

# Formation and Development of Teachers Professionalism

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**Abstract:** With the development of the world economy, the international cooperation and exchanges have gradually increased, while the international competition has become increasingly fierce. More and more countries have realized that in order to be invincible in international competition, they need to cultivate more talents with international competitiveness. The development and formation of teacher quality is the part that we continue to explore and improve.

**Keywords:** Teacher quality, Development, Personal skills.

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## 1. Introduction

### 1.1. Background of the Study

In 1980, UNESCO proposed at the Paris Conference to officially recognize the right of teachers to in-service training and to establish a system of teaching leave during which teachers would receive their salaries. In order to solve national political, social and economic problems, countries all over the world are trying to reform the training mode of teacher education and explore the teacher training mode suitable for their national conditions in order to build a group of high quality teachers. Since the 1980s, the United States has carried out a series of reforms in domestic education, shifting from curriculum reform to teaching and teacher education reform. After the reunification of the two Germanies in 1990, German education, in its new form, carried out comprehensive and profound reforms in basic education, vocational education and higher education, setting off a new chapter of German education reform. In Britain, the 1972 James report on reforming teacher training made increasing in-service education and in-service training for teachers the most important task. The British government's White Paper "Improving the Quality of Teachers", presented to the House of Commons in 1983, elicited a strong response from the entire British population. In France, the government formally incorporated in-service training for primary and secondary school teachers into the French teacher training system in 1972 with the implementation of a six-year national re-education program for primary and secondary school teachers. The Continuing Education Act was enacted to provide financial and legal guarantees for teachers to participate in continuing education. In the United States, the United Kingdom, France, and Germany, teacher education and training focuses not only on the quality of teachers' entry into the profession, but also on their post-service training, and the integration and specialization of teacher education is promoted through national administrative and legal policies and strong educational and administrative measures to maintain the relevance and continuity of pre-service and post-service education.

In today's rapidly developing economy, the competition among countries for comprehensive strength is ultimately a

competition for education, and the importance of education to a country is self-evident. The quality of education has become an important issue of concern to all sectors of society. The quality of education is closely related to the professional quality of front-line teachers, so building a high-quality teaching team is the key to improving the quality of education.

At present, more and more parents are aware of the importance of education for a child, and that a child is the hope of a family. As a result, the demands of society on the professional quality of teachers have also increased. Regardless of how teacher quality is defined, it is clear that teacher quality is a comprehensive quality that includes professional ideals and ethics, professional knowledge and teaching ability, political and ideological qualities, and physical and mental qualities.

### 1.2. Theoretical framework

#### (1) Competency Model.

It is a structured combination of knowledge, skills, and qualities that an individual needs to perform a specific task role. The competency model plays an important role in the selection, development, hiring, and performance of personnel.

Klemp defines a competency model as the essential characteristics inherent in a person's ability to perform a job effectively, and according to Parry, a competency model is the relevant knowledge, skills, and attitudes that influence a person's role or responsibilities, which can often be measured using widely accepted criteria.

In an article entitled "Testing for competence rather than for intelligence" published in the American Psychologist, Professor David McClelland argues that school performance is not a predictor of career success and that intelligence and aptitude tests do not predict career or other important success outcomes. Also, intelligence tests and aptitude tests do not predict professional life or other important success outcomes. Tests and academic performance predict job performance because of the underlying relationship to social status, and such predictions are unfair to minorities and the underclass. He argues that traditional IQ tests validate competencies based on school performance and that such tests do not assess the competencies involved in life outcome clusters. In his research, he showed that competencies can be better measured by analyzing successful life outcomes and the

competencies involved, standard sampling, and assessment of communication skills. His research on high performers breaks with the traditional concept of intelligence, stating that intelligence is not a determinant of high or low performance, but rather "communication skills," "patience," "appropriate goal setting," and "motivation to achieve." "achievement motivation", "self-development", "team influence", "interpersonal understanding" Attitudes, perceptions, personal traits, and other related factors are what really influence superior performance. He advocates going back to reality and starting with first-hand accounts to proactively uncover those conditioning factors that really work to improve organizational performance and thus achieve success. These real effective factors are what he refers to as competencies.

In 1973, McClelland proposed the Iceberg Competency Model, which depicts human competencies as an "iceberg" and divides individual competencies into visible "above the iceberg" and invisible "below the iceberg" based on their different manifestations. The individual qualities are divided into visible "above the iceberg" and invisible "below the iceberg". According to McClelland, knowledge and skills are directly related to the professional qualifications required for practical work, and can be shaped and changed at the operational level by examining professional qualifications, tests and examinations. They can be measured in the form of credentials, tests, interviews, and academic records, and can be improved in the short term through further education, training, and coaching.

(2) Teacher professional development theory.

Since the 1960s, the idea of teacher professionalization has been prevalent in Western countries. After decades of theoretical research and exploration, scholars at home and abroad have produced fruitful results in research on teacher professional development.

According to E. Hoyle, teacher professional development is the process of acquiring pedagogical knowledge and skills as teachers develop professionally, and according to P. Perry, teacher professional development is the process of professional growth, including the accumulation and development of confidence, skills, and subject knowledge, as well as the strengthening of classroom behavior and classroom consciousness. Teacher professional development is the process by which teachers' values, expertise, skills, affect, and sense of autonomy are gradually aligned with professional standards for teachers. From the many scholars' definitions of teacher professional development theories, we can find that most of them emphasize the development of teachers' professional knowledge and professional skills and, to some extent, the autonomy, process, stages, and progressiveness of teachers' professional development.

### 1.3. Statement of the Problem

The main research questions in this thesis include.

1. The current status of teachers' quality development. The existing status of professional ideals, spiritual pursuit, teaching philosophy and teaching skills are included, and the problems and deficiencies in teacher quality are pointed out.

2. Effective ways to improve the quality of teachers. This includes establishing financial and institutional guarantees, stimulating teachers' awareness of self-improvement, and establishing a professional institution for physics teacher training.

## 2. Design and Methodology

### 2.1. Research design

The study was based on the competency model theory and teacher professional development theory, and the dimensions of the survey were determined based on the connotation and structure of teachers' professionalism. The results of six focus group discussions on the construction of professionalism indicators for primary and secondary school teachers conducted by Professor Lin Xinfu were used as the framework for the survey, and the three major dimensions of professional knowledge, professional practice, and professional attitude were used as the basis for the survey. The questionnaire was developed by integrating the content of each dimension and item indicators under each facet, Finally formed the "Anhui Province Hefei city primary school teachers professional questionnaire".

### 2.2. Population and Locale

In this study, teachers from three primary schools in Hefei, Anhui province were randomly selected as questionnaires, which were divided into three main parts: teachers' "life status", "work status" and "implementation of curriculum reform". The survey covered teachers' professional knowledge, professional ideal, spiritual pursuit, teaching philosophy and teaching skills, and teacher training.

### 2.3. Treatment of Data

Of 130 questionnaires were distributed to three primary schools in Hefei, Anhui Province, and 118 questionnaires were returned. The questionnaires were used to understand the actual state of teachers' professionalism in Hefei city, analyze the causes of the problems, and propose appropriate countermeasures.

## 3. Presentation, Analysis and Interpretation

### 3.1. Professional ideal and spiritual pursuit

Occupational ideal is the goal of people's career based on social requirements and personal conditions, which is established by imagination, that is, the professional realm that individuals aspire to achieve. It is closely related to people's values, career expectations and career goals, as well as their world view and life view. Professional ideal has the role of orientation, regulation and motivation. Whether or not a person has a career ideal and spiritual pursuit depends on his or her identity with the occupation, and is related to his or her state of existence and work, which may change from time to time and from place to place and from event to event.

Professional identity of teachers

Occupational identity is a concept in psychology that refers to a person's perception of the goals, social values, and other factors of the occupation he or she is engaged in, i.e., an individual's complete agreement with or recognition of another person's or group's views and perceptions regarding the occupation. Round teachers' professional identity affects teachers' loyalty, motivation, upward mobility, and career motivation. In a survey of 118 primary school teachers, 13 (11%) chose "A, very satisfied", 58 (49%) chose "B, more satisfied", and 49% chose "C, dissatisfied". "C, not satisfied, will jump ship if there is a chance" was selected by 47 people, accounting for 40%.

In the question "Your attitude toward the future of

teaching", 18 people (15%) chose "A, very confident that it will get better", 44 people (37%) chose "B, more confident that it may get better", and 56 people (48%) chose "C, no confidence, disappointed". Forty-four people, or 37%, chose "C. No confidence, disappointed", and 56 people, or 48%, chose "C. No confidence, disappointed".

In the question "When introducing yourself to others, are you willing to say that you are a teacher?" In the question, 75 people (63%) chose "A, yes", 34 people (29%) chose "B, no", and 9 people (8%) chose "C, indifferent".

From the above data, we can see that teachers have a low sense of professional identity in Hefei, Anhui Province. 37% are not even willing to introduce their teachers, and 40% think they may jump ship if they have a chance, 48% have lost confidence in future teaching. To some extent, they despise their own career, there are great unstable factors, seriously affect the quality of Anhui God Hefei teachers, the stability of Hefei teachers has a great hidden trouble.

#### Professional happiness and fulfillment of teachers

Teachers' happiness is a subjective experience of the educational and teaching work they are engaged in and their state of existence. Teachers' happiness stems from their love for the teaching profession, and teachers' happiness and sense of accomplishment influence their understanding and attitude toward the teaching profession. A teacher with a sense of professional happiness and fulfillment will be motivated to work hard and give full play to all his or her talents to do a better job. In a survey of 118 rural teachers, "Do you think you are happy working in your school?" In the survey, 33 teachers (28%) chose "A, happy", 48 teachers (41%) chose "B, unhappy", and 37 teachers (31%) chose "C, average". 31%.

Do you have a sense of accomplishment in teaching?" Among the responses to the question, 45 people (38%) chose "yes", 41 people (35%) chose "no", and 32 people (27%) chose "don't know".

The above survey data show that for most teachers in Hefei, Anhui Province, they do not really understand the meaning of career happiness. They complain more about their career, not the happiness of work, and lack the sense of achievement of work.

#### Teachers' enthusiasm for their work

A teacher's enthusiasm for work determines his or her teaching methods, teaching methods, teaching efficiency and teaching performance. A teacher who is passionate about his work will devote all his energy to teaching, reform his teaching methods, fully mobilize students' interest in learning, stimulate their enthusiasm for learning, change their learning style, and improve teaching efficiency. He will also get to know his students comprehensively, not only about their situation at school, but also often contact with parents to understand and grasp the situation of students at home, so as to "teach students according to their abilities". According to the survey on teachers' enthusiasm, among 118 teachers, 22 (18.6%) considered themselves highly motivated to teach, 54 (46%) were highly motivated to teach, 23 (19%) were not highly motivated to teach, and 19 (16%) were not motivated to teach. The number of those who often visit home or communicate with parents is 35, accounting for only 29.7%. The number of students who know each student is 45, accounting for 38%.

The above research results show that teachers in Hefei, Anhui province are very low. With the intensification of utilitarian thinking in society, schools are gradually

commercialized, but teachers are required to be indifferent to fame and fortune, and they are touted as the embodiment of a perfect god; in school management, the administrativeization of education has increased the power of principals, and the management of teachers in schools relies excessively on the management system formulated by the schools, which lacks a human touch; as for teachers themselves, with the gradual progress of the new curriculum reform, the quality of teachers has failed to adapt to the new curriculum reform. The teachers themselves, with the gradual progress of the new curriculum reform, the quality of teachers can not adapt to the needs of the new curriculum reform, so that teachers feel confused. All these reasons have seriously affected teachers' job satisfaction and enthusiasm. The education policies formulated by the state are always more requirements for teachers and less concern for teachers' work and life, or more policies implemented by higher authorities for teachers' requirements and less policies implemented for teachers' rights and interests, so that the majority of teachers, especially the majority of teachers in the Hefei city, do not see hope and gradually lose their enthusiasm for their work and get by with it.

#### Spiritual Pursuit of Teachers

Spiritual pursuit belongs to the category of personal belief, which is an individual's belief and pursuit of something at the spiritual level. A teacher who has a strong spiritual pursuit will plan his or her teacher career as a whole. By career planning for teachers, we mean that the organization or individual combines personal development with organizational development, analyzes the personal, organizational and social factors that determine one's career, makes action plans about the corresponding work, education and training in career development over one's lifetime, and makes reasonable arrangements for the time, sequence and direction of each step. Having a career plan, teachers arrange their spare time in their daily work according to their plan and constantly improve their quality by reading books, searching the Internet, attending training or further education at higher levels. Therefore, teachers' spiritual pursuit can be reflected from their daily life.

In the survey of teachers' leisure lifestyle in Hefei city, Anhui Province, 79 people chose "surfing the Internet and watching TV", 15 people chose "reading books", 44 people chose "entertainment", and 23 people chose "physical fitness". The number of respondents who chose "physical fitness" was 23. In the survey of "main contents of Internet access", 53 people chose "news", 46 people chose "chatting", 82 people chose "movies and TV dramas", and 82 people chose "TV shows". 82 people chose "movies and TV shows", 35 people chose "games", and 35 people chose "information". In the survey on "time spent on reading books in spare time", 28 people chose "a lot", 33 people chose "more", 45 people chose "occasionally", and 45 people chose "sometimes". 45 people chose "a lot", "more", "occasionally", and "never". 12 people chose "never". Regarding the contents of books in their spare time, 28 people chose "magazines or theories related to teaching contents", 52 people chose "books for education of children", 26 people chose "novels or other magazines", and 11 people chose "other magazines". 11 times.

From the above data, we can see that a considerable number of teachers' spare time only stays at the level of survival needs or enjoyment needs, they basically do not have the habit of reading books, they do not have the persistent pursuit of the teaching profession in the spirit, they do not

have a strong career pursuit, and they do not have the consciousness of self-development. Most teachers do not see teaching as a profession, but only as a means to earn a living. In terms of personal quality and improvement, teachers lack enthusiasm and autonomy, they are willing to be mediocre and do not think about making progress. Teachers' work is still presented as passive repetition year after year and day after day, thus becoming skilled operators in teaching. It can be said that most teachers lack creativity in teaching, but only act as absorbers and transformers of textbook knowledge, they only regard teaching as repetitive manual labor, and their spare time is just a need to spend their time after manual labor.

### **3.2. Teaching Philosophy and Teaching Skills**

Educational philosophy refers to teachers' conceptions and rational beliefs about education based on their understanding of the nature of educational work. Teachers' teaching skills contain two levels: teaching skills and teaching abilities. With the implementation of education reform, a new teaching philosophy has been proposed, which requires teachers to center on students' development in education and teaching, emphasize students' autonomy and initiative in the learning process, advocate students' cooperation and inquiry, and pay attention not only to the results but also to the process of knowledge acquisition. This new teaching philosophy puts forward new requirements for teachers' teaching skills and expands the meaning of teaching skills, including skills of designing teaching problem situations, skills of guiding students in cooperation, communication and inquiry, skills of teaching students to learn and skills of applying modern educational technology.

According to the survey, 35% of the teachers "fully accept" the education reform, 45% "basically accept" it, and 20% do not accept it. Regarding the understanding of the concept of educational reform, 26% of the teachers said they "fully understand", 68% said they "basically understand", and 6% said they "do not understand". This indicates that most teachers in rural secondary schools still have some resistance to the educational reform. Most teachers have some understanding of the concept of education reform, but their understanding is not thorough enough, and they only have a vague understanding. If they cannot fully understand the concept of education reform, their teaching may deviate from the requirements of education reform.

Regarding the survey on "whether we can use students' active inquiry and cooperative communication in the actual teaching process", only 10% of teachers said "completely", 60% said "basically", 18% said "not at all", and 12% said "not at all". Only 10% of the teachers said they could "do it completely", 60% said they could "do it basically", 18% said they could "not do it temporarily", and 12% said they could "not do it at all". As for the survey of "whether to attach importance to students' ability of experimental investigation in teaching", 58% of teachers said "attach great importance", 36% said "attach little importance", and 6% said "Not important". In the survey of "Do you pay attention to students' experimental process in teaching", 29% said "very much", 47% said "not much", and 24% said "Not at all". In the survey of "whether the laboratory in your school can meet the teaching needs", 25% of the teachers said "meet", 47% said "basically meet", and 28% said "not meet". These data show that most of the teachers also pay attention to the development of students' inquiry ability in teaching and have certain ability in teaching skills. In terms of teaching skills, there are large

differences among teachers in each school, but overall, teachers' teaching skills are not yet high. There may be two reasons for this: first, the lack of hardware facilities in schools restricts teachers' teaching ability, and second, the level of individual teachers' experimental skills is uneven. In the environment of poor hardware conditions in schools, it is more of a test for teachers' teaching, that is, the ability to examine in teaching through homemade teaching aids, homemade experimental equipment or using other experiments instead of experiments in students' textbooks.

## **4. Results and Discussions**

### **4.1. Increase financial input, formulate policies and regulations, and provide financial and policy guarantees**

According to the survey results, the average salary of teachers in Hefei, Anhui province, is about 6,000 yuan. 53% of teachers said they can barely make ends meet, 47% said they do not have enough money to cover their expenses, and none of them chose None of the teachers chose "surplus". However, 26% of the teachers said "very strong" and 30% said "strong" about the need for teacher training, which indicates that most teachers still have the desire to participate in teacher training and have the idea of improving their own quality. In the survey, 57% of the teachers said "provide more opportunities for teachers", 72% said "improve the treatment of teachers", and 20% said "increase training benefits". The current state of teachers' income has left rural teachers unable to improve their quality. Schools also implement a new education funding system, and all school income comes from state financial allocations. The current school income can basically only meet daily school expenses and cannot afford to pay for teacher training, which shows that the education funding issue has become a bottleneck that restricts the quality of rural teachers. Therefore, it is urgent to increase the national financial investment and improve teachers' salary, so that teachers no longer worry about survival, and make teaching the most attractive profession, so that they have the economic ability to undertake self-development.

In order to guarantee the reasonable use of funds for teachers' continuing education, we should "establish special funds for teachers' education and training and earmark them for specific purposes, so as to provide a strong financial guarantee for the improvement of teachers' quality; we can also draw on the model of education vouchers in the United States to establish a teacher training voucher system and change the existing system of allocating funds for teachers' training, weakish or even eliminate the defects of the training system in Hefei." Teacher training vouchers are a concept that has emerged in recent years from the education voucher system proposed by Milton Friedman, a Nobel laureate in economics in the United States. According to Milton Friedman's explanation of education vouchers in his book *Capitalism and Freedom*, we can outline the definition of teacher training vouchers, "i.e., the education authority converts teacher training funds into a kind of valuable ticket and issues this ticket directly to teachers, who are free to choose training institutions that have passed the government audit with the ticket. Teachers are free to choose a government-approved training provider with their vouchers, and the training provider can exchange the vouchers for an equivalent amount of cash to run the school with the vouchers obtained through competition. By establishing a teacher

training voucher system, the previous model of using teacher training funds was changed, and a mutually-restrictive link between education authorities, teacher training institutions, and teachers was established, which not only enabled the effective use of education funds, but also ensured the quality of teacher training and its effectiveness.

#### **4.2. Reducing teachers' work pressure and giving them time for teaching and research**

A survey of 118 teachers in Hefei shows that teachers are under great pressure under the current situation of curriculum reform. 60% of the teachers said that the teachers' workload has increased, given the national emphasis on reducing the burden of students. In the interviews, teachers agreed that the new curriculum reform itself requires higher quality teachers, and in order to reduce students' burden, students are not allowed to buy related materials, and teachers are required to do appropriate homework, and even cancel the usual testing training for students, but schools still ask teachers for quality and promotion rate, so that the burden of students is transferred to teachers in a disguised way, causing teachers to work under more pressure. In addition, each teacher has to teach at least two classes with more than 60 students in each class, and teachers' time is basically spent on lesson preparation, teaching, homework correction and student counseling every day, leaving teachers with no free time to read extracurricular books and no time to engage in teaching research. Therefore, in order to improve the quality of rural teachers, we need to carry out educational reform, reform the existing examination system, effectively reduce the work pressure of teachers, so that teachers have time to read extracurricular books and engage in teaching research.

#### **4.3. Reforming teacher training institutions and establishing professional institutions for teacher training**

At present, the training of in-service teachers in Hefei has also changed the previous separation of pre-service training and post-service training, and gradually shifting to the integration of pre-service training and post-service training. The state is also trying to cooperate with some key universities to have university professors take up the task of in-service teacher training, but there are still many shortcomings in this. University teachers have rich theoretical knowledge, but lack front-line teaching experience, resulting in many theoretical knowledge not being implemented in schools. Front-line school teachers have extensive teaching experience, but lack theoretical guidance, making it impossible to improve their own teaching. Most school teachers, although trained, return to their schools in a situation where heroes are useless due to school conditions, laboratory equipment, and other constraints. Such a situation of teacher training makes theory and practice disconnected from each other and from the school, and the training of teachers cannot receive the proper effect.

Therefore, professional institutions that combine university teachers and front-line teachers for in-service teacher training should be established. Build education and teaching research platforms in universities, establish education and teaching research institutes or research centers, or establish educational communities that combine teaching, research and practice. Select some teachers with strong business ability to work together with university teachers to form a team of experts to jointly discuss the training mode and training content of front-

line teachers and take up the training tasks of teachers. This can ensure the guidance of advanced teaching theory and the support of teaching practice, thus organically combining advanced teaching theory with teaching practice. Implementing open teaching to attract more teachers to participate in learning and training. Firstly, we train business experts to become business elites, and then these business elites will train school teachers in order to improve the quality of more teachers. Regularly understand the teaching situation and training needs of school teachers, regularly discuss the training mode, training content and training objectives for teachers, and then provide targeted training for rural teachers according to the objectives and content in order to achieve overall improvement.

In addition, relevant institutions can establish training objectives and formulate specific teacher training plans. The training goal is essentially to improve the quality of teachers and promote the development of schools. For the training of teachers, first of all, we should establish a clear training goal, and make it clear what kind of goal we should achieve in a certain period of time. Training objectives should have short-term and long-term objectives. Short-term goals refer to the standards that teachers should meet through one semester or one academic year's training. Long-term goal refers to the standard that teachers should meet through a three-year or five-year training cycle. Of course, the goals established in each period must be those obtained through the investigation and analysis of teachers' existing qualities, which should be specific, achievable and measurable, and can be achieved through training and teachers' efforts. The training goal should not be out of reach, which will not only make the training ineffective, but also make teachers lose their interest in participating in the training. Secondly, formulate specific and feasible training plans according to the objectives. In the plan, the contents, ways, methods and means to complete the training to be set are determined, as well as ways and means to assess teachers and measures to deal with teachers who fail to achieve the corresponding goals. Only in this way can we ensure the timeliness and planning of sample training, ensure the smooth progress of training, and achieve the goal of improving teachers' quality.

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## Appendix

### Work and Life Status Questionnaire

#### Simple selection

1. Your attitude towards the teaching profession is ( )  
A. Very satisfied B. Moderate satisfaction C. Unsatisfied, will jump ship if there is a chance
2. You think your current income situation is ( )  
A. Have a surplus B. Barely make ends meet C. Not enough to cover expenses
3. Your attitude towards the future of teachers is ( )  
A. Very confident, will get better B. moderation confident, may be better C. No confidence, disappointed in mind D. Not interested
4. Do you have a sense of accomplishment in teaching? ( )  
A. Yes B. No C. Don't know
5. Do you think you are happy working in your school? ( )  
A happy B unhappy C average
6. As a teacher do you feel the work is stressful? ( )  
A great B not much C no pressure
7. What are the main sources of your stress? ( )  
A. Economy B. Teaching C. Spirituality D. Students E. Others
8. Among the relevant education policies formulated by the state, the one you are most concerned about is ( )  
A. related to the survival of teachers B. related to the conditions of schooling C. related to students D. never concerned
9. With the national emphasis on reducing the burden for students, you think the burden of teachers ( )  
A. Decreased B. No change C. Increased
10. Does your school pay attention to teachers' physical health or physical exercise? ( )  
A pay attention B do not pay attention C pay attention only when requested above
11. the Internet when the main content to see (can be multiple choice, not the Internet can not choose) ( )  
A. News B. Chat C. Film and TV D. Games E. Search for information F. Other
12. Do you spend much time reading books (except textbooks) in your spare time? ( )  
A Always B. Often C. Sometimes D. Never look
13. Do you think you are currently highly motivated to teach? ( )  
A. Very high B. Tall C. Not high D. No motivation
14. When introducing yourself to others, are you willing to say you are a teacher? ( )  
A. willing B. unwilling C. indifferent
15. Do you understand the recent planning and long-term goals of the school? ( )  
A know B know a little C don't know
16. Are you satisfied with the development of the school now? ( )  
A satisfied B dissatisfied C can't say
17. Do you often make home visits or seek communication with parents? ( )  
A often B occasionally C do not communicate
18. Do you pay attention to students' writing habits, reading posture, etc. in addition to teaching subject knowledge in class? ( )  
A concerned B not concerned C occasionally concerned
19. Do you know each of your students? (Learning, life, character traits, family situation, etc.) ( )  
A understand B do not understand C partially understand
20. Do you like each of your students? ( )  
A like B only like students who study well C like when they are in a good mood
21. Your opinion on the implementation of the last-place elimination system by the education administration or schools is ( )  
Support B. Oppose C. Don't care
- Multiple choice
22. What are the ways you generally use for leisure in your spare time? ( )  
A. Internet and TV B. Books C. Entertainment D. Fitness E. Sleep
23. The content of the extracurricular books you read is ( )  
magazines or theories related to teaching B. books for educating children C. novels or other magazines D. others
24. What do you think are the factors that affect your teaching motivation? ( )  
A work environment B economic income C work pressure D social opinion E physical condition
25. Can you make a summary of your current work and life situation? Please write it in the blank.