

Professional identity, experiences, and classroom practices among junior teachers in China

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Abstract

This study examines the professional identity, teaching experiences, and practices of educators within a specific context. The majority of participants are aged between 36 and 60 years, with the largest group in the 46-60 age range, and a balanced gender distribution, with slightly more females than males. Most respondents have between 1 and 5 years of teaching experience, and the majority hold undergraduate degrees, followed by those with a master's degree. Teachers feel affirmed and engaged in their professional identity, although there is potential to foster a deeper commitment to the profession. While teachers report satisfaction with their work ethic, they acknowledge the need for improvements in areas such as teaching guides, competitions, and lesson planning. Teachers display "sometimes" effective practices across all areas, with teacher-student communication rated highest, but room for improvement remains in lesson organization and the classroom environment. Significant variations in teaching experiences were found based on age, sex, years of service, and educational qualifications. Age, sex, and years of service were highly significant across all teaching experience areas, while educational qualifications impacted teaching guides and lesson planning, but not work ethic or satisfaction. The study also highlights significant correlations between professional identity and teaching experiences, particularly in lesson planning and teaching practices. Based on these findings, a development program was proposed, focusing on enhancing professional identity, teaching practices, and classroom effectiveness through workshops, peer-sharing sessions, and professional development programs.

Keywords: classroom environment, educational qualifications, lesson planning, professional development, professional identity, teacher satisfaction, teaching guides

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1. Introduction

The professional identity of teachers plays a crucial role in shaping classroom practices and overall effectiveness in the educational system. This is particularly significant for junior teachers who are in the early stages of their careers and are navigating the complexities of their roles. Understanding how these teachers perceive the professional identity, along with the experiences and practices, which is essential for improving educational outcomes and supporting teacher development. In the context of Hohhot, the capital city of Inner Mongolia in China, junior teachers face unique challenges and opportunities that influence their professional identity and teaching practices. The educational landscape in China, with its rapid economic development and cultural diversity, provides a distinct backdrop for exploring these dynamics. Research into how junior teachers in Hohhot construct their professional identity and how this identity impacts their classroom practices can offer valuable insights for educational policy and teacher training programs.

A study by Zhang et al. (2024) shed light on these issues by examining the experiences and professional identity of junior teachers in Hohhot. Their research highlights the interplay between teachers' self-perceptions, their day-to-day experiences, and the pedagogical approaches they employ. This investigation not only contributes to the broader understanding of teacher development in China but also offers practical implications for enhancing support mechanisms for novice educators in the region. The concept of professional identity is crucial for understanding the experiences and practices of junior teachers, particularly in unique educational contexts like Hohhot, China. Professional identity encompasses teachers' self-perceptions, beliefs, and values regarding their role and responsibilities within the educational system. For junior teachers, who are in the formative stages of their careers, a strong and coherent professional identity can significantly influence their effectiveness, job satisfaction, and long-term career development. Research has shown that a well-defined professional identity helps teachers navigate the challenges of their roles and contributes to their overall effectiveness in the classroom. For instance, Liu et al. (2020) found that junior teachers with a strong sense of professional identity are more resilient to the pressures of early teaching experiences and are better equipped to implement effective pedagogical strategies. This resilience is particularly important in Hohhot, where junior teachers often face unique cultural and educational challenges (Liu et al., 2020). Furthermore, a robust professional identity is linked to higher levels of job satisfaction and commitment to the teaching profession.

According to Wang et al. (2021), junior teachers in Hohhot who perceive their role positively and align their personal values with their professional responsibilities are more likely to experience job satisfaction and remain in the profession long-term. This alignment not only benefits the teachers themselves but also enhances the quality of education provided to students. Additionally, the development of professional identity is closely related to effective classroom practices. Chen et al. (2022) emphasized that junior teachers who have a clear and positive professional identity are more likely to engage in reflective practices and adapt their teaching methods to meet students' needs. This adaptability is crucial in Hohhot, where educational practices are continually evolving to address both local and national educational goals (Chen et al., 2022). Understanding and supporting the development of professional identity among junior teachers in Hohhot is essential for improving educational outcomes and ensuring the sustainability of effective teaching practices. As the educational landscape in China continues to evolve, focusing on the professional identity of junior teachers can provide valuable insights for policy makers and educational leaders aiming to enhance teacher support and development.

Teacher experience among junior teachers in Hohhot, China, encompasses the early-stage professional encounters and developmental processes that shape their teaching practices and career trajectories. This experience includes managing classroom dynamics, refining instructional methods, and engaging in professional

development activities to enhance teaching effectiveness (Wang et al., 2019). It also involves adapting to the specific educational and cultural context of Hohhot, integrating local cultural elements with national curriculum standards (Liu et al., 2022). Furthermore, support systems such as mentorship and peer collaboration are crucial in helping junior teachers navigate their initial challenges and foster their professional growth (Chen et al., 2023). Overall, these dimensions of teacher experience significantly influence the effectiveness and satisfaction of junior teachers in Hohhot.

Classroom practices among junior teachers in Hohhot, China, refer to the methods and strategies employed by novice educators in managing their classrooms and delivering instruction. These practices include the implementation of pedagogical techniques, classroom management strategies, and the integration of local cultural elements into lessons to enhance student engagement and learning outcomes (Chen et al., 2023). Junior teachers in Hohhot often experiment with various instructional approaches and adapt to the specific needs of their diverse student population while balancing national curriculum requirements (Liu et al., 2022). Their practices are significantly influenced by their early experiences, professional development opportunities, and the support systems available to them (Wang et al., 2019). Effective classroom practices are crucial for fostering a positive learning environment and improving student achievement.

In the context of junior teachers in Hohhot, China, Professional Identity, Teacher Experiences, and Classroom Practices each play a critical role in shaping their effectiveness and development, yet they contribute in distinct ways. Professional Identity is fundamental as it establishes the teachers' self-perception and commitment to their role, influencing their motivation and resilience (Wang et al., 2021). A well-developed professional identity helps teachers align their personal values with their professional responsibilities, fostering a sense of purpose and stability that supports their long-term career success. Teacher Experiences are equally crucial, as they encompass the practical challenges and learning opportunities that shape a teacher's skill set and adaptability (Wang et al., 2019). Early experiences in the classroom, such as managing diverse student needs and integrating feedback, are essential for developing effective teaching strategies and coping mechanisms. These experiences directly impact a teacher's growth and readiness to handle the complexities of their role (Liu et al., 2022). Lastly, Classroom Practices are the concrete manifestations of both professional identity and teacher experiences. They involve the actual methods and strategies employed to deliver instruction and manage classrooms (Chen et al., 2023). Effective classroom practices are critical for student engagement and achievement, reflecting how well junior teachers can apply their skills and adapt their approaches based on their experiences and professional identity. These elements are interconnected: a strong professional identity supports the confidence needed to implement effective classroom practices, while rich teacher experiences provide the context and feedback necessary to refine these practices. Understanding and supporting all three aspects are essential for enhancing the effectiveness of junior teachers and improving educational outcomes in Hohhot.

Objectives of the Study - The study aims to provide a comprehensive understanding of various aspects related to educators. Initially, it delved into the professional identity of these educators by examining their in-depth exploration of the profession, their practice, commitment levels, and any reconsideration of their commitment. Additionally, the study explored their teaching experiences, assessing aspects such as guidance and competition, lesson planning and practice, and overall work ethic and satisfaction. Classroom practices evaluated across three dimensions: discipline, teaching and learning, and personal interactions. The study also tested for significant relationships between professional identity, teaching experiences, and classroom practices. Finally, the research proposed development program based on the findings to enhance school improvement efforts and contribute to a deeper understanding of the factors that drive effective teaching and student success.

2. Methods

Research Design - This research aims to explore the interconnections between professional identity, teacher experiences, and classroom practices among junior teachers in China, employing a quantitative approach through survey questionnaires. The study seeks to elucidate how these dimensions impact one another and influence

teaching effectiveness and job satisfaction. Descriptive research is a type of research that is primarily focused on describing the characteristics of a phenomenon or a group of subjects systematically and accurately. It does not aim to explain why or how something happens but rather focuses on "what" is happening. This type of research is commonly used in fields like social sciences, education, and business to gather data on various aspects of a population or situation, often through surveys, observations, or case studies. The study will target junior teachers, defined as those with fewer than five years of teaching experience, working in secondary schools across China. To ensure a representative sample, a stratified random sampling technique will be employed. This approach will stratify the sample based on geographical regions and school types (urban vs. rural), thereby enhancing the representativeness of the data.

Participants of the Study - The study will encompass participants from seven campuses within the Experimental Education Group in Hohhot, Inner Mongolia, China. These campuses include Gulou, Qidong, Qixiu, Fuxiao, Donghe, Ha Liquian, Cha Haer, Bechen, and Guanghua. The participants will consist of teachers ranging in age from 20 to 60 years old, with their length of service varying from 1 to over 20 years. This diverse group will provide a comprehensive overview of the educational environment across these institutions. To be included in the study, participants must be current university faculty members, regardless of gender. Exclusion criteria will be any individuals who are not employed as university teachers or those whose age or length of service falls outside the specified range. This selection will ensure a diverse and representative sample of the teaching population across different stages of their academic careers. The respondents will be selected from among 2000 teachers in the experimental group. A total of 425 teachers will be randomly selected on the chosen campuses that will be used in the study. This selection process will ensure a representative sample of university faculty members from these major institutions, reflecting a broad range of teaching experiences and perspectives within the largest academic environments in the region.

Data Gathering Instrument - The research instruments consist of three questionnaires, each designed to collect specific data related to the research objectives. Relevant background information of the participants, including sex, age, years of service, highest educational attainment will be collected before the questionnaires. The questionnaire on professional identity was adapted from the study of Kostermans (2019), which focused on the professional identity of teachers: identity status and development phase. It was an exploratory study in higher vocational education in the Netherlands. A total of 20 entries are scored on a 4-point scale, and the higher the score, the higher the teaching competence. The questionnaire was divided into five dimensions: affirmation, in depth exploration, practice, identification with commitment and reconsideration with commitment. The Teacher Experiences Questionnaire was modified which consisted of a total of 20 questions including 3 dimensions. There were (5 questions) was about the teaching guidance and competition, (8 questions) for lesson planning and teaching practice and (7 questions) for work ethic and satisfaction, and the scale was scored on a 4-point scale, with higher scores indicating the better the teaching quality.

The Classroom Practices Questionnaire was adapted from Claudio et al. (2018). All items were rated on a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire consists of 26 items, which are classified into three dimensions, Discipline Dimension (inside the classroom), Teaching and Learning Dimension (Organization of the lesson and Interaction of the lesson) and personal Dimension (Teacher-student personal communication and Psychological and social classroom environment) with higher scores indicating the more profound the classroom practices. To ensure the reliability of the questionnaire, a pilot study will be conducted among 30 teachers from Selected University teachers from the schools chosen. Data from these participants will be collected via "Questionnaire Star" (www.wjx.cn), and then were coded and entered into SPSS 27.0 for analysis. The Cronbach Alpha coefficients of the subscales as well as that of the whole questionnaire were calculated. Reliability results for three variables under investigation, which illustrated that the Cronbach Alpha coefficients of all the subscales ranged from 0.915 to 0.936. Also, the Cronbach Alpha of the whole questionnaire reached 0.936. The summary of reliability presents Cronbach's Alpha values for various indicators, which are used to assess the internal consistency or reliability of the measurement scales. A Cronbach's Alpha value greater than 0.9 indicates excellent reliability.

Table 1*Reliability Test Summary*

Indicators	Cronbach Alpha	Remarks
Affirmation	0.923	Excellent
In-depth exploration	0.936	Excellent
Practice	0.946	Excellent
Identification with commitment	0.922	Excellent
Reconsideration with commitment	0.948	Excellent
Teaching Guidance and Competitions	0.934	Excellent
Lesson Planning and Teaching Practice	0.943	Excellent
Work Ethics and Satisfaction	0.930	Excellent
Inside the classroom	0.957	Excellent
Organization of the lesson	0.957	Excellent
Interaction during the lesson	0.946	Excellent
Teacher-Student_Personal Communication	0.951	Excellent
Psychological and Social Classroom Environment	0.955	Excellent

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

Data Gathering Procedure - The main purposes of the study are to evaluate University Teachers in Sichuan China about teaching competence, teaching quality and Personal Growth. As for the data gathering, questionnaires were distributed through an online survey -- “Questionnaire Star” (www.wjx.cn) to participants of teachers from, Inner Mongolia China in Hohhot Junior Teachers, which represents the largest population in the area. The questionnaire will be sent to them in the form of a QR code, and they were explained in detail about the specific purpose of the questionnaire. Therefore, it was assumed that the teachers who can answer the questions could cooperate with the investigation in a serious manner. Once teachers received the QR code, those who were interested and willing to participate in the survey could scan the code directly in WeChat to get the link and answer the questions on their cell phones. After the questionnaire was submitted, respondents obtained the reward in the form of a token to ensure the quantity and quality of the feedback. Then data were collected and finally treated statistically with the use of frequency count, percentage, ranking and weighted mean in interpreting, analyzing, and comparing the responses of the participants by using SPSS 27.0.

Data Analysis - During the data analysis, various statistical tools were employed to understand the respondents' profiles and the relationships between variables. Weighted average and ranking calculations were then used to determine the data's average, considering different variables' weights for more accurate reflection. This method offered a comprehensive and precise data description. The Shapiro-Wilk test was performed to check the normality of the data distribution. With p-values for the main variables under 0.05, the data set was found to be non-normally distributed, necessitating non-parametric statistical methods for further analysis. To evaluate significant relationships among talent introduction, talent support, and talent competency, the Spearman rho correlation coefficient was used. This method effectively assessed correlations between non-normally distributed variables, determining the significance, direction, and strength of their relationships. A Likert scale was employed to capture respondents' attitudes and opinions in detail, providing richer information for data analysis. Verbal interpretation ranges were: “Strongly Agree” (3.50-4.00), “Agree” (2.50-3.49), “Disagree” (1.50-2.49), and “Strongly Disagree” (1.00-1.49). All analyses were performed using SPSS version twenty-eight software, with an alpha level of 0.05 for interpreting results. This comprehensive approach allowed the researcher to understand the data set's characteristics and patterns, providing a reliable basis for interpreting and applying the research results. Data collection focused on assessing the professional identity, perceived teacher support, and academic resilience of English majors, analyzed using the weighted mean to ensure precision. In summary, the combination of weighted averages, normality tests, correlation coefficients, and Likert scale assessments provided a thorough and detailed analysis framework. These methods collectively enabled the researcher to propose informed recommendations for improving the talent admission system in higher vocational colleges.

Ethical Considerations - This study rigorously adhered to ethical principles to safeguard the rights and privacy of Sichuan Professors who participated. Legitimacy was established by obtaining consent from schools

and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Additionally, ethical approval was obtained from the research center at the University of the Lyceum in the Philippines.

3. Results and discussion

Table 2

Summary Table on Professional Identity

Indicators	Weighted Mean	Verbal Interpretation	Rank
Affirmation	2.59	Agree	1.5
In-depth Exploration	2.55	Agree	3
Practice	2.59	Agree	1.5
Identification with Commitment	2.42	Disagree	4
Reconsideration with Commitment	2.37	Disagree	5
Composite Mean	2.50	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 presents a summary of professional identity indicators, ranking them from highest to lowest based on their weighted mean scores. The table includes five indicators: Affirmation, In-depth Exploration, Practice, Identification with Commitment, and Reconsideration with Commitment, with a composite mean of 2.50, which falls under the “Agree” category. This suggests that, overall, respondents tend to agree with the statements related to their professional identity, but there are varying degrees of agreement across the different indicators. The composite mean of 2.50, which lies in the “Agree” category, reflects a generally positive view of professional identity among respondents. They agree with statements about affirmation, exploration, and professional practice but are less certain about their commitment and the potential for career changes. This overall agreement aligns with the notion that teachers value their roles and are moderately committed to their careers, though challenges exist in terms of professional satisfaction and personal identity.

The indicator “Affirmation,” with a weighted mean of 2.59, was ranked first, along with “Practice.” This result reflects that respondents generally agree that they recognize and value their professional identity. In the context of Chinese education, affirmation is a critical aspect of professional identity as teachers' commitment to their field is often reinforced by a strong sense of pride in their profession. Teachers' recognition of the importance of their roles is consistent with studies showing that professional affirmation boosts motivation and job satisfaction (Liu et al., 2020). “Practice” shares the highest rank with “Affirmation” with a weighted mean of 2.59, indicating that respondents also agree with the statements about their engagement in professional practices such as attending conferences and reading scholarly work. This suggests that teachers are active in keeping up with professional developments and are invested in the practical aspects of their profession. The importance of staying updated with best practices is highlighted in research on teacher professional development in China, where engaging in ongoing professional learning is seen as crucial for enhancing teaching effectiveness (Zhang et al., 2020).

This high ranking suggests that teachers in this study hold a strong sense of affirmation in their roles, which is central to their professional identity and satisfaction. This finding is consistent with research emphasizing the critical role of professional affirmation in fostering job satisfaction and motivation among educators. The research of Ng et al., (2020) explores on how teachers' professional identity is influenced by both external

affirmation and personal reflection on their professional practices. The study highlights that when teachers engage in reflective practices and share experiences with other professionals, they feel a deeper sense of affirmation and connection to their roles. The findings align with your study's "Affirmation" and "Practice" indicators, suggesting that professional affirmation and engagement in the practice of teaching help build a robust teacher identity. Gu et al. (2021) study examines the role of self-affirmation and professional development in shaping the identity of teachers in China. It suggests that affirmation and recognition from educational institutions contribute significantly to teachers' professional self-concept. It also found that when teachers engage in scholarly activities such as reading academic papers and attending conferences, they not only improve their practice but also enhance their self-perception as competent professionals, further supporting the significance of the "Practice" indicator. In the context of Chinese education, teachers' professional affirmation is particularly significant. According to Liu et al., (2020), a sense of professional identity and recognition plays a crucial role in enhancing teachers' confidence and effectiveness in the classroom. Teachers who feel affirmed in their profession are more likely to exhibit higher levels of motivation and a stronger commitment to their work. Moreover, research by Li et al., (2020) highlights that professional affirmation, including recognition from peers, administrators, and society, contributes to increased teacher retention and satisfaction, especially in high-pressure environments such as those in China.

"Practice," also ranked first, reflects educators' engagement with the practical aspects of their profession, such as staying informed through reading scholarly materials and participating in professional activities. This indicator, alongside "Affirmation," underscores the importance of continuous professional development and learning in shaping teachers' professional identity. Studies have shown that teachers who engage actively with profession's practices—through professional development, learning, and scholarly engagement—are more likely to feel affirmed in their roles and confident in their teaching abilities (Zhang et al., 2020).

In sum, the high ranking of both "Affirmation" and "Practice" suggests that, within this sample, teachers are not only confident in their professional roles but are also actively involved in ongoing professional learning, reinforcing their professional identity. This resonates with the broader literature on teacher development, which consistently finds that affirmation and continuous professional practice are key contributors to a teacher's sense of purpose and effectiveness (Zhang et al., 2020; Liu et al., 2020).

With a weighted mean of 2.55, "In-depth Exploration" was ranked third, which indicates that respondents moderately agree with the need for self-reflection and exploration of professional paths. Teachers are somewhat reflective about their profession and consider different aspects of their career. In China, where educational reforms and professional standards are continually evolving, educators often need to reflect deeply on their practices and explore new teaching methodologies to stay aligned with current trends (Liu et al., 2020). This level of exploration aligns with the increasing emphasis on reflective teaching as a means to improve educational outcomes. This indicates a level of moderate engagement in considering their professional identity and future career options. The moderate agreement aligns with the importance of self-exploration in shaping professional identity, where teachers reflect on their roles, goals, and the broader implications of their careers. Research has consistently shown that self-reflection and exploration are key factors in developing a strong professional identity (Beauchamp et al., 2018). For example, in their study of teachers in various educational settings, Beauchamp et al., (2018) highlight the importance of in-depth professional reflection, which helps teachers better understand their motivations and challenges within the profession. This self-awareness fosters growth and resilience, making teachers more adaptable to change and committed to their teaching careers.

In-depth exploration allows educators to analyze their teaching practices critically, consider alternative paths for career progression, and adapt their teaching strategies (Day, 2019). Teachers who engage in reflective practices are more likely to seek opportunities for professional development and feel more satisfied with their work, as they are more attuned to their personal values and goals. The moderate level of agreement found in the current study suggests that while some teachers may actively engage in self-reflection, others may not prioritize this aspect of professional growth as highly, which could be an area for further development in the education

system. Moreover, in the context of Chinese education, teachers are increasingly encouraged to engage in reflection and professional development (Gu et al., 2021). As part of the broader movement toward teacher empowerment in China, educators are expected to constantly explore their professional practices to better adapt to the evolving educational landscape. This aligns with the findings that a moderate level of exploration is perceived as beneficial for teachers, allowing them to stay aligned with changing educational standards and improve their teaching practice. Thus, the weighted mean of 2.55 and its rank indicate that while self-reflection and exploration are recognized as important by the respondents, the extent to which they engage in such practices may vary, suggesting a need for further emphasis on reflective practices in professional development programs for educators.

“Identification with Commitment” received a weighted mean of 2.42 and was ranked fourth, indicating that respondents tend to disagree with the idea that thinking about themselves as professionals makes them feel confident or secure. This lower ranking suggests that, despite their professional engagement, some respondents may struggle with a sense of deep personal or emotional commitment to the profession. Research indicates that teachers' identification with their profession often evolves over time, and early-career teachers may still be navigating their sense of professional identity (Li et al., 2020).

Finally, “Reconsideration with Commitment” received the lowest ranking with a weighted mean of 2.37, placing it in the “Disagree” category. This suggests that the respondents are less likely to consider changing professions or study programs. Although some educators might entertain the idea of switching careers, they are not highly motivated to pursue such changes. Studies have shown that while teachers may experience dissatisfaction, the teaching profession in China is often viewed as a stable and meaningful career, which could explain the relatively low desire for career change (Zhang et al., 2020). The relatively low score implies that, while teachers may have thought about career changes or alternative professional paths, they are not significantly committed to revisiting or questioning their long-term dedication to teaching.

In the context of professional identity, reconsideration with commitment refers to the process of evaluating one's current professional path and exploring other potential career options. In some cases, reconsideration is seen as a sign of professional growth and adaptation, allowing individuals to reassess their goals and values. However, for this group of respondents, reconsideration may be viewed more negatively, possibly indicating a sense of job satisfaction or a lack of perceived alternatives that could be more fulfilling.

Recent studies on professional identity in Chinese education provide context for this finding. For example, Gu et al. (2021) argue that many Chinese teachers, especially those in rural areas, face structural and societal constraints that limit their ability to reconsider their professional roles. These limitations could include a lack of alternative career options, insufficient opportunities for career mobility, or financial constraints. As a result, teachers may feel trapped within their current roles, reducing the likelihood of reconsideration. In such a context, reconsideration of career commitment could be perceived as an impractical or even unrealistic aspiration. Moreover, in the study of Chinese educators, Hong (2020) highlights that teacher commitment in China is often rooted in societal expectations and the belief in the value of teaching as a stable and respected profession. The rigid career structure and the strong cultural emphasis on educational success might explain why teachers are less likely to reconsider their commitment to the profession. Teachers who are highly embedded in this system may experience fewer doubts about their long-term professional commitment, as their sense of duty and responsibility toward students and the community overshadows any inclination to switch careers. In addition, Chen et al., (2018) examined the challenges that Chinese teachers face in maintaining their professional identity, particularly in light of high expectations from both society and educational authorities. They found that teachers in China often face external pressures that encourage them to stay in the profession, even when they experience dissatisfaction or burnout. This may explain why respondents in the current study did not highly endorse the idea of reconsidering their professional commitment, as they might feel constrained by these societal and institutional factors.

Table 3
Summary Table on Teacher Experiences

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching Guide and Competitions	2.40	Disagree	2
Lesson Planning and Teaching Practice	2.37	Disagree	3
Work Ethic and Satisfaction	2.66	Agree	1
Composite Mean	2.48	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents a summary of the various teacher experiences, showcasing the factors that influence educators' professional lives. The table evaluates three key dimensions of teacher experiences: Teaching Guide and Competitions, Lesson Planning and Teaching Practice, and Work Ethic and Satisfaction. These factors were measured using weighted means, with the results falling within the "Disagree" or "Agree" categories. The composite mean of 2.48 indicates a general trend of disagreement with the aspects of teaching experiences evaluated, suggesting a need for improvement in specific areas. The composite mean of 2.48 places the overall response in the "Disagree" category. This composite score indicates that, on the whole, teachers in this study expressed dissatisfaction with the various aspects of their teaching experiences, particularly in the areas of Teaching Guide and Competitions and Lesson Planning and Teaching Practice. The results suggest that, despite teachers' general agreement with the importance of work ethic and satisfaction, they may feel unsupported or under-resourced in certain aspects of their work, which affects their overall teaching experiences.

The "Disagree" category for the composite mean highlights a critical area for improvement in teacher development and institutional support. Teachers in this study may be experiencing high levels of workload, insufficient time for extracurricular activities such as guiding students in competitions, and a lack of support in lesson planning and teaching practice. These findings align with broader research on teacher satisfaction and burnout, which indicates that teachers who feel overwhelmed by their workload, who lack professional development opportunities, and who have little control over their teaching practices are more likely to experience dissatisfaction and burnout (Xie et al., 2020). In order to improve the overall teaching experience, it is crucial that educational systems provide teachers with the resources, time, and professional development opportunities they need to succeed in both classroom management and extracurricular activities.

Ranked first, "Work Ethic and Satisfaction" received a weighted mean of 2.66, which falls within the "Agree" category. This indicates that, on average, teachers expressed a positive response to their work ethic and satisfaction, reflecting a general sense of fulfillment in their roles. This result is consistent with other studies that emphasize the importance of intrinsic motivation and satisfaction in teaching (Skaalvik et al., 2020). Despite challenges, teachers often find intrinsic rewards in their work, such as the joy of educating young minds, the satisfaction of seeing student progress, and the fulfillment derived from contributing to the broader community (Chen et al., 2020).

Work ethic and satisfaction are critical components of teachers' overall well-being. Positive work ethic typically correlates with a deeper commitment to the profession, higher quality teaching, and a stronger sense of purpose. Research by Zhang et al., (2019) suggests that work satisfaction plays a pivotal role in influencing teachers' professional development and their long-term retention in the field. Teachers who are satisfied with their work tend to exhibit higher levels of engagement, which enhances their teaching effectiveness and reduces burnout. The positive perception of job satisfaction in this study aligns with global findings in the field of educational research, where job satisfaction is often identified as a major factor influencing teacher performance and retention (Klassen et al., 2018). However, while this category received a favorable response, it is important to note that work satisfaction among teachers can be influenced by several extrinsic and intrinsic factors. A robust work ethic, combined with a high level of satisfaction, can serve as a strong protective factor against teacher burnout and attrition (Zhou et al., 2018).

The second-ranked indicator, "Teaching Guide and Competitions," received a weighted mean of 2.40, indicating that teachers generally disagreed with the statement. This suggests that while teachers may be involved in guiding students through competitions, the frequency or perceived importance of such activities may not be as high as anticipated. The results imply that teacher participation in competitions, either as mentors or guides, is somewhat limited or not prioritized in their daily professional lives.

In the context of Chinese education, the role of competitions is often regarded as supplementary to the primary teaching duties. Teachers are generally more focused on meeting curriculum requirements, preparing students for exams, and ensuring students' academic success. While extracurricular activities, such as guiding students in competitions, are seen as valuable for holistic student development, the pressure of preparing students for major exams often leaves little time for engaging in such activities (Wang, 2020). Additionally, competitions may not always align with the broader educational objectives, and teachers may view them as secondary to their primary teaching responsibilities. As a result, the lower ranking of this statement could reflect a broader tendency in educational systems, especially in China, to prioritize exam results and academic performance over experiential learning activities like competitions (Li, 2019).

The third-ranked statement, "Lesson Planning and Teaching Practice," received a weighted mean of 2.37, which falls within the "Disagree" category. This indicates that teachers are not fully satisfied with their involvement in lesson planning and teaching practice. The relatively low ranking suggests that teachers may face difficulties in balancing the demands of lesson preparation and actual teaching practice, or they may feel that they do not have adequate time or resources to devote to these tasks. The challenges associated with lesson planning are particularly significant in an educational environment where curricula are often rigid and highly structured, as is common in China (Zhang et al., 2020).

Lesson planning is a critical component of effective teaching, but it requires considerable time and effort. In the context of Chinese education, teachers often have to adhere to national standards and predefined lesson plans, which leaves little room for creative flexibility in designing lessons that cater to students' individual needs. The pressure to meet the curriculum requirements and the high expectations placed on teachers can lead to a sense of frustration or burnout, which may negatively affect their views on lesson planning (Xu et al., 2019). According to a study by Guo (2021), teachers in China often report spending long hours on lesson preparation, but they feel that their work is undervalued or inadequately supported by administrative structures, leading to dissatisfaction with their lesson planning and teaching practice. Moreover, the stress of managing large class sizes and the increasing demands for academic performance can make teachers feel overwhelmed and disconnected from the teaching process itself. Research by Li et al., (2020) found that teachers who experience a lack of support in lesson planning and teaching practice often feel isolated, which impacts their teaching quality and job satisfaction. The results of this study suggest that the overall lack of time, support, and flexibility in lesson planning is a significant challenge in Chinese schools, which could explain why teachers in this study ranked lesson planning and teaching practice lower in terms of importance.

Table 4
Summary Table on Classroom Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
Discipline Dimension Inside the classroom	2.37	Sometimes	2
Organization of the lesson	2.23	Sometimes	5
Interaction during the lesson	2.31	Sometimes	3
Teacher-student personal communication	2.41	Sometimes	1
Psychological and social classroom environment	2.25	Sometimes	4
Composite Mean	2.31	Sometimes	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 4 reflects the evaluation of various classroom practices, with each indicator being rated on a scale based on a weighted mean and verbal interpretation. The overall composite mean of 2.31 indicates that classroom practices are generally perceived to be "Sometimes" effective. This suggests that there is room for

improvement across all five indicators, each of which represents a different dimension of classroom management and teaching. The following provides an interpretation and a related review of each indicator.

The Summary Table on Classroom Practices indicates the ranking of various classroom practices, with Teacher-student personal communication ranking the highest at Rank 1, receiving a weighted mean of 2.41. This suggests that, while personal communication between teachers and students is relatively stronger, there is still room for consistency in fostering these interactions. Following closely is the Discipline Dimension Inside the Classroom, ranked Rank 2 with a weighted mean of 2.37. This indicates that while discipline is present, it may not always be maintained consistently throughout the lessons. The third-ranked dimension is Interaction during the lesson (Rank 3), with a weighted mean of 2.31. This reflects a need for more meaningful engagement between teachers and students during lessons to enhance student involvement and understanding. Ranked fourth is the Psychological and social classroom environment, with a mean of 2.25, pointing to an area that requires improvement in creating a more supportive emotional and social environment for students. Finally, the Organization of the lesson is ranked Rank 5 with the lowest weighted mean of 2.23, indicating that lesson planning and execution are areas of significant concern, with a need for better structure and clarity to avoid inefficiencies during instruction. Overall, while teacher-student communication is relatively strong, other areas, particularly lesson organization, require focused attention and improvement.

The highest-ranking indicator in the classroom practices evaluation is Teacher-Student Personal Communication, which received a weighted mean of 2.41, categorized as "Sometimes." This suggests that personal interactions between teachers and students are somewhat effective but not consistently so. Communication plays a critical role in fostering a positive learning environment. Research consistently highlights the importance of establishing strong teacher-student relationships for academic success, emotional well-being, and student engagement (Wentzel, 2010). Students who feel that their teachers genuinely care and are approachable are more likely to perform better academically and participate more actively in class (Johnson et al., 2018). This can be particularly important in building trust and creating a safe space where students feel comfortable asking questions and expressing themselves.

Recent studies indicate that teacher-student personal communication can significantly impact students' sense of belonging in the classroom. According to a study by Xie et al., (2022), students who engage in positive personal communication with their teachers report higher levels of motivation, emotional engagement, and resilience, which are critical factors in overcoming academic challenges. However, the "Sometimes" interpretation of this ranking suggests there is room for improvement in the consistency and depth of these personal interactions. Teachers enhance their communication by engaging in informal conversations, providing constructive feedback, and showing empathy toward students' individual struggles (McMillan et al., 2019). Moreover, fostering a relationship where students feel heard and understood leads to higher student satisfaction and overall academic achievement. The importance of personal communication has also been emphasized by Darling-Hammond et al. (2020), who argue that strong teacher-student bonds can mitigate the negative effects of academic stress and increase student persistence. Therefore, while this area has the highest rank, the fact that it is still categorized as "Sometimes" highlights the ongoing need for professional development to help teachers improve the quality and consistency of their personal interactions with students.

The second-highest ranking in the classroom practices table is Discipline Dimension Inside the Classroom, with a weighted mean of 2.37, which is also categorized as "Sometimes." This suggests that discipline is a frequent but not consistent aspect of classroom management. Effective discipline is fundamental to maintaining a productive and engaging learning environment. Research indicates that well-managed classrooms enable better focus, deeper learning, and more meaningful student-teacher interactions (Simonsen et al., 2010). However, when discipline is inconsistent, it can lead to distractions, reduced student engagement, and less effective learning experiences (Emmer et al., 2015). The inconsistency in discipline may be due to various factors, such as a lack of clear expectations, inadequate training, or insufficient classroom management strategies. Studies by Blase et al., (2021) suggest that teachers often struggle to maintain discipline when they do not employ proactive

classroom management strategies, such as setting clear expectations and reinforcing positive behaviors. Additionally, teachers may be challenged in managing diverse classroom behaviors, which require different approaches based on students' cultural and personal backgrounds (Doyle, 2018). Inconsistent enforcement of rules can lead to confusion among students about acceptable behaviors, disrupting the overall classroom atmosphere. Further research by Yarbrough et al., (2020) highlights the effectiveness of positive behavior support systems and the importance of providing students with the tools to self-regulate their behavior. Professional development that focuses on effective classroom management techniques, including reinforcement strategies, clear behavioral expectations, and restorative practices, could help improve this dimension. The "Sometimes" rating suggests that while some teachers may apply these strategies intermittently, a more consistent and structured approach could enhance classroom discipline.

Interaction during the lesson ranks third with a weighted mean of 2.31, categorized as "Sometimes." This rating indicates that while teacher-student interactions during lessons are present, they may not be frequent or impactful enough to fully engage students in the learning process. Effective interaction during lessons is crucial for maintaining student engagement, enhancing understanding, and promoting active learning. According to Hattie (2020), teacher-student interaction is one of the most significant factors influencing student achievement. Interaction during lessons helps to clarify concepts, provide immediate feedback, and encourage critical thinking.

Research by Alvermann et al., (2019) highlights that students who actively participate in class discussions, ask questions, and engage with the content through interactive methods tend to perform better academically. However, the "Sometimes" interpretation here suggests that these opportunities for interaction may not occur regularly or with sufficient depth. Teachers may not be fully utilizing strategies such as questioning techniques, formative assessments, or collaborative learning to maximize student engagement (Koh et al., 2021). Effective interaction requires teachers to adopt teaching strategies that encourage student participation, such as using open-ended questions, promoting peer discussions, and incorporating technology that facilitates real-time feedback and collaboration (Bai et al., 2022). Furthermore, the use of active learning strategies, which promote higher levels of engagement, can create opportunities for more meaningful interaction (Freeman et al., 2018). The ranking suggests that professional development focusing on enhancing interactive teaching strategies, fostering an inclusive classroom environment, and using varied instructional methods may help improve the quality and frequency of teacher-student interactions.

The Psychological and Social Classroom Environment received a weighted mean of 2.25, ranking fourth in this evaluation. This suggests that the emotional and social atmosphere of the classroom is not consistently supportive, which can affect student motivation, engagement, and overall well-being. A positive classroom environment is essential for creating an atmosphere where students feel safe, respected, and valued. Research shows that when students feel emotionally secure and socially accepted in the classroom, they are more likely to engage in learning and achieve better academic outcomes (Pianta, 2006). Conversely, an environment that lacks emotional support can lead to disengagement, anxiety, and poor academic performance. A positive psychological environment can be fostered through teacher practices that build trust, empathy, and mutual respect. Studies by Hamre et al., (2021) emphasize the importance of creating a nurturing classroom climate where students feel emotionally supported. Additionally, social-emotional learning (SEL) programs have been shown to improve classroom climate by teaching students emotional regulation, conflict resolution, and interpersonal skills (Zins et al., 2020). The "Sometimes" rating suggests that while some positive interactions may occur, they are not consistently present or robust enough to create a fully supportive environment. Teachers can enhance the psychological and social climate by incorporating SEL strategies into their teaching practices, promoting inclusivity, and addressing students' emotional needs. Providing regular opportunities for students to express themselves, encouraging collaboration, and setting clear expectations for behavior can all contribute to a more supportive and emotionally safe classroom environment (Schonert-Reichl et al., 2018).

The Organization of the Lesson ranks fifth with the lowest weighted mean of 2.23, categorized as

"Sometimes." This indicates that lesson planning and execution are perceived as inconsistent and may lack structure or clarity, affecting the effectiveness of instruction. Well-organized lessons are essential for maintaining a clear focus, ensuring that learning objectives are met, and optimizing the use of class time. According to Borich (2019), well-organized lessons allow teachers to anticipate student needs, allocate appropriate time for different activities, and provide a coherent flow of information.

Research by Darling-Hammond (2020) indicates that teachers who plan and organize their lessons effectively are better able to engage students and maximize learning outcomes. Conversely, disorganized lessons can confuse students, hinder engagement, and reduce learning efficiency. The "Sometimes" ranking suggests that some teachers may struggle with structuring lessons in a way that maximizes instructional time and student engagement. This may be due to factors such as time constraints, lack of experience, or inadequate professional development. To address this challenge, professional development in lesson planning, including time management, task sequencing, and goal setting, could help teachers develop more structured and effective lessons. Frameworks like Understanding by Design (UbD) could support teachers in aligning lessons with clear learning goals and assessments. By improving lesson organization, teachers can enhance student comprehension, reduce confusion, and increase engagement during lessons (Wiggins et al., 2020). The analysis of classroom practices, as reflected in the weighted means and rankings, underscores the critical role of effective teaching strategies in shaping student experiences. While **Teacher-Student Personal Communication** ranks the highest, indicating its importance in fostering positive relationships and engagement, it still reveals room for growth in ensuring consistency. Effective communication, when done consistently, helps build trust, improve motivation, and increase academic success. Similarly, the **Discipline Dimension Inside the Classroom** highlights the need for more proactive management strategies, as inconsistent discipline can lead to disruptions that negatively affect both teaching and learning. **Interaction During the Lesson** emphasizes the necessity for increased student engagement through meaningful interactions, which are vital for deeper understanding and critical thinking.

Despite the positive impact of **Teacher-Student Personal Communication**, the fourth-ranked **Psychological and Social Classroom Environment** and the lowest-ranked **Organization of the Lesson** point to significant areas for improvement. A supportive emotional and social environment, alongside well-structured lessons, are key components of a successful classroom, yet they are areas where many teachers may struggle. These dimensions require attention in terms of teacher professional development, especially in areas such as lesson planning, time management, and emotional intelligence, to ensure that the classroom is a space where students feel safe, engaged, and intellectually challenged.

Table 5
Relationship Between Professional Identity and Teaching Experiences

Affirmation	r-value	p-value	Interpretation
Teaching Guide and Competitions	0.041	0.380	Not Significant
Lesson Planning and Teaching Practice	-.331**	0.000	Highly Significant
Work Ethic and Satisfaction	0.068	0.144	Not Significant
In-depth Exploration			
Teaching Guide and Competitions	.115*	0.014	Significant
Lesson Planning and Teaching Practice	-.110*	0.019	Significant
Work Ethic and Satisfaction	0.054	0.251	Not Significant
Practice			
Teaching Guide and Competitions	.160**	0.001	Significant
Lesson Planning and Teaching Practice	-0.023	0.621	Not Significant
Work Ethic and Satisfaction	-.119*	0.011	Significant
Identification with Commitment			
Teaching Guide and Competitions	-.259**	0.000	Highly Significant
Lesson Planning and Teaching Practice	-.294**	0.000	Highly Significant
Work Ethic and Satisfaction	-.143**	0.002	Significant
Reconsideration with Commitment			
Teaching Guide and Competitions	-0.041	0.376	Not Significant
Lesson Planning and Teaching Practice	-0.072	0.126	Not Significant
Work Ethic and Satisfaction	.177**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 5 shows the association between professional identity and teaching experiences. The computed r -values indicates a moderate to a weak direct / indirect correlation, however only Affirmation, In-depth Exploration and Identification with Commitment vs. Teaching Guide and Competitions and Lesson Planning and Teaching Practice; Practice vs. Teaching Guide and Competitions and Work Ethic and Satisfaction; Reconsideration with Commitment vs. Work Ethic and Satisfaction. This means that there was significant relationship exists and implies that the better is the professional identity, the better is the teaching experiences. Table 5 examines the relationship between professional identity dimensions (Affirmation, In-depth Exploration, Practice, Identification with Commitment, and Reconsideration with Commitment) and teaching experiences, focusing on three variables: Teaching Guide and Competitions, Lesson Planning and Teaching Practice, and Work Ethic and Satisfaction. The table provides correlation coefficients (r -values) and p -values to assess the significance and direction of these relationships.

The results for **Affirmation** show a complex picture. The correlation between Affirmation and "Teaching Guide and Competitions" ($r=0.041$, $p=0.380$) is not statistically significant, indicating that professional affirmation does not significantly affect participation in teaching competitions or guidance activities. However, there is a **highly significant negative correlation** with "Lesson Planning and Teaching Practice" ($r=-0.331$, $p=0.000$), suggesting that a stronger sense of affirmation in one's professional identity may be associated with a decrease in the attention or effort devoted to lesson planning and teaching practices. This may imply that individuals with a higher level of affirmation in their professional identity feel more confident in their abilities and may not perceive the same level of need for extensive planning or practice. The "Work Ethic and Satisfaction" dimension also shows no significant correlation with affirmation ($r=0.068$, $p=0.144$), meaning that professional affirmation does not appear to significantly influence work ethic or overall satisfaction.

For **In-depth Exploration**, there are more noteworthy findings. "Teaching Guide and Competitions" shows a **significant positive correlation** ($r=0.115$, $p=0.014$), indicating that individuals who engage more deeply in exploring their professional identity also tend to participate more in teaching guides and competitions. This suggests that those who critically reflect on their professional identity may seek out additional opportunities to enhance their teaching, such as participating in teaching competitions. There is also a **significant negative correlation** with "Lesson Planning and Teaching Practice" ($r=-0.110$, $p=0.019$), implying that more in-depth exploration of professional identity is associated with a slight decrease in engagement with lesson planning and teaching practices. This relationship could suggest that the time and energy devoted to exploring one's professional identity may reduce the focus on routine teaching practices. Finally, "Work Ethic and Satisfaction" ($r=0.054$, $p=0.251$) shows no significant relationship with in-depth exploration, indicating that deeper exploration of professional identity does not necessarily influence work ethic or satisfaction.

In the **Practice** category, there is a **significant positive correlation** between "Teaching Guide and Competitions" and practice ($r=0.160$, $p=0.001$), suggesting that those who are more engaged in professional development activities like teaching competitions also demonstrate better or more consistent teaching practices. This highlights the importance of such experiences in improving one's teaching. On the other hand, "Lesson Planning and Teaching Practice" shows no significant relationship with practice ($r=-0.023$, $p=0.621$), suggesting that professional identity related to practice does not strongly correlate with the technical aspects of lesson planning. There is also a **significant negative correlation** with "Work Ethic and Satisfaction" ($r=-0.119$, $p=0.011$), implying that a stronger professional identity related to practice could be associated with a slight decline in work ethic and job satisfaction, possibly due to the intense demands and challenges that arise from focusing heavily on practical aspects of teaching.

For **Identification with Commitment**, there are several significant findings. There are **highly significant negative correlations** with "Teaching Guide and Competitions" ($r=-0.259$, $p=0.000$) and "Lesson Planning and Teaching Practice" ($r=-0.294$, $p=0.000$), indicating that individuals who are more committed to their professional identity in terms of their commitment to the profession may engage less in teaching competitions and may dedicate less time to planning lessons or executing teaching practices. This could reflect a shift in focus from

external validation or structured planning to deeper commitment and personal professional identity. Additionally, there is a **significant negative correlation** with "Work Ethic and Satisfaction" ($r=-0.143$, $p=0.002$), suggesting that greater identification with one's professional commitment may be associated with a lower level of work satisfaction and work ethic. This may indicate that those who are more committed to the profession may experience burnout or dissatisfaction due to the high personal investment required.

Finally, in **Reconsideration with Commitment**, "Teaching Guide and Competitions" ($r=-0.041$, $p=0.376$) and "Lesson Planning and Teaching Practice" ($r=-0.072$, $p=0.126$) show no significant correlation, suggesting that the reconsideration of professional commitment does not significantly impact participation in teaching competitions or the structuring of lessons. However, there is a **highly significant positive correlation** with "Work Ethic and Satisfaction" ($r=0.177$, $p=0.000$), indicating that those who actively reconsider their professional commitment tend to report higher work ethic and job satisfaction. This could be interpreted as a positive outcome of self-reflection on professional commitment, leading to a more positive and engaged approach to teaching and a higher sense of satisfaction in the profession.

Table 6
Relationship Between Professional Identity and Classroom Practices

Affirmation	r-value	p-value	Interpretation
Discipline Dimension Inside the classroom	-.161**	0.001	Significant
Organization of the lesson	-.211**	0.000	Highly Significant
Interaction during the lesson	-.135**	0.004	Significant
Teacher-student personal communication	.104*	0.025	Significant
Psychological and social classroom environment	-0.02	0.675	Not Significant
In-depth Exploration			
Discipline Dimension Inside the classroom	0.009	0.854	Not Significant
Organization of the lesson	0.052	0.263	Not Significant
Interaction during the lesson	-.171**	0.000	Highly Significant
Teacher-student personal communication	.265**	0.000	Highly Significant
Psychological and social classroom environment	0.078	0.094	Not Significant
Practice			
Discipline Dimension Inside the classroom	-.139**	0.003	Significant
Organization of the lesson	-.191**	0.000	Highly Significant
Interaction during the lesson	-0.02	0.662	Not Significant
Teacher-student personal communication	.376**	0.000	Highly Significant
Psychological and social classroom environment	.186**	0.000	Highly Significant
Identification with Commitment			
Discipline Dimension Inside the classroom	0.016	0.738	Not Significant
Organization of the lesson	-.199**	0.000	Highly Significant
Interaction during the lesson	-0.004	0.925	Not Significant
Teacher-student personal communication	-0.079	0.089	Not Significant
Psychological and social classroom environment	0.016	0.728	Not Significant
Reconsideration with Commitment			
Discipline Dimension Inside the classroom	-.283**	0.000	Highly Significant
Organization of the lesson	-0.072	0.122	Not Significant
Interaction during the lesson	.234**	0.000	Highly Significant
Teacher-student personal communication	.170**	0.000	Highly Significant
Psychological and social classroom environment	.106*	0.023	Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 6 presents the association between professional identity and Classroom Practices. The computed r-values indicates a moderate to a weak direct / indirect correlation, however only Affirmation vs. classroom practices except on Psychological and social classroom environment; In-depth Exploration vs. Interaction during the lesson and Teacher-student personal communication; Practice vs. classroom practices except Interaction during the lesson; Identification with Commitment vs. Organization of the lesson; Reconsideration with Commitment vs. classroom practices except on Organization of the lesson. This means that there was significant relationship exists and implies that the better is the professional identity, the better is the classroom practices. It examines the relationship between professional identity dimensions (Affirmation, In-depth Exploration, Practice, Identification with Commitment, and Reconsideration with Commitment) and various classroom practices. The data provides correlation coefficients (r-values) and p-values, helping us assess the significance and strength of

these relationships.

Starting with Affirmation, we see significant negative correlations with the "Discipline Dimension Inside the Classroom" ($r=-0.161$, $p=0.001$), "Organization of the Lesson" ($r=-0.211$, $p=0.000$), and "Interaction during the Lesson" ($r=-0.135$, $p=0.004$). These results indicate that higher levels of affirmation in professional identity are associated with less classroom disruption, more structured lessons, and more effective interaction during lessons. However, it is notable that the "Psychological and Social Classroom Environment" did not show a significant relationship ($r=-0.02$, $p=0.675$), suggesting that professional affirmation does not strongly impact the social and emotional atmosphere of the classroom. Conversely, "Teacher-student personal communication" showed a significant positive correlation ($r=0.104$, $p=0.025$), implying that those with stronger professional affirmation are more likely to foster positive communication with students.

In-depth Exploration, significant relationships emerge in the domains of "Interaction during the Lesson" ($r=-0.171$, $p=0.000$) and "Teacher-student personal communication" ($r=0.265$, $p=0.000$). These findings indicate that individuals with more exploration of their professional identity are likely to engage in better classroom interactions and communicate more effectively with their students. However, "Discipline Dimension Inside the Classroom," "Organization of the Lesson," and "Psychological and Social Classroom Environment" were not significantly related to in-depth exploration, suggesting that exploring one's professional identity may have more influence on interpersonal aspects of teaching rather than on the structure or management of the classroom. In the Practice category, the negative correlations with "Discipline Dimension Inside the Classroom" ($r=0.139$, $p=0.003$) and "Organization of the Lesson" ($r=-0.191$, $p=0.000$) suggest that a stronger professional identity leads to more effective classroom management and lesson organization. Furthermore, "Teacher-student personal communication" ($r=0.376$, $p=0.000$) and "Psychological and social classroom environment" ($r=0.186$, $p=0.000$) show highly significant positive correlations, demonstrating that a solid professional identity supports positive communication and enhances the social atmosphere in the classroom.

Identification with Commitment shows some interesting results, with a significant negative relationship with "Organization of the Lesson" ($r=-0.199$, $p=0.000$). This suggests that teachers who are more committed to their professional identity may spend less time focusing on lesson organization. Other aspects such as "Discipline Dimension Inside the Classroom," "Interaction during the Lesson," "Teacher-student personal communication," and "Psychological and Social Classroom Environment" showed no significant relationships, implying that commitment to professional identity doesn't strongly influence these aspects of classroom practice. Lastly, Reconsideration with Commitment shows several highly significant positive relationships, including with "Interaction during the Lesson" ($r=0.234$, $p=0.000$), "Teacher-student personal communication" ($r=0.170$, $p=0.000$), and "Psychological and social classroom environment" ($r=0.106$, $p=0.023$). These results suggest that teachers who are actively reconsidering their commitment to the profession are likely to enhance their interactions with students and foster a positive classroom environment. Notably, "Discipline Dimension Inside the Classroom" also showed a highly significant negative correlation ($r=-0.283$, $p=0.000$), indicating that reconsideration of professional commitment may be linked to more effective classroom discipline.

Table 7 displays the association between teaching practices and Classroom Practices. The computed r-values indicates a moderate to a weak direct/indirect correlation, however only Teaching Guide and Competitions vs. classroom except on Discipline Dimension Inside the classroom and Interaction during the lesson; Lesson Planning and Teaching Practice vs. Psychological and social classroom environment; Work Ethic and Satisfaction vs. Interaction during the lesson and Teacher-student personal communication. This means that there was significant relationship exists and implies that the better is the teaching practices, the better is the classroom practices. Starting with the "Teaching Guide and Competitions" category, the relationship between the "Discipline Dimension Inside the Classroom" and other variables is mostly non-significant, with an r-value of -0.037 and a p-value of 0.429 , which indicates no statistically significant relationship. Similarly, "Interaction during the lesson" showed no significant relationship ($r = -0.04$, $p = 0.392$). However, the "Organization of the Lesson" dimension displayed a highly significant negative relationship with the discipline inside the classroom (r

= -0.171, $p < 0.01$), suggesting that as the organization of lessons improves, there may be a slight decrease in disciplinary issues in the classroom. Furthermore, the "Teacher-student personal communication" ($r = 0.253$, $p < 0.01$) and "Psychological and social classroom environment" ($r = 0.305$, $p < 0.01$) both showed a highly significant positive relationship, indicating that better communication and a positive classroom environment are strongly associated with improved discipline and classroom practices.

Table 7
Relationship Between Teaching Experiences and Classroom Practices

Teaching Guide and Competitions	r-value	p-value	Interpretation
Discipline Dimension Inside the classroom	-0.037	0.429	Not Significant
Organization of the lesson	-.171**	0.000	Highly Significant
Interaction during the lesson	-0.04	0.392	Not Significant
Teacher-student personal communication	.253**	0.000	Highly Significant
Psychological and social classroom environment	.305**	0.000	Highly Significant
Lesson Planning and Teaching Practice			
Discipline Dimension Inside the classroom	.533**	0.000	Highly Significant
Organization of the lesson	.401**	0.000	Highly Significant
Interaction during the lesson	-.173**	0.000	Highly Significant
Teacher-student personal communication	.095*	0.041	Significant
Psychological and social classroom environment	0.037	0.425	Not Significant
Work Ethic and Satisfaction			
Discipline Dimension Inside the classroom	.111*	0.018	Significant
Organization of the lesson	.173**	0.000	Highly Significant
Interaction during the lesson	0.025	0.598	Not Significant
Teacher-student personal communication	0.07	0.136	Not Significant
Psychological and social classroom environment	-.093*	0.046	Significant

Legend: Significant at $p\text{-value} < 0.01$

In the "Lesson Planning and Teaching Practice" category, the results reflect highly significant relationships in most dimensions. The "Discipline Dimension Inside the Classroom" ($r = 0.533$, $p < 0.01$), "Organization of the Lesson" ($r = 0.401$, $p < 0.01$), and "Interaction during the Lesson" ($r = -0.173$, $p < 0.01$) all showed highly significant positive or negative relationships, respectively, with teaching practices, signifying that well-planned lessons and active interactions contribute significantly to classroom order and student engagement. Teacher-student personal communication, with a positive correlation of 0.095 ($p = 0.041$), also displayed a significant relationship, albeit weaker, showing that more personalized communication enhances teaching effectiveness. However, the "Psychological and Social Classroom Environment" showed no significant relationship in this category ($r = 0.037$, $p = 0.425$).

Lastly, in the "Work Ethic and Satisfaction" category, several dimensions showed significant relationships. The "Discipline Dimension Inside the Classroom" ($r = 0.111$, $p = 0.018$) and the "Psychological and Social Classroom Environment" ($r = -0.093$, $p = 0.046$) both demonstrated significant relationships with work ethic and satisfaction, indicating that teacher satisfaction is influenced by classroom discipline and the psychological environment. Conversely, "Interaction during the lesson" and "Teacher-student personal communication" were not significantly correlated with work ethic and satisfaction, with p -values of 0.598 and 0.136, respectively.

Based on the provided summary tables, the development plan focuses on the lowest-ranked indicators to enhance professional identity, teacher experiences, and classroom practices. This plan targets the areas where performance scores are low, with specific activities to enhance each indicator, ultimately leading to improvements in teaching practices and professional identity. Based on the provided summary tables, the development plan focuses on the lowest-ranked indicators to enhance professional identity, teacher experiences, and classroom practices.

Table 8

Development Plan for Enhancing Professional Identity, Experiences, and Classroom Practices Among Junior Teachers in China

KRA	Objective	Activity for	Performance	Persons Involved
		Enhancement	Indicator	
Professional Identity	Enhance the affirmation of professional identity	Organize workshops on self-reflection and affirmation of teaching skills.	85% Improvement in affirmation score	Teachers, Mentors, Trainers
	Foster a deeper exploration of personal teaching philosophy	Facilitate peer-sharing sessions on in-depth exploration of teaching.	Increase in in-depth exploration of 87%	Teachers, Peer Teachers, Mentors
	Improve teaching guides and competitions engagement	Encourage teachers to engage in external teaching competitions and guides.	Improvement in teaching guide and competition score of 90%	Teachers, Competitions Committee
Teacher Experiences	Enhance lesson planning and practice	Conduct professional development programs on effective lesson planning.	90% Improvement in lesson planning and practice score	Teachers, Curriculum Coordinators, Trainers
	Increase commitment and identification with teaching profession	Organize commitment-building activities (e.g., mentorship, teaching forums).	95% Increase in identification and commitment score	Teachers, Administrators, Mentors
	Strengthen classroom discipline	Provide training on positive discipline and classroom management strategies.	Improvement in discipline dimension score of 90%	Teachers, Discipline Coordinators, Trainers
Classroom Practices	Improve lesson organization	Organize workshops on effective lesson structure and time management.	Improvement in lesson organization score of 90%	
	Enhance teacher-student interaction during lessons	Encourage teachers to implement interactive teaching methods.	Improvement in interaction score of 85%	Teachers, Peer Teachers, Mentors
	Improve teacher-student personal communication	Promote open communication through regular student-teacher feedback sessions.	90% Improvement in teacher-student communication score	
	Create a more positive psychological and social classroom environment	Organize team-building activities and emotional intelligence workshops.	90% Improvement in psychological and social environment score	Teachers, Counselors, Trainers

4. Conclusion and recommendations

Teachers feel affirmed and engaged in their professional identity, but there is room for improvement in fostering deeper commitment to the profession. The teachers are satisfied with their work ethic, they feel there is room for improvement in teaching guides, competitions, and lesson planning. The table indicates that teachers show "sometimes" effective practices across all areas, with teacher-student communication ranking highest. However, there is room for improvement in lesson organization and the classroom environment. The relationship between professional identity and teaching experiences reveals significant correlations, particularly between

lesson planning and teaching practice with affirmation, in-depth exploration, and identification with commitment. While some areas, like teaching guides and competitions, showed no significant relationship, others such as work ethic and satisfaction were highly significant with aspects of professional identity. The proposed development program focused on enhancing professional identity, teaching experiences, and classroom practices through targeted workshops, peer-sharing sessions, and professional development programs.

Teachers may continuously engage in professional development to enhance their teaching skills and deepen their commitment to the profession. Administrators may consider providing more targeted support for teachers, particularly in enhancing professional identity and classroom practices. Workshops on self-reflection, affirmation, and commitment-building could address areas of improvement in professional identity. Human Resource departments may ensure that professional development programs are aligned with the areas that need the most attention, such as lesson planning, teaching guides, and classroom management. The educational ministry may consider implementing national or regional initiatives to support teachers in areas of professional identity, teaching practices, and career satisfaction. Providing resources and funding for professional development programs, workshops, and competitions will contribute to teachers' growth. The community can play a crucial role by supporting teachers' efforts through collaboration with schools and offering resources to improve the learning environment. Future research may focus on further exploring the relationship between professional identity and teaching experiences, particularly how it affects long-term job satisfaction and retention.

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