

Professional identity and development of Chinese primary school teachers

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Received: 10 December 2023

Available Online: 30 March 2024

Revised: 19 January 2024

DOI: 10.5861/ijrse.2024.24650

Accepted: 15 March 2024

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

This research explored the professional identity and development of primary school teachers in China using an IV-DV model. The study involved 320 teachers from three primary schools in Chengdu, employing purposive sampling. Two standardized questionnaires assessed demographic profiles, teaching beliefs, professional socialization, and other factors related to professional identity and development. The findings highlighted a predominantly young teacher demographic, with a noteworthy gender imbalance and a substantial presence of early career teachers. Knowledge transfer, especially for teachers with over 16 years of service, was emphasized, indicating the importance of mentorship programs. Chinese primary school teachers generally expressed agreement with their professional identity, with variations observed in teaching beliefs and professional socialization. The perceived level of professional development was generally high, yet targeted interventions in learning environments and time management were identified needs. The study indicated a notable age-related difference in how Chinese primary school teachers perceived and engaged in their professional identity. Specifically, there were variations in professional socialization, career progression, and professional willingness based on different age groups. Male and female teachers showed variations in how they perceived and engaged in these dimensions of professional identity, and differences in professional socialization and professional willingness were identified based on the number of years of service. Moreover, a significant relationship existed between teaching beliefs, professional socialization, and professional development, informing an enhanced faculty development program. Recommendations included active teacher engagement in professional development, particularly through mentorship programs. School administrators were advised to implement targeted interventions and cultivate a culture of professional development. Human Resource Management was encouraged to support career progression and align HR policies with proposed initiatives. Future research should delve into nuanced factors influencing teaching beliefs, and the transferability of the proposed faculty development program. The Enhanced Faculty Development Program focused on mentorship, targeted interventions, and collaborative

culture, with ongoing evaluation for continuous refinement. Teachers' active participation was crucial for program effectiveness.

Keywords: professional identity, development, faculty development program

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1. Introduction

Within the domain of education, the focal point lies in the significance of teachers' professional identity and growth, as they assume a crucial role in molding the caliber of instruction imparted to students. The idea of professional identity, which refers to a teacher's perception of their place, dedication, and self-perception within their professional capacity, has garnered growing attention and examination within the realm of education (Chen & Sun, 2019; Wei, 2023). In the specific setting of Chinese primary schools, educators have distinct problems and possibilities. Consequently, comprehending the intricacies of professional identity and its evolution among teachers carries substantial consequences for educational policy, practice, and the overall welfare of teachers. Additionally, it is worth noting that the teaching profession in China is currently experiencing substantial changes as a result of the nation's swift economic growth and evolving sociocultural dynamics (Wang & Zhang, 2023). The aforementioned alterations have prompted a reassessment of the responsibilities and anticipated performance of educators in elementary school settings. The study of professional identity has gained relevance in light of the current context, as it provides valuable insights into the changing landscape of teaching in China and its implications for educators.

The examination of professional identity within the context of teachers in the Chinese primary school system is driven by a convergence of several elements. The education landscape in China has seen a substantial shift as a result of its rapid economic development and social changes. This upheaval has presented teachers with both new difficulties and possibilities (Wang & Zhang, 2023). The changing focus on high-quality education and the achievements of students has led to significant changes in the responsibilities and expectations placed on primary school teachers. As a result, there is a need for a more thorough investigation of their professional identity. Numerous contemporary scholarly investigations have examined the matter of professional identity within the context of Chinese primary school educators, along with its extensive ramifications. Significantly, scholarly investigations have brought attention to the influence of conceptualized professional identity on various aspects of teachers' professional experiences, including job satisfaction, turnover intention, self-efficacy, work engagement, sense of calling, motivation, well-being, job performance, stress, and coping strategies (Chen & Sun, 2023; Fang & Zhang, 2023; Li & Zhao, 2023).

Recent scholarly investigations have explored the intricate dimensions of professional identity within the context of Chinese primary school educators, as well as the extensive implications stemming from this phenomenon. The study conducted by Chen and Sun (2023) examines the impact of assumed professional identity on job satisfaction and turnover intention within the teaching profession. The study conducted by Fang and Zhang (2023) examined the mediating function of work engagement in the association between professional identity, self-efficacy, and job happiness. In a study conducted by Li and Zhao (2023), the authors investigated the relationship between professional identity and teachers' feeling of calling, with job satisfaction serving as a mediating factor. The study conducted by Sun and Zhang (2023) utilizes a theoretical framework rooted in self-determination theory to examine the process of professional identity formation among primary school teachers in China. The study conducted by Wang and Zhang (2023) examined the mediating effect of job satisfaction in the relationship between professional identity and the well-being of teachers. In their study, Wei (2023) utilized narrative inquiry as a methodological approach to investigate the conceptualization of professional identity among Chinese primary school teachers.

In addition, Wu and Zhang (2023) have introduced a moderated mediation model in order to comprehensively examine the influence of professional identity on teachers' motivation to engage in the act of teaching. The study conducted by Yan and Zhao (2023) explores the intermediary functions of self-efficacy and work engagement in the correlation between professional identity and job performance. The study conducted by

Zhou and Sun (2023) critically examined the mediation function of job satisfaction in the relationship between professional identity and the stress and coping techniques employed by teachers.

Additionally, the concepts of identity formation and development have been widely explored and discussed in the disciplines of psychology and sociology (Berzonsky, 2018; Erikson, 1968; Marcia, 2019; Schwartz & Luyckx, 2018; Waterman, 2019). These theories offer a significant conceptual framework for understanding the process through which individuals establish and develop their identities over the course of their lives. When considering Chinese primary school teachers, an exploration of Identity Formation and Development might provide valuable insights into their professional advancement and evolution. This discourse examines the potential benefits of integrating Identity Formation and Development theories into the study of professional identity and development among Chinese primary school teachers.

Furthermore, Teacher Professional Development (PD) Models are instrumental in advancing educators' skills, knowledge, and professional growth (Avalos, 2018; Stronge, 2018). These models offer structured frameworks and strategies that guide teachers on their continuous learning journey. In the context of Chinese primary schools, where educational policies and practices are continuously evolving, an exploration of Teacher PD Models can significantly enhance our understanding of how teachers construct and develop their professional identities. This discussion elucidates how the integration of Teacher Professional Development Models strengthens the research on assessing the professional identity and development of teachers in Chinese primary schools.

The studies presented collectively emphasize the significance of professional identity in the experiences of Chinese primary school teachers and its extensive impact on different facets of their professional trajectory. Nevertheless, there is still a requirement for a thorough evaluation of professional identity that amalgamates these discoveries and offers a comprehensive comprehension of its ramifications for educators and the educational system in its whole.

The primary objective of this research paper was to examine the professional identity and development of teachers in primary schools in China. This study employed the IV-DV model, in which the independent variables were the Professional Identity (teaching beliefs, professional socialization, and career progression, professional values, professional willingness, and professional efficiency), and the dependent variables were the Professional Development (teaching modeling, application, learning environment, time management, and assessment). The outcomes of this research provided valuable insights for the construction of an improved faculty development initiative in Chinese middle schools. The study contributed to the creation of a more favorable setting for teacher professional development and the provision of education of superior quality.

Objectives of the study - The purpose of this study was to assess the professional identity and development of teachers in Chinese primary schools. Specifically, the study aimed to assess primary school teachers' professional identity in terms of teaching beliefs, professional socialization, career progression, professional values, professional willingness, and professional efficiency. Third, the study aimed to determine the level of professional development among primary school teachers in terms of teaching modeling, application, learning environment, time management, and assessment. Lastly, the research aimed to explore the potential relationship between primary school teachers' professional identity and their professional development. Furthermore, based on the findings, the study aimed to propose an enhanced faculty development program for Chinese primary schools.

2. Method

Research Design - To achieve the fundamental thrust of this study, it utilized a descriptive-correlational research design. This research method aimed to describe and examine the relationships between primary school teachers' professional identity and their professional development. It involved collecting numerical data through surveys, questionnaires, or other standardized instruments to analyze and identify patterns and correlations

between variables. In this study, the independent variables were the primary teachers' professional identity. On the other hand, the dependent variables were professional development.

Participants - A total of 320 primary teachers' in Yuejin Primary School, Longquanyi District of Chengdu, Primary School of Longquanyi District of Chengdu, and Primary School of Jingkai District of Longquanyi District of Chengdu. These schools served as representative cases for exploring professional identity and development among primary school teachers in the specified region. The researchers employed purposive sampling as the method for selecting the respondents. The utilization of purposive sampling in this study is a purposeful and strategic method implemented to guarantee that the selected individuals possess the essential traits and experiences that are pertinent to the research aims (Baxel et al., 2021). Due to the intricate nature of the study's examination of professional identity and development among primary school teachers in specific geographical regions, the utilization of purposive sampling enables the selection of participants who possess the ability to offer comprehensive and focused insights into the phenomena being investigated. Primary school teachers with varying levels of teaching experience were selected. This criterion acknowledges that professional identity and development may vary across teachers at different career stages. Selecting both novice and experienced teachers will allow for a comprehensive understanding of how professional identity evolves over time. Additionally, respondents were chosen from Yuejin Primary School in Longquanyi District of Chengdu, Primary School of Longquanyi District of Chengdu, and Primary School of Jingkai District of Longquanyi District of Chengdu.

Instrument - The researcher administered two standardized questionnaires, a self-made questionnaire on professional consists of 7 subscales with a total of 36 questions. The subscales of the questionnaire included teaching beliefs, professional socialization, career progression, professional values, professional willingness, and professional efficiency. It has a 4-point Likert scale ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree") to indicate their level of agreement or satisfaction with each statement. Moreover, the second standardized questionnaire was a self-made questionnaire on professional development consists of 5 subscales and 25 items in total. The subscales of the questionnaires teaching modeling, application, learning environment, management of time, and assessment. It has 4-point Likert Scale. The reliability test results encompassed a spectrum of internal consistency among different item categories. Participants' responses to this Questionnaire will be captured using a 4-point Likert Scale, ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree") to indicate their level of agreement or satisfaction with each statement. Subsequently, the instrument underwent reliability testing using Cronbach's alpha, a widely recognized measure of internal consistency.

Table 1

Reliability Result

Indicators	Cronbach's Alpha	Remarks
Teaching Beliefs	0.945	Excellent
Professional Socialization	0.876	Good
Career Progression	0.906	Excellent
Professional Values	0.919	Excellent
Professional Willingness	0.959	Excellent
Professional Efficiency	0.703	Acceptable
Teaching Modeling	0.759	Acceptable
Application	0.850	Good
Learning Environment	0.825	Good
Management of Time	0.949	Excellent
Assessment	0.894	Good

George and Mallery (2003) provide the following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable”

Table 1 shows that all sections of the instrument exhibit good to excellent levels of reliability. The instrument consistently assesses the targeted constructs and can be trusted to yield precise and reliable data. The obtained Cronbach's alpha coefficients indicate a good to excellent degree of internal consistency among the items within each segment, suggesting that they are closely related and together contribute to the accurate

assessment of the corresponding competencies. Therefore, the instrument's reliability enhances the study's findings' credibility and validity, endorsing the questionnaire's efficacy as a strong tool for assessing the professional identity and development among Chinese Primary Teachers in specific schools in China.

Data Gathering Procedure - Prior to commencing the collection of data, it was imperative to acquire ethical approval from the appropriate authorities and institutions in order to safeguard the rights and privacy of the participants. Upon gaining informed consent, the participants were approached and provided with detailed information regarding the objectives, procedures, and confidentiality of the study. In order to ensure ethical standards, consent was solicited exclusively from individuals who expressed a voluntary willingness to partake in the study. Subsequently, the collection of data was facilitated by employing a meticulously designed structured surveys questionnaire. The utilization of surveys was employed to assess the many dimensions of professional identity as well as the consequences related to professional development.

Data Analysis - The profile of the respondents was described using descriptive statistics including Weighted mean were calculated to determine the level of primary school teachers' professional identity and professional development. Moreover, Pearson product-moment correlation was used to test the relationships between the primary school teachers' professional identity and their professional development. All statistical analyses and data processing were conducted using SPSS version 26, a widely used statistical software package.

Ethical Considerations - This study duly considered ethical concerns. It was crucial to include ethical considerations in research to protect the physical and mental well-being, confidentiality, and inherent worth of the individuals who participated in the study. The researcher implemented measures to safeguard the privacy and anonymity of the participants, such as refraining from using any personal identifiers, including names, in both written and oral documentation generated by this study. Respondents refrained from including their names on the questionnaire to maintain confidentiality. The study's primary objective was communicated to the participants, enabling them to make an informed decision regarding their participation and the option to withdraw from the study at any given point. The results and data obtained were exclusively intended for research purposes. APA citations attributed other researchers' intellectual contributions and scholarly endeavors.

3. Results and discussion

Table 2

Summary Table on Chinese Primary School Teachers' Professional Identity

Indicators	Weighted Mean	Verbal Interpretation
Teaching Beliefs	2.37	Disagree
Professional Socialization	2.42	Disagree
Career Progression	3.52	Strongly Agree
Professional Values	3.55	Strongly Agree
Professional Willingness	3.51	Strongly Agree
Professional Efficiency	3.62	Strongly Agree
Composite Mean	3.17	Agree

Table 2 shows summary table on the level of Chinese primary school teachers' professional identity. It has a general assessment mean of 3.17, interpreted as "agree." The indicator professional values as assessed by the respondents, has "strongly agree," indicated by the highest rating of 3.55. In contrast, the indicator teaching beliefs, garners the lowest mean assessment of 2.37, interpreted as "disagree."

The average assessment score of 3.17 suggests a consensus among primary school teachers in China regarding their professional identity. While a consensus exists, there are divergences observed across several dimensions of professional identity. The average assessment score of 3.55 in professional values suggests a significant consensus among educators regarding their dedication to promoting moral and social growth and maintaining ethical principles. This observation indicates a favorable indication, implying the presence of a robust ethical framework within the field of education. The finding of a mean assessment score of 2.37 in

teaching beliefs indicates a noteworthy area of concern. There exists a divergence of opinions among educators about many pedagogical principles, with special emphasis on the domains of collaboration and the significance of feedback. It is imperative to acknowledge and rectify this discrepancy in order to cultivate a teaching method that is more cohesive and efficient.

This suggests the need to build and execute specialized professional development initiatives that specifically target instructional beliefs. These programs have the ability to target the exact areas in which disagreement arises, so promoting a collective comprehension of teaching approaches that yield positive outcomes. Promote a culture of open communication and collaborative engagement among educators, facilitating the exchange and dissemination of pedagogical perspectives and values. The implementation of regular forums dedicated to discussions and the exchange of best practices has the potential to foster a more unified teaching community.

One potential strategy to promote professional development among educators is the implementation of mentorship programs. These initiatives would involve pairing experienced instructors with their less experienced counterparts, with the aim of facilitating the alignment of teaching views with recognized educational concepts. This has the potential to enhance the sharing of knowledge and foster professional development. It is advisable to consistently evaluate and reassess the pedagogical beliefs held by educators by means of surveys, feedback sessions, or focus group discussions. Continuous evaluation is implemented to guarantee that teaching practices are consistently in line with the changing educational philosophies. The role of school leaders is crucial in influencing the development of teachers' professional identity. The provision of leadership support for professional development activities, fostering collaboration among educators, and cultivating a common vision can have a good influence on teaching beliefs.

While the overall professional identity is agreeable, the focus should be on addressing the specific challenges identified in teaching beliefs. The establishment of a more unified and effective teaching community necessitates the implementation of a complete strategy encompassing professional development, collaborative endeavors, and leadership endorsement. Utilizing the recognized strengths in professional values, professional efficiency, professional willingness, professional socializing, and career growth can establish a solid basis for tackling issues pertaining to teaching beliefs. The act of leveraging existing favorable aspects serves to enhance one's holistic professional development. It is vital to comprehend the cultural influences that can potentially impact teaching beliefs. The incorporation of cultural sensitivity into professional development and collaborative projects has the potential to enhance the inclusivity and efficacy of teaching practices.

The teaching beliefs category in Table 2 exhibits the lowest mean assessment, which is recorded as 2.37. This observation is consistent with the research conducted by Wang and Zhang (2019), which underscores the correlation between pedagogical views and the occurrence of teacher burnout. The identified disagreement in teaching beliefs may contribute to challenges or stress among teachers, highlighting the importance of addressing this aspect for overall teacher well-being. The study conducted by Li and Xu (2018) pertaining to career advancement, teacher identity, and teaching beliefs holds relevance to the current findings. The need of addressing differences in teaching views is underscored, as evidenced in Table 2. The study may provide insights into how career progression and teacher identity interplay with teaching beliefs and how interventions in these areas can positively influence teaching practices.

Table 3

Summary Table on Chinese Primary School Teachers' Professional Development

Indicators	Weighted Mean	Verbal Interpretation
Teaching Modeling	3.46	Highly Adequate
Application	3.57	Highly Adequate
Learning Environment	3.01	Adequate
Management of time	2.94	Adequate
Assessment	3.37	Highly Adequate
Composite Mean	3.27	Highly Adequate

Table 3 shows summary table on the level of Chinese primary school teachers' professional development. It has a general assessment mean of 3.27, interpreted as "highly adequate." The indicator application as assessed by the respondents, has "highly adequate," indicated by the highest rating of 3.57. In contrast, the indicator management of time, garners the lowest mean assessment of 2.94, interpreted as "adequate."

The average assessment score of 3.27 suggests that Chinese primary school teachers are very satisfied with their overall professional growth. This observation implies a favorable impression regarding the influence of professional development programs. The application of professional development has yielded a mean assessment score of 3.57, which suggests that teachers possess a strong sense of confidence when it comes to using the knowledge and skills they have received via training in their teaching practices. The favorable reaction serves as compelling evidence that professional development initiatives have successfully equipped educators with tangible competencies and knowledge that can be conveniently used within their instructional settings. The assessment data reveals that the mean score for time management is 2.94, indicating a need for enhancing the provision of practical strategies aimed at enabling teachers to successfully manage their time within the classroom setting. This discovery suggests the necessity of implementing focused interventions and methods during professional development sessions in order to effectively tackle the time management obstacles encountered by instructors. This study investigates the incorporation of technological tools in the context of professional development with the aim of improving accessibility and promoting active participation. Flexible learning opportunities can be facilitated through the use of online platforms, webinars, and interactive resources. Seek endorsement and lobbying from educational administrators to prioritize and allocate resources towards addressing the stated professional development requirements. The endorsement of leadership has the potential to foster a climate that is more conducive to the growth and development of teachers. Acknowledge and leverage the highlighted strengths observed in the extensive utilization of professional development. Utilize this advantageous component as a fundamental basis for broadening and intensifying the influence of forthcoming professional development endeavors. It is imperative to embrace a comprehensive perspective when engaging in professional growth, acknowledging and examining the intricate relationships that exist among various components. One potential contribution to fostering a happy learning environment is the implementation of effective time management practices. Examine the potential synergistic effects that may arise from the integration of various areas of focus.

The study conducted by Sun and Zhang (2023) examined the relationship between professional development and teacher identity. The mean satisfaction level of 3.27 in professional development provides empirical evidence for Sun and Zhang's emphasis on the correlation between professional development and teacher identity. The favorable opinion of the effects of professional development programs is consistent with the overarching narrative surrounding the role of these initiatives in defining and enhancing teacher identity.

The study conducted by Li and Wang (2022) aimed to examine the effects of professional development on both teacher identity and student learning outcomes through a meta-analysis. The discovery of a very high degree of satisfaction in the implementation of professional development (with a mean of 3.57) aligns with Li and Wang's emphasis on the impact of professional development on teacher identity. The study places significant focus on the impact of professional growth on teacher identity, highlighting the correlation between the extensive use of information and skills obtained via training.

Table 4

Relationship between Chinese Primary School Teachers' Professional Identity and Development

Teaching Beliefs	r-value	p-value	Interpretation
Teaching Modeling	-0.218**	0.000	Highly Significant
Application	-0.175**	0.002	Highly Significant
Learning Environment	-0.68	0.225	Not Significant
Management of Time	-0.141*	0.011	Highly Significant
Assessment	-0.122*	0.029	Highly Significant

Professional Socialization			
Teaching Modeling	-0.280**	0.000	Highly Significant
Application	-0.238**	0.000	Highly Significant
Learning Environment	-0.001	0.990	Not Significant
Management of Time	-0.126*	0.024	Highly Significant
Assessment	-0.145**	0.010	Highly Significant
Career Progression			
Teaching Modeling	0.501**	0.000	Highly Significant
Application	0.421**	0.000	Highly Significant
Learning Environment	0.020	0.727	Not Significant
Management of Time	0.009	0.867	Not Significant
Assessment	0.210**	0.000	Highly Significant
Professional Values			
Teaching Modeling	-0.008	0.890	Not Significant
Application	0.025	0.659	Not Significant
Learning Environment	-0.009	0.876	Not Significant
Management of Time	0.024	0.671	Not Significant
Assessment	0.019	0.738	Not Significant
Professional Willingness			
Teaching Modeling	0.556**	0.000	Highly Significant
Application	0.486**	0.000	Highly Significant
Learning Environment	-0.022	0.692	Not Significant
Management of Time	-0.010	0.852	Not Significant
Assessment	0.306**	0.000	Highly Significant
Professional Efficiency			
Teaching Modeling	0.057	0.312	Not Significant
Application	0.332**	0.000	Highly Significant
Learning Environment	-0.071	0.203	Not Significant
Management of Time	-0.062	0.268	Not Significant
Assessment	0.053	0.348	Not Significant

Table 4 presents the relationship between Chinese primary school teachers' professional identity and professional development. There is a significant relationship between teachers' teaching belief, professional socialization and professional development in terms of teaching modeling, application, management of time and assessment. The computed probability values (0.000, to 0.024) for teaching modeling, application, management of time and assessment are less than the predetermined significance at 0.05.

Teachers with certain teaching beliefs may struggle with implementing teaching models, application of strategies, time management, and assessment practices. Addressing these relationships may involve targeted professional development interventions aligning with their existing beliefs. Teachers with specific socialization patterns may face challenges in adopting teaching models, application practices, time management, and effective assessment. Strategies for professional socialization should align with these identified areas of concern. Additionally, there is a significant relationship between teachers' career progression and professional willingness, and professional development in terms of teaching modeling, application, and assessment. The computed probability values (0.000) for teaching modeling, application, and assessment are less than the predetermined significance at .05. Therefore, the null hypothesis is rejected.

Teachers who experience career progression tend to exhibit a strong willingness to engage professionally. This positive relationship suggests that career growth is associated with a proactive and committed attitude towards professional development. Teachers who progress in their careers are more likely to engage positively in teaching modeling, application practices, and assessment. Career advancement appears to be linked with a commitment to effective teaching methods and assessment strategies. The positive relationships between career progression and professional willingness, teaching modeling, application, and assessment highlight the importance of career growth in fostering a proactive and committed approach to professional development. Moreover, there is a significant relationship between teachers' professional efficiency and professional development in terms of application. The computed probability values (0.000) for teaching modeling, application,

and assessment are less than the predetermined significance at .05. Therefore, the null hypothesis is rejected. There is a highly significant positive relationship between professional efficiency and application in professional development. Teachers who demonstrate high professional efficiency are more likely to engage effectively in the application of teaching strategies. This positive relationship suggests that efficiency in organizing and delivering lessons is associated with a proactive approach to applying new teaching methods.

Zhang and Wang's study (2023) contributed to understanding the relationship between professional identity and professional development. The findings in Table 4, specifically the significant relationships between teaching beliefs, professional socialization, career progression, and different aspects of professional development, aligned with Zhang and Wang's exploration of the interplay between professional identity, professional development, and teacher satisfaction. The emphasis on addressing identified relationships through targeted interventions. Guo and Li's meta-analysis (2022) offered a broader perspective on the impact of professional identity and professional development, aligning with the identified relationships in Table 4. The positive relationships between career progression and professional willingness, teaching modeling, application, and assessment aligned with Guo and Li's exploration of the impact of professional identity and development on student learning outcomes. Li and Zhang's study (2021) contributed insights into the professional development needs of teachers, aligning with the findings related to teaching modeling, application, time management, and assessment in Table 4. The notion of addressing specific socialization patterns and teaching beliefs through targeted interventions aligned with the emphasis on professional identity and development needs. Xu and Zhang's study (2020) provided a lens into the role of professional identity and self-efficacy, which aligned with the identified relationships in Table 4. The positive relationship between professional efficiency and application in professional development resonated with the emphasis on efficiency in organizing and delivering lessons associated with a proactive approach to applying new teaching methods.

4. Conclusions and recommendations

Overall, Chinese primary school teachers express agreement regarding their professional identity. While there is strong agreement in dimensions such as career progression, professional values, willingness, and efficiency, there is disagreement in teaching beliefs and professional socialization. The level of professional development is perceived as highly adequate overall, with strong agreement in indicators like teaching modeling, application, and assessment. A significant relationship exists between teaching beliefs, professional socialization, and professional development in terms of teaching modeling, application, management of time, and assessment. Additionally, career progression is positively associated with professional willingness and development in teaching modeling, application, and assessment. Moreover, professional efficiency is significantly related to development in terms of application.

For teachers, it is recommended to actively engage in continuous professional development opportunities, such as workshops and collaborative activities, to enhance their teaching beliefs and strengthen professional socialization. Emphasizing reflective practices can further contribute to personal and professional growth. School administrators are advised to implement mentorship programs and collaborative initiatives to support knowledge transfer, especially for early career teachers. Allocating resources and time for targeted interventions, focusing on areas like learning environment and time management, is crucial. For Human Resource Management, facilitating mentorship programs and collaborative initiatives is key to supporting teachers' career progression. Considering demographic factors, such as age, gender, and years of service, when planning professional development initiatives ensures inclusivity. For future researchers, there is a call to explore the nuanced factors influencing teaching beliefs and professional socialization among Chinese primary school teachers. Investigating the specific impact of interventions on learning environment and time management skills provides valuable insights. Longitudinal studies tracking the effects of mentorship programs on professional identity and development over time are recommended.

5. References

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