



Teachers' Perceptions Of In-Service Professional Development In Contemporary China: A Study On Education In China

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Abstract

The effects of workload constraints on professors' views of in-service professional development (pd) in modern china are examined in the present research. The overall objective of this research is to learn how educators evaluate and respond to pd resources in relation to the requirements associated with their job as educators. Structured questionnaires are delivered out to the research participants in various places to gather data in a quantitative study. When searching for patterns and discrepancies in opinions, researchers employ descriptive statistics. The results show that educators agree that pd is crucial for improving classroom instruction, encouraging career advancement, and lending credence to nationwide initiatives to transform learning. The organisation of lessons, administrative responsibilities, evaluation of students, and recreational obligations all add up to a lot of responsibility, which makes it hard for them to fully engage. Instructors' low commitment and ineffective curriculum performance are results of their perception of pd as a constraint as opposed to an asset. Racial disparities within the framework are highlighted when rural educators confront stronger problems than their urban counterparts, such as higher-class sizes and less possibilities for development. While pd is critical for enhanced learning, the study found that workload constraints diminished its efficacy. It suggests focussing on rural-urban inequities, including educators in creating plans to improve significance and participation, and developing adaptable, culturally appropriate pd activities. In-service pd can be an effective instrument for reforming schooling and growth for teachers in china if it helps alleviate workload-associated issues and specially promotes supported frameworks.

Keywords: in-service professional development (pd); contemporary china; workload constraints; teachers' perceptions; education in china.

Introduction

In-service professional development (pd) teachers are individuals with limitless potential for growth and development, according to the principles of pd. It pushes educators to recognise professional principles, increase corporate expectations, exhibit realistic professional competence, collaborate more effectively, and reflect thoughtfully about performing exercises. It also promotes teachers to develop into students, researchers, and communicators. To enhance their skills, educators could benefit from pd. If they want to develop better teachers, they need to invest in their pd. Teachers need to keep up their expertise, understanding, and skills by consistently applying them in the classroom. Most educators perceive in-service pd positively, viewing it as crucial to their growth as professionals, advancement as educators, and the ability to respond to student requirements as they evolve in response to new curriculum (backfish et al., 2020). To produce positive results and encourage instructors, pd should be useful, cooperative, and persistent. Having sufficient assistance from institutions and executives, monetary benefits, and the chance of educators to apply what they have learnt to their own



situations can also impact views. Through training in-service, educators can make findings in the field of learning, enhance instructional techniques, and raise the overall quality of instruction. Because of receiving in-service coursework, an educator has the desire to serve as a student at every phase of his professional existence. This allows the teacher to liberate himself from the constraints of outdated expertise, fossilisation, and apathy to new information. Educators' utilisation of physically active learning (pal) to improve students' education could be strengthened through continuing professional development (cpd) programmes (seufert et al., 2021). In this setting, educators demonstrated their disagreement by highlighting the shortcomings that their views on in-service educational requirements have been neglected into consideration, more realistic assistance development cannot be included in the training, the service suppliers are usually inadequate in their chosen field of operation, it is completed to accomplish formal requirements, which they regard as a vacation, and subject alterations adversely influence the method, ultimately failing to achieve the intended outcome. Teachers' concerns about being both the object and the topic of this process when they are developing the goals and objectives of in-service professional training courses may explain why they have such negative views.

1. Background of the study

Highlighting the chinese government's emphasis on elevating the quality of instruction and adjusting standards, in-service pd has emerged as a key component of modern china's transformation of education. The success and long-term effects of these initiatives are heavily influenced by how teachers perceive things. Continuing one's education is recognised by many chinese educators as a dual-edged weapon (pu et al., 2021). On the one hand, pd is regarded as a great way to improve technological literacy, subject understanding, and instructional abilities, all of which are crucial in today's technologically enabled classrooms. Conferences, sessions of instruction, and cooperative initiatives that provide teachers with methods they can use in the classroom, chances to learn from one other, and interpersonal interchange are frequently well-received. Views, though, draw attention to several difficulties. In the viewpoint of certain chinese educators, pd is too regimented and centralised, failing to address the unique challenges faced by teachers in various geographic regions and educational settings. It is possible that such courses are not easily available or do not address the unique needs of instructors in rural areas in china. Teaching staff in china are frequently not able to make the most of pd possibilities because to high demands on performance and severe workloads. Teachers may lose interest in pd when they perceive it more as a formality than an opportunity for growth as professionals (kong et al., 2022). Regardless of these reservations, many educators in different chinese educational settings agree that in-service pd helps educators build a sense of their professional authenticity, progress in their careers, and conform to larger institutional changes. While there is an opportunity for enhancements to personalising curriculum, assuring equal participation, and engaging teachers' perspectives in programme development, teacher views indicate that pd is increasingly seen as crucial for continuous education in china. To improve the standards of education in modern china, it is crucial for teachers to have optimistic attitudes and take part actively in pd.

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3. Purpose of the research

The purpose of this study was to investigate how educators in modern china view in-service pd considering the country's improvements in education. A key approach for developing educators' educational abilities, expertise in the subject, and technological literacy appeared as career growth, in line with the nation's emphasis on elevating teaching excellence and complying with international norms, gained prominence. Professors' perceptions of the usefulness, ease of availability, and significance of their professional growth options were the focus of this study. This study set out to document the positive outcomes that have been linked to pd for educators. These outcomes include enhanced methods in the classroom, stronger cooperation among peers, and opportunities for professional growth. The initiative's standardised and hierarchical approach, its inability for adaptation to varied educational environments, and the amount of work constraints that prevented significant involvement were also intended to be highlighted. The study aimed to capture these encounters to show how various areas' policies are distinct from instructors' actual perspectives. The study's final objective was to provide guidance on how pd activities might become better matched with educators' requirements, encourage equitable participation, and support sustained career progress in china's ever-changing learning environment.

4. Literature review

Teachers, during their in-service pd, can use online educational resources to tailor and enhance lessons based on each student's unique strengths, weaknesses, interests, abilities, and performance. One of the ways artificial intelligences (ai) is improving education is through personalised learning, which makes learning more relevant and pleasurable by assigning students the right activities. This, in turn, leads to higher achievement and more learning overall. The readiness of educators and their pd in relation to the use of educational technology during the covid-19 pandemic has already been examined in a prior study. The goal of teacher preparation courses is to produce individuals who can work as classroom instructors full-time. Nonetheless, plans for instructing students amid a pandemic are seldom a priority (webb et al., 2021). The study found that out of all the teachers that were prepared to teach, just 24 per cent had taken classes specifically on online education. As a result, educators were compelled to pursue additional pd opportunities as they adapted to online education during the pandemic. The purpose of another research was to determine how well-informed future scientific



educators are about the potential use of ai in the classroom. Also, the study aimed to find out why so many future science instructors are thinking about how to use ai in the classroom (alkanaan, 2022). The findings validated the inadequate degree of pre-service science teachers' understanding of using ai in science teaching, particularly when it resulted in knowing how to use this strategy. These findings might be the consequence of fundamental science teacher preparation programmes ignoring the potential benefits of ai implementations. An earlier study in china included relay lecturing as part of a pd course for english-as-a-foreign-language (efl) teachers working with high school students (wang et al., 2025). Respondents enhanced their capacity for teaching and refined their cooperative and analytical abilities, according to the study, which draws on data from casual conversation, syllabuses, individual thoughts, and partially structured interviews. Additionally, they were able to consider and refine their methods as language teachers within the framework of their professional experiences. Teachers did note a few difficulties, though, including students' reluctance to ask tough questions during group projects. Practical implications for implementing and enhancing relay education in teacher training programmes are presented in the research paper.

5. Research question

- What is the influence of workload constraints on in-service pd in contemporary china?

6. Research methodology

6.1 Research design

Contemporary chinese teachers' perspectives on pd in job settings were the subject of the statistical study, which employed a quantitative research approach. The significance and orientation of the quantitative relationships were determined by analysing the results with spss version 25, which includes odds ratio and 95% confidence intervals. For results to be considered statistically significant, the p-value had to remain below 0.05. The validity and reliability of the results obtained from the organised questionnaire enquiries were confirmed using descriptive analytics.

6.2 Sampling

Stratified sampling was used to distribute the assurance across china's vast educational system. The rao-soft software was used to determine that 647 samples were the best frequency. Researchers evenly dispersed 850 questionnaires among the strata if any would not respond. After filtering out 11 respondents who had inconsistent or incomplete answers, researchers were left with 689 legitimate respondents from a total of 700. As a result, 689 would serve as the ultimate number of samples.

6.3 Data and measurement

The in-service educators that participated in the research were mostly surveyed using structured questionnaires. There were two parts to the survey that were asked: section a collected demographic data and employment history, while section b had teachers rate the availability, usefulness, and impact of in-service pd using a 5-point likert scale (from "completely disagree" to "completely agree"). Further evidence for and clarification of the study's findings came from



secondary sources, including academic journals, business newspapers, and government documents detailing educational opportunities for chinese educators.

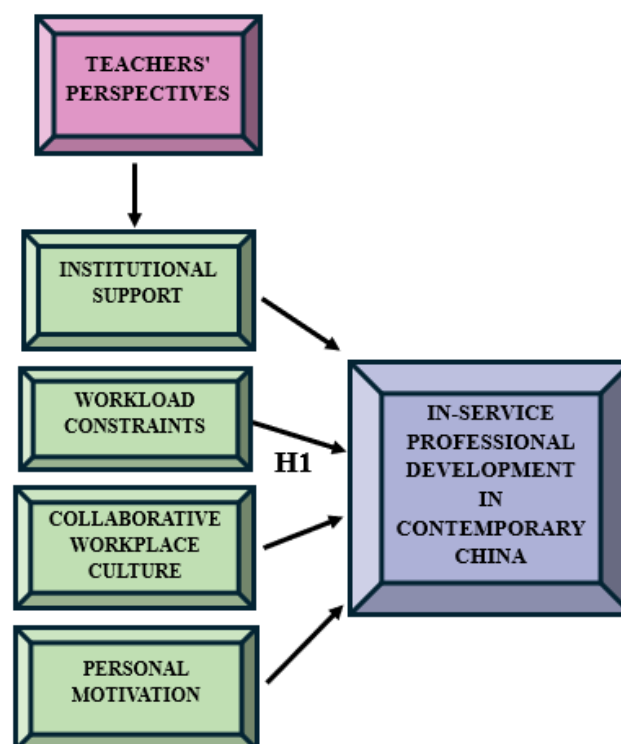
6.4 Statistical software:

Microsoft excel and spss version 25 were used to conduct the statistical analysis.

6.5 Statistical tools

Utilising descriptive statistics, researchers were able to characterise the participants' financial situations and the teachers' reply. The survey questions were checked employing factor analysis (fa), and anova was used to look for variations across the instructor classifications, such as organisation type, residence, and previous educational level.

7. Conceptual framework



8. Result

• Factor analysis (fa):

Factor analysis (fa) aims to reveal hidden characteristics in readily available data. Assessments sometimes make use of regression values when clear clinical or visual signs are not available. Using simulation, one can discover obvious security holes, infractions, and possible connections. The kaiser-meyer-olkin (kmo) test is used to assess the data collected from multiple regression investigations. The mathematical model's sample values have proven to be reliable for making estimates. There might be copies, according to the data. Data is presented more clearly when the proportions are reduced. From kmo, the investigator gets a number between 0 and 1. A sufficiently large sample is indicated by a kmo value between 0.8 and 1.

Kaiser states that the acceptable ranges are as follows: kaiser has set the following accreditation criteria:



An appalling 0.050 to 0.059, well below the usual range of 0.60 to 0.69. The typical range for middle grades is between 0.70 and 0.79.

A quality point score between 0.80 and 0.89. The interval from 0.90 to 1.00 astounds them.

Examination of kmo and bartlett's sampling adequacy (table 1):

According to the kaiser-meyer-olkin scale: 0.952

The results of bartlett's test of sphericity are as follows: 3745.968 is the approximate chi-square value

190 is degrees of freedom (df); sig =0.000.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.952
Bartlett's Test of Sphericity	Approx. Chi-Square	3745.968
	df	190
	Sig.	0.000

Implementing sample criteria becomes much easier in most cases because of this. Researchers checked for statistical significance in the correlation matrices using bartlett's test of sphericity. A sufficiently large sample is defined as one with a kaiser-meyer-olkin value of 0.952. If bartlett's sphericity test is applied, the resulting p-value will be 0.00. The correlation matrix does not appear to be a distinctive matrix, as confirmed by the affirmative outcome of bartlett's sphericity test.

❖ Independent variable

• Teachers' perspectives:

In modern china, teachers' perspectives on in-service pd are a combination of gratitude and worry. Many educators have begun to regard pd as an essential tool for maintaining relevance in their fields, enhancing their methods of instruction, and conforming to national educational regulations that prioritise excellence, creativity, and global competence. Their professional reputation, topic knowledge, and teaching abilities can all be improved by pd, in their opinion. In the eyes of many younger educators, professional growth is a means to an end—the chance to shine in one's chosen field (ajani & govender, 2020). The views of educators are shaped by problems, though. Their level of involvement and responsibility is diminished as a result. Instructors in rural areas often have less possibilities for effective pd due to resource discrepancies between rural and urban settings, which impacts their educational experiences and perspectives (scherer et al., 2020). The necessity of further contextually grounded,



practice-focused, and teacher-focused approaches is emphasised by teachers' viewpoints, even though they recognise the importance of in-service pd in fostering growth as professionals. The key to increasing teacher happiness and performance in modern china is pd courses that are adaptable, inclusive, and equitable.

❖ **Factor**

• **Workload constraints:**

The execution of collapse evaluation of risk methodologies is greatly hampered by workload constraints, which include both the quantity of labour and scheduling restrictions. Lacking the opportunity and equipment needed to routinely and successfully complete such evaluations is a common problem among overloaded healthcare providers (tyagi & misra, 2021). There is a significant obstacle to prioritising and incorporating measures to avoid falls into normal care due to the lack of spare time and severe workloads. In modern systems of learning, particularly china's, instructor workload constraints are one of the greatest critical issues educators' experiences. The preparation of lessons, evaluations of students, managerial duties, extracurricular events, and professional growth courses are just a few of the many obligations that teachers are expected to juggle outside of the classroom. Pressure from time and anxiety are common results of trying to adhere to all these commitments. Workload constraints could render it difficult for educators to actively participate in instruction sessions or implement recently learnt abilities into application within the setting of service-learning pd (ambon et al., 2024). When planned beside significant instructional demands, ongoing professional growth is frequently perceived by numerous teachers as an additional expense rather than a chance for advancement. These kinds of stresses can lower morale, make learning less successful, and affect how happy an employee is with their job.

❖ **Dependent variable**

• **In-service professional development (pd) in contemporary china:**

Modern changes in education and the improvement of the quality of educators in china have made in-service pd a crucial component. To increase instructional efficiency and achievement among learners, the chinese administration has prioritised continual pd for instructors in response to the growing need for new teaching approaches and the fast modernisation of the educational landscape. Courses, seminars, online classes, group work, and investigation-based educational assignments are common components of in-service pd (yi et al., 2024). With the help of these programmes, educators aspire to improve their subject-matter expertise, teaching abilities, and flexibility in the context of rapid technological change and curricular shifts. Policy shifts in the past few years have promoted training that has less emphasis on theory and more on reflection and application. The responsibility for fostering an atmosphere conducive to professional discourse, observer behaviour, and cooperative preparation of lessons has been placed on institutions and regional education administrations. In addition, the availability of pd activities has increased, particularly in rural and deprived regions, which has helped to lessen inequalities in quality of teachers (yang, 2021). Overall, in-service pd in modern china shows the government's desire to train educators to satisfy the changing demands of the country's educational system.



- **Relationship between workload constraints and in-service pd in contemporary china:**

Workload constraints reflect an important effect on the capacity of educators to participate in and benefit from pd in modern china. Teachers in china frequently have little spare time for ongoing professional growth due to demanding instructional workloads, big enrolments in classes, and substantial managerial obligations. Many educators view professional growth as more of a duty than a prospect because of the requirements of meeting goals for the curriculum, preparing learners for exams, and fulfilling reporting obligations (hsu et al., 2023). A major obstacle is the tension that exists between teacher workloads and pd opportunities, regardless of how the government has stressed the significance of ongoing pd to improve the quality of instruction and back improvements in education. Numerous teachers find it difficult to juggle their classroom responsibilities with the demands of mandated pd meetings, which can result in insincere or perfunctory compliance. Moreover, educators in rural areas are hit harder than their urban counterparts because they must manage more students, a smaller number of assets, and fewer possibilities for pd (yang & rao, 2021). As a result, workload constraints not simply limit instructors' accessibility for pd, but also affect their views on its usefulness and significance.

The investigator generated the subsequent hypothesis after analysing the above analysis to evaluate the significant relationship between workload constraints and in-service pd in contemporary china:

- *“ h_{01} : there is no significant relationship between workload constraints and in-service pd in contemporary china.”*
- *“ h_1 : there is a significant relationship between workload constraints and in-service pd in contemporary china.”*

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52,304.395	274	8432.842	1024.842	0.000
Within Groups	753.523	414	5.742		
Total	53,057.918	688			

The investigation found some significant things. Results showing a significance level below the 0.05 alpha criterion are shown by the f value of 1024.842 and the p-value of 0.000. The findings indicates that the *“ h_1 : there is a significant relationship between workload constraints and in-service pd in contemporary china”* has been accepted, and the null hypothesis has been rejected.

9. Discussion

According to the findings of this research investigation, workload constraints have a substantial impact on teachers' views and involvement with in-service pd throughout contemporary china.



Pd was recognised by teachers as an important tool to further develop their methods of instruction, increasing competency as educators, and bringing schools in line with national changes in education. Engagement in pd initiatives was sometimes hindered by the time and energy needed to handle lesson planning, managerial duties, pupil assessments, and recreational commitments. Even while pd was designed to help teachers progress as educators, many teachers realised it was just another thing to add to their already heavy workload. Their passion and participation were hampered by this concept, leading to a decrease in the efficacy of these kinds of initiatives. The research results also brought attention to inequities, since educators in rural areas had it worse than those in urban areas when it came to facilities, enrolment rates, and chances for professional growth. Regardless of these obstacles, numerous educators acknowledged that pd helped them improve in their careers, collaborate with their peers, and adjust to changing coursework requirements. Courses that were focused on practice, regionally appropriate, and developed with instructors' involvement were highly sought after. Beneficial and long-lasting effects were more likely to occur when the pd process was organised in a way that was adaptable to instructors' real requirements. According to the findings of the study, the potential effectiveness of pd was reduced due to the restrictions of workload, even though pd was still essential in terms of educational progress. It was necessary to address these challenges to ensure that pd and its associated initiatives could appear as an appropriate tool for enhancing educational facilities and the growth of educators in modern china.

10. conclusion.

The findings of this study indicated that in modern china, educators' workload significantly affects how they perceive and engage in in-service pd. Instructors appreciated pd for what it could do to improve their lesson delivery, advance their careers, and support continuing academic innovations; but they were frequently unable to participate fully due to severe responsibilities. The impact of pd courses was lowered due to exhaustion caused by an abundance of management duties, recreational pursuits, and organising lessons. A combination of bigger enrolments, a shortage of assets, and fewer possibilities for development as professionals made rural educators an even more vulnerable demographic. According to the findings of the research, academic policymakers and administrators should create pd plans that are adaptable, pertinent, and considerate of the actualities of teachers' workloads. It was recommended that one strategy to boost engagement would be to schedule pd during intervals that are less demanding or to incorporate ppd into everyday teaching procedures. It was also vital to provide diverse possibilities that reflected the differences that existed between urban and rural areas to guarantee equal participation. Furthermore, it was suggested that instructors should be included in the preparation and assessment of pd opportunities to maximise the pd initiatives' significance and effectiveness. To summarise, the elimination of constraints related to workload and the establishment of accompanying institutions were essential to establish pd a viable instrument for the growth of teachers and the advancement of education over an extended period in china.



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