The Association Between Teaching the Professionalization of Teachers in the Elementary and Secondary Schools in Wu Han, China

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Abstract

This research is interested in studying the causal relationship between the professionalization of teachers in primary education schools in Wu Han, China. To improve the education system and improve the quality of life of teachers in China. The research's central questions are as follows: 1) What is the association between the professionalization of teachers in primary education schools in Wu Han, China? 2) What Factor is the association between the professionalization of teachers in the primary education school in Wu Han, China? Are most influential on the professionalization of teachers. From this research, the researcher aims to do the following: 1) to find the core of the factors of professionalization between teachers in primary education schools in Wu Han, China. 2) To find the most essential factor of professionalization among teachers in primary education schools in Wu Han, China.

The results from the quantitative research analysis the researcher would like to present as follows: 1) The researcher found that a high relationship between the culture of learning and the professionalism of teachers means the teachers still focused on the culture that they teach, the teaching instruments is necessary for the teaching, teachers will pay attention to the teaching development for learning efficacy. 2) The medium relation is between self-development and pay reform; from the teachers' perspective, self-development is necessary but not a priority. Also, pay reform, income, and welfare are

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generally good in China. Teachers have good welfare and good living quality. 3) There is a Low relationship between school support; teachers need the school's support because some schools are not supportive enough, and some school administrators are not responding to the teachers. That problem is influential to the student's learning.

Keywords: the relationship, professionalization, elementary and secondary

Introduction

Teachers in China have a respected standing with a rich history of reverence, dating back to Confucius, who considered them one of society's most esteemed groups (Zhou, 2002). However, the formalization of teacher education is a relatively modern development, primarily taking shape in the 20th century (Guo, 2015). Historically, formal education in China was limited to the elite class, and teaching was considered a straightforward transmission of knowledge (Wen, 1989). The evolution of teacher education began after the establishment of "New China" in 1949 and can be divided into distinct periods (Wen, 1989). From 1949 to 1965, the initial period saw foundational structures for teacher education being laid out with multiple programs to re-educate teachers in socialist ideology. The Cultural Revolution between 1966 and 1976 led to a near collapse of teacher education as teachers were criticized, leading to a decline in the quality of education (Wen, 1989).

The third period emerged after Mao Zedong died in 1976, ending the Cultural Revolution. As Deng Xiaoping ascended to power in 1978, the country shifted focus from political struggle to economic reconstruction. The teacher education system's transformation to support this development became a national priority (Wen, 1989). The subsequent phase, post-1989, saw remarkable advancements in teacher education, characterized by preparing many qualified teachers and implementing legislative changes to improve teacher education (Li, 1915; Yang & Wu, 1999). By 1999, many teachers at different levels had received formal education, although many were still inadequately prepared (Chen, 2000; Guo, 2015). In 2009, the Chinese government initiated a reform linking teacher pay to performance, aiming to improve the standard of teaching as part of the "quality education" goal for primary and

secondary levels (Wang et al., 2014). However, this reform sparked new concerns about teacher professionalism and their perceptions of the changes. Several critical questions emerged, such as how teachers viewed these changes, the influence of performance evaluation on their working lives, and the reform's impact on their professionalism (Wang et al., 2014). Consequently, the evolution of teacher education in China has navigated through several distinct periods, each characterized by societal and political changes that shaped its trajectory. From its inception in the modern era to the performance-linked pay reforms, it has continuously evolved to meet the shifting demands of the educational landscape and society.

The notion of teacher professionalism continuously evolves within the context of accountability, which has become a central tenet in the current education reforms globally. The primary purpose of accountability is to enhance the transparency of educators' work, employing various methods such as performance management, inspection, and publicizing student test scores (Ball, 2003). Traditionally, with centralized systems, accountability was primarily ensured by government-set school rules and procedural inspections. However, educational reforms have shifted towards devolution, quasi-markets, and performance management, which necessitate a transition in accountability from adherence to rules to the assurance of quality in educational outcomes (Cuttance, 1991). This new approach places significant emphasis on teacher professionalism, which encapsulates dimensions of professional knowledge, teacher autonomy, and responsibility (Furlong, 2001). Teacher professionalism is increasingly viewed as a socially constructed concept, varying depending on time and place (Helsby, 2000; Troman, 1996; Whitty, 2000; Wilkins, 2011). In educational reforms emphasizing accountability, teacher professionalism experiences shift into themes of de-professionalization and re-professionalization (Day, 2002; Whitty, 2000). Government interventions and the introduction of quasi-markets result in teachers being externally controlled and their work intensified (Apple, 1987; Elliott, 2001; Storey, 2007). This process represents de-professionalization, where teachers' professional autonomy diminishes. In contrast, teachers may regain autonomy and thus re-professionalize if they are given control over their professional development (Smyth, 2000; Lai & Lo, 2007). Interestingly, teachers within the same educational context may have divergent views on these reforms, with older

professionals resisting changes while newer entrants adapt to the accountability demands (Osborn et al., 1996). These variations contribute to ongoing processes of de-professionalization and re-professionalization (Whitty, 2000). In the specific context of Mainland China, the introduction of performance-linked pay reform for teachers, initiated in 2009, provides an interesting study. This reform sought to elevate teachers' pay and social status and introduce a performance-based incentive mechanism. While implementing such reforms is expected to address issues of inequity and enhance the quality of education, it has also raised concerns about increasing external control and bureaucracy. This impact can potentially contribute to the ongoing debate on de-professionalization and re-professionalization of teachers. However, to ensure the success of these reforms, it is crucial to focus on enhancing the professionalism of teachers, emphasizing the development of high-level professional qualifications (Jenkins, 1994; Johnson & Logan, 2000; Chantrachai, 2008). Teachers must be encouraged to adopt learner-centered teaching and learning processes, focusing on students' holistic development. In this way, teachers will be developed to become highly professional educators, contributing effectively to the reform of the educational landscape.

Therefore, a researcher is interested in studying the causal relationship between the professionalization of teachers in the primary education school in Wu Han, China. To improve the education system and improve the quality of life of teachers in China.

Research Question

1. What is the association between the professionalization of teachers in primary education schools in Wu Han, China?
2. What Factors the association between the professionalization of teachers in the primary education school in Wu Han, China? Are most influence on the professionalization of teachers

Research Objective

1. To find the core factors of professionalization among teachers in primary education schools in Wu Han, China.
2. To find the most essential factor of the professionalization between teachers in primary education schools in Wu Han, China.

3. To improve the quality of life of teachers in Wu Han, China.

4. To improve the educational system in Wu Han, China.

Expected Benefit

1. To know the essential factor of professionalization among teachers in primary education schools in Wu Han, China. That impacts the teachers.

2. To take the result of this research to improve the quality of teachers' lives and the educational system in Wu Han, China.
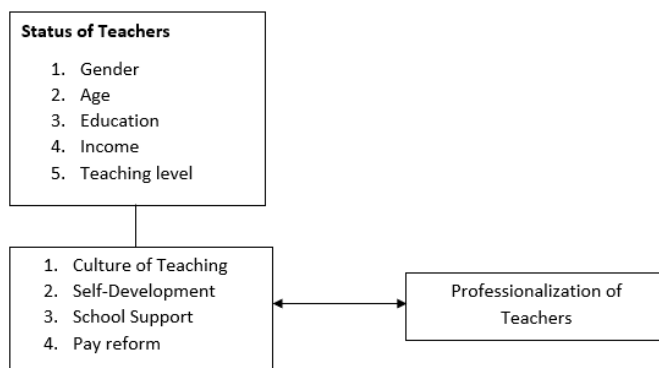
Research Hypothesis

H_1: Is there a relationship between the culture of learning and the professionalization of teachers?

H_2: What is the relationship between the self-development and professionalization of teachers?

H_3: What is the relationship between school support and the professionalization of teachers?

H_4: What is the relationship between pay reform and the professionalization of teachers?

Conceptual Framework

Status of Teachers
1. Gender
2. Age
3. Education
4. Income
5. Teaching level

1. Culture of Teaching
2. Self-Development
3. School Support
4. Pay reform

Professionalization of Teachers

Literature Review

Concept and Theories of Cultural Learning

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Culture learning is how individuals acquire a specific group or society's behaviors, norms, values, and beliefs. The concepts and theories around culture learning are broad and varied, encompassing many disciplines such as anthropology, sociology, psychology, and education. One of the critical theories in cultural learning is the Social Learning Theory proposed by Albert Bandura. This theory suggests that learning occurs in a social context and that individuals learn from observing others. Through observation, individuals learn the actions of others and the outcomes of those actions. This idea is summarized in Bandura's "observational learning" concept, which encompasses attention, retention, motor reproduction, and motivation. Another essential theory in cultural learning is Lev Vygotsky's Sociocultural Theory. Vygotsky's theory focuses on the crucial role that social interaction and culture play in cognitive development. According to Vygotsky, cognitive development results from an individual's interaction with their social and cultural environment. This theory emphasizes the role of cultural tools and symbols, including language, in learning. The Cultural Learning Theory proposes that humans have a unique ability to learn from each other, referred to as "cultural learning." This ability to learn from one another goes beyond imitation or emulation, as seen in many non-human animals. Instead, it involves complex cognitive processes like understanding the intentions, beliefs, and perspectives of others, often referred to as a "theory of mind." In cultural learning, humans can transmit acquired behavior and information with high fidelity within and across generations. This transmission process is crucial in maintaining and evolving the cultural fabric of society, as each generation can make modifications, and those modifications remain in place until further modifications are made, a phenomenon often referred to as the "ratchet effect." Culture learning theories also draw attention to the individual's capacity for acquiring culture, highlighting the individual's role in enculturation. It emphasizes the necessity of understanding individuals' cognitive development and social cognition to understand how cultural learning occurs. In summary, culture learning theories explain how cultural practices, norms, and values are passed from generation to generation, highlighting the complex interplay between individuals, society, and culture.

Concept and Theories of Self-Development

Self-development is the process through which an individual's self-identity or self-concept evolves. This process involves individuals becoming more aware of their abilities, interests, values, and goals and developing their capacity to manage their behavior, feelings, and thoughts. There are several theories related to self-development, each providing unique insights into how the self evolves.

Psychosocial Theory: Proposed by Erik Erikson, this theory postulates that self-identity develops through a series of stages, each with its identity crisis that needs to be resolved. The outcome of each crisis contributes to the formation of the individual's self-identity.

Cognitive Development Theory: Jean Piaget's theory emphasizes the role of cognitive development in self-development. According to this theory, as children's cognitive abilities grow, so does their understanding of themselves concerning the world around them.

Social Learning Theory: Albert Bandura's theory suggests that self-development is influenced by observational learning or learning by watching others. Through this process, individuals form ideas about themselves and their abilities, contributing to their self-concept.

Self-Determination Theory: Edward Deci and Richard Ryan's theory focuses on the importance of intrinsic motivation in self-development. They suggest that the degree to which an individual's basic needs for autonomy, competence, and relatedness are met influences their self-growth and well-being.

Historically, the concept of "self" was extensively discussed by William James, who introduced the concepts of the "I-self" and the "Me-self." The I-self refers to the self as a subject who knows and experiences. The Me-self refers to the self as an object, the concept of oneself formed through experiences and interactions. This multifaceted self-concept involves physical elements, social interactions, and personal dispositions. Contemporary research on self-development continues to build on these concepts, emphasizing the multiplicity and complexity of the self. While there is no single agreed-upon definition or unified theory of the self, it is commonly accepted that self-development involves changes in the body, consciousness, interpersonal roles, reputation, and executive functions.

The study of self-development encompasses various perspectives, drawing on various theories and concepts to understand how individuals understand themselves, how this understanding evolves, and how it influences their thoughts, feelings, and behaviors.

Concept and Theory of School-based Support Program (SBSP)

In-service professional development for teachers is integral to school improvement efforts. These programs aim to enhance teachers' knowledge, skills, behaviors, and attitudes to enable them to perform their responsibilities more effectively, including planning, teaching, assessing student learning, and participating in the school community (Leu & Ginsburg, 2011). However, focusing only on individual teacher learning will not yield the desired improvements across the student body. Teachers need to exercise their acquired skills to advance the collective goals of the school under unique conditions (King & Newman, 2001).

The School-Based Support Program (SBSP) addresses this by facilitating a collaborative approach to improving teaching and learning quality in participating schools. Established to provide professional support to low-achieving schools identified by the SEC, the SBSP deploys teams of professional development specialists (PDSs) in each school to enhance various aspects such as leadership, the teaching of core subjects, and the learning environment (Abu-Tineh, 2015). Through regular classroom visits, interviews, and walk-throughs, PDSs are positioned to identify and address specific needs of teachers and departments within each school. The support covers various areas, including curriculum standards, lesson preparation, instructional strategies, classroom management, assessment strategies, ICT in teaching and learning, and conducting action research (Abu-Tineh, 2015). The effectiveness of the SBSP was measured across eight dimensions. These include the impact of SBSP, content of SBSP, teacher collaboration through SBSP, teachers' feelings of preparedness as a result of the SBSP, continuity and relevance of SBSP to other professional development activities, evaluation of the SBSP, types of professional development activities presented through the SBSP, and the competency of the SBSP facilitators (PDSs) (Burruss, 2011; Casale, 2011; Garet et al., 2001; Miller, 2009; National Center for Education Statistics, 2001). However, initiating change in schools often faces resistance due to perceived threats to established belief systems among educators (Calabrese & Shoho, 2000). Therefore,

adopting SBSP in Qatar's independent schools must be based on valid, reliable, and respected data. This study aimed to provide such data on teachers' perceptions of the quality and effectiveness of the SBSP (Abu-Tineh, 2015). It was observed that the SBSP primarily consists of the leadership of school administrators, educational supervision, resource support, and personal attributes. By implementing professional development procedures, the SBSP supports high-quality instruction, including personalized meetings for teachers to identify professional needs, collaborative planning to identify effective instructional practices, observing teachers in action, and providing feedback (Knight, 2011). Thus, the SBSP seeks to positively transform teachers' values and perceptions, ultimately improving student success.

Concept and theoretical of Pay-reform

Pay reform in public employment has become a subject of significant attention, revealing various issues ranging from the content of employment and pay policies to the procedural aspects surrounding them. As Nunberg (2016) noted, economic crises are potent triggers for public employment and pay reforms, yet the political context significantly conditions these reform outcomes. In understanding the political context of reform, one has to look beyond economic factors. Cases in Ghana and Guinea highlight the interplay of economic crisis and political stability in driving reforms (Nunberg, 2016). Conversely, political constraints can thwart reform initiatives, as witnessed in Peru, Jamaica, and Guyana. In such cases, leaders' calculus of support requirements and the potential political risks involved in undertaking pay and employment reforms are critical factors. One area that needs more attention is the redeployment of retrenched employees, which often remains unaddressed in most interventions. The Bank has generally refrained from engaging with this issue, and a more comprehensive approach is needed if it wishes to deepen its involvement. Such an approach would require exploring potential avenues to alleviate the consequences of employment reduction, such as retraining programs or credit schemes for small agriculture and business sectors. The timing of pay and employment reforms seems dependent on individual circumstances, with no optimal pace or sequencing discernable from Bank operations. However, the timing of these reforms can influence their effectiveness and the government's fiscal maneuverability. There is also an open question about whether pay and

employment reforms should be implemented simultaneously for central governments and public enterprises, as conditions in one directly affect the other. Information gaps exist, hampering the effectiveness of reforms. Though there is confidence among Bank staff that the quantity and quality of pay and employment data can be improved, actionable objectives should guide the accumulation of this information. Cases in Jamaica and Costa Rica underscore the lack of reliable data sometimes leads to decisions based on intuition rather than empirical evidence (Nunberg, 2016). In the concept of pay reform, researchers have found the professionalization of teachers in China to be of significant importance. The study identified the components of pay reform as performance-related pay and standard pay, which can be applied as factors in this research.

Research Methodology

Population and sample

The population is 44,000 teachers in elementary and secondary schools in Wu Han, China. The sample group is teachers in Wu Han, China. The sample size used in this questionnaire was determined using Krejcie and Morgan's (KREJCIE & MORGAN, 1970) tables using purposive sampling and simple random sampling. The sample size is 381 samples.

Gender	Frequency	Percent
Male	170	45.0
Female	205	54.1
LGBTQI+	3	0.8
Total	**378**	**100.0**
Age		
Under 25 years	87	23.0
26-30 years	108	28.6
31-35 years	71	18.8
36 years Above	112	29.6
Total	**378**	**100.0**
Education		
Bachelor Degree	137	36.2
Master Degree	141	37.3
Doctoral Degree	100	26.5

Total		378	100
Income			
Less Than CYN. 4,000		89	36.2
CYN. 4,001 – 5,000		110	37.3
CYN. 5,001 – 5,500		70	18.5
More than CYN. 5,501		109	28.8
Total		378	100

Table 1 The respondents are teachers in elementary and secondary schools in Wu Han, China. Most are Female 54.2 percent, age is 36 years above 29.6 percent, Education is a Master's degree 37.3 percent, and Income is CYN. 4,001 – 5,000 29.1 percent.

		Culture of Teaching	Self-Development	School Support	Pay Reform	Professionalized of teacher
Culture of Teaching	Pearson Correlation	1				
	Sig.(2Tailed)	378				
	N					
Self-Development	Pearson Correlation	.671*	1			
		.012				
	Sig.(2Tailed)	378	378			
	N					
School Support	Pearson Correlation	.495*	.671*	1		
		.001	.012			
	Sig.(2Tailed)	.378	378	378		
	N					
Pay Reform	Pearson Correlation	.569**	.495*	.671*	1	
		.000	.001	.012		
	Sig.(2Tailed)	.378	.378	378	378	
	N					
Professionalized of teacher	Pearson Correlation	.952**	.569**	.495*	.671*	1
		.000	.000	.001	.012	

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Sig.(2Tailed)	378	.378	.378	378	378
N					

The significant level of the Culture of teaching of factors affecting the Professionalization of Teachers in Elementary and Secondary schools agree that Teachers teach updated books, provide support for all students, and always use the new teaching instruments, respectively.

The significant level of Self-Development factors affecting the Professionalization of Teachers in Elementary and Secondary schools is that Teachers recognize to fit in the school's plan, Are satisfied with the frequency of feedback they obtain from their manager, have access to up-skill training, and present the update information, respectively.

The significant level of school support of factors affecting the Professionalization of Teachers in Elementary and Secondary schools is agreed upon as teachers receive learning material from the school upon request, School administrators are motivating and attentive to teachers, and school support is essential to the teacher's professionalization, respectively.

The significant level of the pay reform of factors affecting the professionalization of teachers in elementary and secondary schools are agreed upon as teachers are getting a proper salary, the schools regularly consider salary increases for teachers, and the schools provide good welfare to teachers, respectively.

The correlation is a high relationship between the Culture of learning and professionalism of teachers in Elementary and secondary schools, a medium relationship between Self-Development and professionalism of teachers in Elementary and secondary schools, a medium relationship between Pay reform and professionalism of teachers in Elementary and secondary schools, and low relationship between School support and Professional of teachers in Elementary and secondary schools in Wuhan China.

Discussion

The research results presented suggest several vital factors impacting the professionalization of teachers in elementary and secondary schools in Wuhan, China. These findings indicate a significant agreement among teachers regarding their cultural learning, self-development, school support, and pay reform experiences.

- The culture of teaching was found to be a significant factor. Teachers reported the importance of utilizing updated textbooks, supporting all students, and consistently using modern teaching tools.

- Self-development also played a crucial role. Teachers recognized their alignment with the school's plan, expressed satisfaction with the frequency of feedback from their superiors, acknowledged the availability of up-skilling training, and consistently presented current information.

- School support was highlighted as a critical component. Teachers agreed on the importance of readily available learning materials from the school, the motivating nature and attentiveness of school administrators, and the overall significance of school support to their professionalization.

- Pay reform was identified as a significant factor affecting the professionalization of teachers. Teachers noted the importance of receiving adequate salaries, the schools' regular considerations for salary increases, and the schools' provision of good welfare benefits.

Moreover, the study observed a high correlation between the culture of learning and teachers' professionalization. In contrast, a medium correlation was found between self-development and teachers' professionalization and between pay reform and professionalization. School support was observed to have a lower correlation with teachers' professionalization (Smith et al., 2021). Findings emphasized the complexity and multifaceted nature of factors impacting teachers' professionalization. They suggest that efforts to enhance professionalization should consider various aspects, including teaching culture, personal development opportunities, supportive school environments, and equitable pay structures.

Suggestion

The subsequent research should study the university administration to respond to university instructors' professionalization.

1. Next, the researcher should study the factors affecting teachers' professionalization in Wuhan, China.
2. For the subsequent research, the researcher should study the different areas in China.

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