for these teachers. The sample consisted of 380 rural primary school teachers selected through stratified random sampling from eight rural primary schools in Yunnan Province, based on Krejcie and Morgan's table, along with 25 school managers chosen through purposive sampling. Research tools included questionnaires and semi-structured interviews, with data analyzed through descriptive statistics and content analysis. Results indicate that the professional development status of rural primary school teachers in Yunnan Province is at a high level ($\bar{x}=4.09$, $SD=0.65$) across three dimensions: professional ethics ($\bar{x}=4.33$, $SD=0.71$), professional skills ($\bar{x}=4.01$, $SD=0.60$), and professional knowledge ($\bar{x}=3.92$, $SD=0.65$). Recommendations for enhancing teacher professional development include: (1) strengthening the teaching workforce, (2) improving evaluation and incentive systems, (3) increasing support from government and community, (4) raising teachers' professional development awareness, and (5) enhancing their sense of professional responsibility.

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

INTRODUCTION

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

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

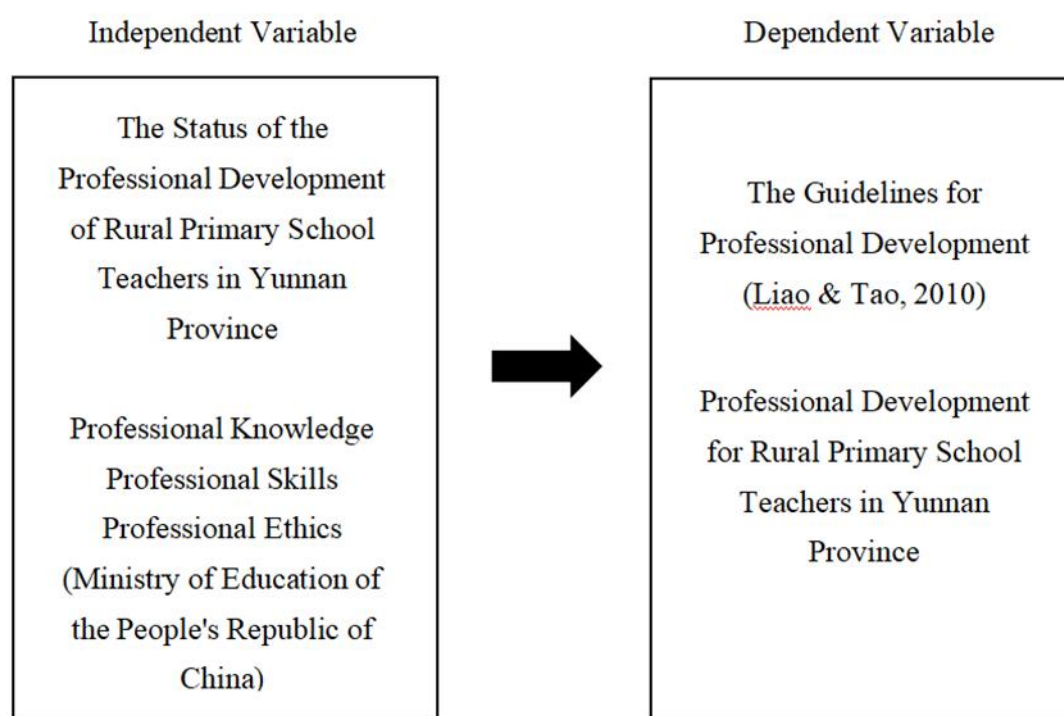
Despite policy support, professional development for rural primary school teachers in Yunnan still faces certain difficulties and challenges. Firstly, some teachers lack training and proficiency in modern educational technologies due to geographical and economic limitations, leading to a relatively outdated teaching approach. Secondly, there is considerable mobility among rural primary school teachers, resulting in talent loss issues that affect the continuity and stability of education. Additionally,

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the promotion avenues for rural primary school teachers are relatively narrow, lacking opportunities for professional development, which may impact their enthusiasm and motivation (Wang, 2023).

Therefore, it is necessary to formulate specific guidelines to facilitate the professional development of rural primary school teachers in Yunnan. These guidelines should outline the direction and objectives of professional development, providing more targeted training and support. This approach aims to establish a solid foundation for the comprehensive improvement of rural primary school education. The research questions are stated in the following: What is the current status of the professional development of rural primary school teachers in Yunnan Province, China? and what are the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China?. Thus, the research objectives are aimed to study the current status of the professional development of rural primary school teachers in Yunnan Province, China, and to design the guidelines for improving professional development for rural primary school teachers in Yunnan Province, China.

This study defined the concept of professional development of rural primary school teachers by combining the relevant domestic and foreign literature and finding out the existing problems. Using literature, questionnaires, semi-structured interviews, and other methods to analyze the professional development of rural primary school teachers in Yunnan Province. Based on the professional development of rural primary school teachers in Yunnan Province and domestic and foreign experience, this article designed the guidelines for improving the professional development of rural primary school teachers in Yunnan Province as in Figure 1:



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

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the researchers provided a variety of viewpoints and suggestions to support teachers' continuous progress in education and teaching. These different definitions and viewpoints have enriched the research in the field of professional development for teachers and provided important references for improving the quality of education and promoting educational reform.

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

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

Secondly, the development pathways are ongoing, progressing from external learning and training to emphasizing internal professional attitudes and emotions. Lu and Zhong (2006) pointed out that teacher professional development occurs through in-service teacher education or training, leading to specific aspects of development. They believe it includes all-natural learning experiences and consciously organized activities, directly or indirectly benefiting individuals, groups, or schools and enhancing classroom education quality.

According to Z. Zhu (2002), professional development for teachers is the process of teachers' professional growth and maturity based on the improvement and perfection of professional qualities such as knowledge, skills, and ethics. D. Zhu (2003) regarded teacher professional development as the continuous growth and pursuit of maturity in professional qualities, beliefs, knowledge, skills, and emotions. Professional development for teachers accompanies them throughout their lives.

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

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

Ministry of Education of the People's Republic of China (2012) formulated the professional standards for primary school teachers in the "Professional Standards for Primary and Secondary School and Kindergarten Teachers", which include basic concepts, basic content, and implementation suggestions. The key "basic content" comprises three dimensions: Professional philosophy and ethics, professional knowledge, and professional skills. Four to six fields are established under each dimension, and three to six basic requirements are proposed under each field. Primary school teachers should implement the idea of "teaching students by their aptitude" well in applying educational methods, teaching strategies, and teaching methods in the face of students with different personality characteristics and development changes. Primary school teachers can only optimize teaching according to changes in the educational environment. In order to help students develop, they can always stand at the forefront of education and teaching.

During the professional development process for teachers, teachers are influenced by various factors, leading to variations in their professional development status.

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

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

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

METHODS

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

The population of this research was divided into 2 groups: (1) There were 380 rural primary school teachers from 8 rural primary schools in Yunnan Province. (2) There were 25 rural primary school teachers managers from 8 rural primary schools in Yunnan Province.

The sample group was, according to the table for determining a limited overall sample size proposed by Krejcie and Morgan (1970), the overall sample unit is 380, and the sample size should be 191. The sample group in this study was 5 managers of rural primary school teachers from 8 rural primary schools in Yunnan Province. They were selected by purposive sampling. The qualifications of this group are as follows: 1) At least 5 years of rural primary school managers, 2) Possess a bachelor's degree in education or above, 3) Have abundant teaching and managing experience in rural primary school education.

Data was collected using quantitative data. The questionnaire was pre-tested and formally tested, and the questionnaire was distributed on the platform Star. The 191 rural primary school teachers from 8 rural schools in Yunnan Province answered through mobile phones or computers. Next, the questionnaire data was collected and saved through Star's platform. The researcher distributed the questionnaire to 200 teachers. A total of 191 questionnaires can be returned, accounting for 95.5%. Data was collected using qualitative data. The semi-structured interview was a one-on-one and face-to-face interview with the 5 rural primary school managers from 8 rural primary schools in Yunnan Province. The interviewer asked questions based on 6 topics in the semi-structured interview content, and the interviewees answered. The interviewer recorded the interviewees' answers comprehensively and in detail.

The questionnaire was used to collect data from the 191 rural primary school teachers about the current status of the professional development guidelines for rural primary school teachers in Yunnan Province. The questionnaire was designed based on the professional development of rural

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primary school teachers in the Yunnan Province program in three following aspects: 1) Professional Knowledge, 2) Professional Skills, and 3) Professional Ethics was provided into two parts: Part 1: The personal information of the respondents was investigated and classified by gender, age, working as a primary school teacher, highest education, and major studied. Part 2: The questionnaire was based on the three dimensions "Professional Standards for Primary School Teachers (Trial)" (2012) as the main reference for compiling the questionnaire. Refer to Table 3.2 for details. There were 10 questions on professional knowledge, 10 questions on professional skills, and 10 questions on professional ethics, 30 questions in total, based on the five-point Likert scale (1932). The questionnaire asked the sample group to put a tick in the table according to their status:

The rating of 5 means = strongly agree

The rating of 4 means = agree

The rating of 3 means = unsure

The rating 2 means = disagree

The rating 1 means = strongly disagree

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

Semi-structured interviews were conducted with 5 rural primary school managers on the guidelines for improving professional development for rural primary school teachers in Yunnan Province. In semi-structured interviews, the researcher determined a series of topics or questions in advance, and these topics were usually open-ended to allow the interviewee to express their opinions and experiences freely. Unlike unstructured interviews, semi-structured interviews also include fixed questions or topics to ensure the researcher can obtain specific information and compare interviewees.

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

RESULT AND DISCUSSION

The analysis results of the first research question about the personal information of respondents, classified by gender, age, working as a primary school teacher, highest education, and major studied. The data was presented in the form of frequency and percentage.

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

Second, the analysis results are about the personal information of semi-structured interviewees. The data was presented in the form of educational background, date, and time. The analysis results from the interview evaluated the adaptability and feasibility of guidelines for Professional Development for Rural Primary School Teachers in Yunnan Province. The analysis results about the professional development of respondents. The data was presented in the form of average value and standard deviation. According to the five-level questionnaire, the Average Score of 4.51-5 means "highest" level, the Average Score of 3.51-4.5 means "high" level, the Average Score of 2.51-3.5 means "medium" level, the Average Score of 1.51-2.5 means "low" level, and the Average Score of 0.5-1.5 means "lowest" level.

Table 1: The Average Value and Standard Deviation of the Professional Development of Rural Primary School Teachers in Yunnan Province in Three Aspects

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

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Professional Development of Rural Primary School Teachers in Yunnan Province	$\bar{x}$	S. D.	Rank
Professional Ethics	4.33	0.71	1
Total	4.09	0.65	

Table 1 found that the professional development of rural primary school teachers in Yunnan Province in three aspects was high ($\bar{x}=4.09$, S. D.=0.65). Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was professional ethics ($\bar{x}=4.33$, S. D.=0.71), followed by professional skills ($\bar{x}=4.01$, S. D.=0.60), and professional knowledge was the lowest level ($\bar{x}=3.92$, S. D.=0.65).

Table 2: The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Knowledge

Professional Knowledge		$\bar{x}$	S. D.	Level
1	You can master the basic principles and main methods of primary school education.	4.04	0.67	High
2	You understand the characteristics and patterns of physical and mental development of students of different ages.	3.96	0.68	High
3	You understand student safety protection knowledge.	4.06	0.64	High
4	You understand the curriculum standards and teaching methods of the subject you teach.	4.02	0.63	High
5	You understand the main methods and strategies for developing curriculum resources for your teaching subjects.	3.90	0.66	High
6	You have the information technology knowledge to adapt to teaching content, teaching methods, and modernization.	3.79	0.69	High
7	You understand the characteristics and rules of primary school students' character development.	3.95	0.62	High
8	You understand the basic principles and methods of educational psychology.	3.87	0.61	High
9	You have appropriate knowledge of natural sciences and humanities.	3.84	0.65	High
10	You have corresponding knowledge of art appreciation and expression.	3.78	0.60	High
Total		3.92	0.65	

Table 2 is a summary of rural primary school teachers in Yunnan Province in terms of professional knowledge. The overall average score was 3.92, with a standard deviation (S. D.) of 0.65, indicating a high level.

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

Table 3: The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Skills (n=191)

Professional Skills		$\bar{x}$	S. D.	Level
1	You can reasonably formulate teaching goals and teaching plans.	4.09	0.55	High
2	You can rationally utilize teaching resources and methods to design the teaching process.	4.08	0.62	High
3	You can create a good learning environment and atmosphere to stimulate students' interest in learning.	4.01	0.64	High
4	You can effectively implement teaching through various methods such as heuristics, inquiry, and discussion.	4.04	0.57	High
5	You can integrate and apply modern educational methods into teaching.	3.88	0.61	High
6	You can use multiple assessment criteria to give students appropriate evaluation and guidance.	3.98	0.58	High
7	You can use language that suits the characteristics of primary school students to carry out education and teaching work.	4.12	0.65	High
8	You can self-evaluate the effectiveness of education and teaching and promptly adjust and improve education and teaching work.	3.95	0.60	High
9	You can communicate effectively with students, parents, and colleagues.	3.90	0.59	High
10	You can explore and research the problems encountered in your work.	3.92	0.63	High
Total		4.01	0.60	

According to Table 3, a summary of rural primary school teachers in Yunnan Province in professional skills. The overall average score was 4.01, with a standard deviation (S. D.) of 0.60, indicating a high level.

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Considering the results of rural primary school teachers in Yunnan Province in professional skills ranged from the highest to lowest level were as follow: the highest level was appropriate language for education and teaching ($\bar{x}=4.12$, S. D.=0.65), followed by reasonably formulating teaching goals and teaching plans ($\bar{x}=4.09$, S. D.=0.55), followed by rationally utilizing teaching resources and methods to design the teaching process ($\bar{x}=4.08$, S. D.=0.62), followed by effectively implementing teaching through various methods ($\bar{x}=4.04$, S. D.=0.57), followed by creating a good learning environment and atmosphere ($\bar{x}=4.01$, S. D.=0.64), followed by using multiple assessment criteria to give appropriate evaluation and guidance ($\bar{x}=3.98$, S. D.=0.58), followed by self-evaluating the effectiveness of education and teaching, and promptly adjusting and improving education and teaching work ($\bar{x}=3.95$, S. D.=0.60), followed by exploring and researching the problems encountered in work ($\bar{x}=3.92$, S. D.=0.63), followed by communicating effectively with students, parents and colleagues ($\bar{x}=3.90$, S. D.=0.59), and integrating and applying modern educational methods into teaching was the lowest level ($\bar{x}=3.88$, S. D.=0.61).

Table 4: The Average Value and Standard Deviation of Rural Primary School Teachers in Yunnan Province in Professional Ethics (n=191)

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

According to Table 4, a summary of rural primary school teachers in Yunnan Province in professional ethics. The overall average score was 4.33, with a standard deviation (S. D.) of 0.71, indicating a high level.

Considering the results of rural primary school teachers in Yunnan Province in professional ethics ranged from the highest to lowest level were as follow: the highest level was the ability to abide by education laws ($\bar{x}=4.50$, S. D.=0.68), followed by abiding by the professional ethics requirements for primary school teachers ($\bar{x}=4.48$, S. D.=0.70), followed by valuing the life safety of students as the priority ($\bar{x}=4.46$, S. D.=0.72), followed by having good professional ethics and serving as a role model for students ($\bar{x}=4.44$, S. D.=0.75), followed by dressing cleanly and tidily, speaking appropriately, and behaving civilly and politely at work ($\bar{x}=4.32$, S. D.=0.74), followed by loving education and regarding teaching as a lifelong career ($\bar{x}=4.28$, S. D.=0.66), followed by being a good role model for student to learn to develop

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good behaviour ($\bar{x}=4.26$, S. D.=0.69), followed by agreeing to primary school teachers are professional ($\bar{x}=4.23$, S. D.=0.67), followed by interested in primary school education ($\bar{x}=4.20$, S. D.=0.71), and aspiring to be an excellent educator was the lowest level ($\bar{x}=4.18$, S. D.=0.73).

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

Table 5: Summary of the Results of the Semi-structured Interview Contents

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

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

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

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

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

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

In Yunnan's rural areas, primary school teachers engage in various professional development activities, including in-service training, peer learning groups, mentorship, and online courses. These activities, often organized by regional education bureaus and local universities, aim to enhance teaching methods, foster collaboration, and build supportive professional communities. Teachers also participate in workshops focused on subject-specific knowledge, curriculum updates, and educational research, often in collaboration with academic institutions. Skills development includes training in classroom management, advanced pedagogical techniques, and technology integration, supported by practical workshops and feedback sessions. Through workshops and mentorship programs, ethical training emphasizes integrity, responsibility, and professional boundaries. Continuous professional development, advanced qualifications, regular performance evaluations, and participation in professional learning communities are crucial for teachers' growth and effectiveness. Addressing challenges such as limited resources, funding gaps, insufficient incentives, and greater community involvement is essential to enhance the impact of professional development initiatives in these rural areas.

In Yunnan Province, rural primary school teachers exhibit high levels of professional development in three key areas, with professional ethics scoring the highest. This aligns with Zuo's (2021) perspective and is consistent with the data released in the 2023 "Three-year action plan for

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high-quality education development in Yunnan Province (2023-2025)". The scores for professional skills and professional knowledge are similar but lower than those for professional ethics, which agrees with Liu and Chen's (2021) findings. Jin (2021) emphasized that improving professional skills and knowledge is one of the primary directions for the professional development of rural primary school teachers. Wang (2022) pointed out that the teacher resources in Yunnan's rural primary schools are relatively weak, characterized by insufficient professional knowledge and ability, low teaching levels, and a lack of training opportunities. Regarding the composition of teaching staff, Liang (2021) noted that rural primary school teachers in Yunnan generally have lower educational levels and weaker professional capabilities, facing issues such as teacher shortages and a lack of succession. Song (2019) highlighted that rural primary school teachers' poor salaries and bleak future career prospects lead to low professional identity.

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

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

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

These recommendations align with the Ministry of Education of the People's Republic of China's "Professional Standards for Primary School Teachers (Trial)" (2012), which details the professional competencies required of primary school teachers. The standards emphasize the importance of ethics, responsibility, self-respect, and self-discipline; the integration of educational theory and practice; and the commitment to lifelong learning to adapt to the evolving educational environment. This also aligns with the views of Liao (2006). Liao and Tao (2005) pointed out the need to vigorously promote the informatization of rural basic education, improve teacher education quality, enhance teaching practice levels, and establish a comprehensive rural teacher evaluation system. Sheng (2010) emphasized maintaining a learning mindset, enhancing cultural literacy, promoting communication, and encouraging self-reflection to facilitate professional development.

In terms of support for rural primary schools, this aligns with the People's Government of Yunnan Province's "Implementation Opinions on Further Improving the Construction of Small-scale Rural Schools and Township Boarding Schools" (2019), which advocated for innovative working mechanisms, promoting development, improving investment systems, and increasing investment in rural primary schools. This is also consistent with H's views. Wang (2022). D.Wang (2023) believed that efforts should be intensified in the construction of rural primary schools, with policy, financial, and incentive mechanisms favoring these schools. Guo et al. (2007) proposed four suggestions for the overall development of rural teachers in China: the government providing policy guidance and support, teacher educators improving their own quality and teaching ability, schools taking measures to strengthen the teaching workforce, and primary school teachers enhancing their strength and creativity.

CONCLUSION

The research in the guidelines to improve professional development for teachers in rural primary schools in Yunnan Province, China. The researcher summarized the conclusion into 2 parts, details as follows: Part 1: The current status of the professional development of rural primary school

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

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

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

1. Qualifications of rural primary school teachers in Yunnan Province are generally low, with a relatively small proportion of teachers having received training in primary education. This might be one of the reasons for the lower scores in professional knowledge and skills.
2. Many of these teachers have shorter work experience and insufficient teaching experience, which may also affect their professional skills scores.
3. According to relevant literature, in recent years, the Ministry of Education of the People's Republic of China and the People's Government of Yunnan Province have greatly emphasized the professional ethics of rural primary school teachers. They have implemented policies and regulations to standardize practices and actively organized relevant training, which might explain these teachers' higher scores in professional ethics.

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

Through the analysis of the questionnaire and interview results, the researchers put forward the following guidelines for improving the professional development of rural primary school teachers in Yunnan Province, China:

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