

TEACHERS' VIEWS ON IN-SERVICE PROFESSIONAL DEVELOPMENT IN MODERN CHINA: A STUDY OF EDUCATION IN CHINA.

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ABSTRACT

To improve the standard of instruction, encourage career advancement, and adapt to the ever-changing learning environment, in-service professional development (PD) has emerged as a central tenet of contemporary China's overhaul of education. This research delves into instructors' viewpoints on PD planning, execution, and efficacy, focussing on the impact of an atmosphere of collaboration. Statistics were gathered from 689 active educators in China's numerous parts and schools' kinds employing a stratified sample approach. Educators' perspectives on the usefulness, availability and influence of PD were assessed using a standardised checklist that included both biographical information and Likert-scale questions. Patterns and variance between groups were examined using descriptive statistics, factor analysis, and ANOVA in the analysis. Interactive, realistic, and directly related to teaching reality PD options are highly valued by educators, according to the results. guidance, learning from one another, and ongoing assistance were seen as more important than standalone programs by several. One important aspect that came up was the cooperative working environment. Educators said that things like corporate networks, collective contemplation, and cooperation made them feel more confident, less stressed, and more likely to try new things. However, many people mentioned problems including not having enough time, not having enough support from institutions, and educational material that doesn't match up with what students demand in the educational environment. Successful PD, according to this research, must be long-lasting, focused on educators, and based on teamwork. Using online tools to increase availability, prospective PD programs in China must focus on being relevant, flexible, and supported by institutions. By fortifying these areas, researchers can provide educators the tools they need to embrace change and have a lasting impact on student learning.

Keywords: In-service professional development (PD); Modern China; Collaborative workplace culture; Teachers' views; Collaboration.

INTRODUCTION

Continuing professional development (PD) possibilities for educators to improve their educational techniques, expertise, and abilities are known as in-service educator training. The goal is to improve the performance. of students. Depending on the requirements of individual classrooms and the career aspirations of individual educators, such courses may take many

forms. To help their students study more, instructors are always looking for ways to enhance their teaching methods. By their courses and carefully selected pupil interactions, future educators lay the groundwork for effective classroom teaching. Possibilities for PD get more individualised for in-service educators. Some names for these types of training include PD, recruitment and retention, in-service training for teachers, vocational instruction and ongoing PD. The development of in-service educator training courses frequently involves considering national or regional norms as well as legislative papers as possibilities for instruction (Onalan & Gursoy, 2020). Expanded credentials to become an outstanding instructor, mentorship skills training, or educator leadership development are all examples of expert advancement opportunities that may be included into in-service educator development courses. The many paths that in-service educators take are often dictated by their own educational requirements and career aspirations. There is a wide range of formats and providers when it comes to continuing teaching preparation seminars. Instructors may gain fresh abilities in brief seminars, and a showcase session might show off a certain method of education. Options for creation of courses, implementation, and revision may be provided via annual initiatives to instructors (Guggemos & Seufert, 2021). Fresh educational or subject information, as well as innovative teaching methods, may be shared via apprenticeship courses offered by college and university faculty. Furthermore, training courses offered by schools and districts may assist instructors in meeting curricular standards of compliance.

BACKGROUND OF THE STUDY

Professors' perspectives on in-service PD in contemporary China are influenced by a variety of variables, including the number of decades of expertise they have, with older instructors exhibiting greater levels of evaluation, and the transformation of their position as instructors. There is an appetite for improved and efficient in-service PD structures, even though instructors are aware of the significance of PD for the acquisition of fresh competencies and the improvement of teaching techniques. This is because literature has shown that ongoing teaching has a significant influence on the PD of instructors in modern China. The PD framework for in-service teachers in China remains in the process of growing and must evolve to fulfil the ever-changing requirements of teachers (Sansom, 2020). There is a significant focus placed on ongoing education and the acquisition of fresh competencies; nevertheless, the efficiency of the PD initiatives that are now in place in China possesses to be continuously evaluated and revised to provide instructors with greater assistance. The findings from investigations also indicate that instructors at numerous degrees in China experience considerable instances of tension and strain, which highlights the significance for PD in addition to improving the psychological health of educators. Through the implementation of technologies that are designed to enhance learning as well as instruction, in-service PD seeks to alter the behaviours and thoughts of competent educators. Although there currently is a connection between the opinions of educators and their actions in the classroom, the way they communicate is not entirely clear in modern China (Lei & Medwell, 2020). The ways in which they are altered by PD are discussed in the academic documents through a variety of frameworks. These models

include linear transitions from convictions to their actions in the classroom or the opposite, alongside circular or collaborative relationships. An investigation was conducted prior to and following a PD course for an assortment of senior in-service instructors of English working at institutions in China. The piano, as a popular and all-ages musical instrument,

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PURPOSE OF THE RESEARCH

To get an improved awareness of the role that in-service PD plays in determining instructional efficiency, individual advancement, and academic progress, the goal of this research is to explore the perspectives of educators in contemporary China about PD. This is important to understand how China is working to improve the overall integrity of learning and to better equip professionals to comply with the expectations of a community that is undergoing fast change. The purpose of this study is to investigate how educators view the formulation, implementation, and results of PD programmes, as well as to determine the extent to which those offerings are in line with their academic requirements and the reality of the educational environment. By investigating the knowledge, views, and desires of educators, the purpose of this research is to determine the positive and negative aspects of the PD procedures that are now in place. The purpose of this study is also to investigate the obstacles that educators encounter while attempting to get admission to or profit from formal education. In the end, the purpose of the study is to give significant insights that can be used to assist policymakers, educational executives, and instruction professionals throughout the process of building PD models that are more successful, affordable, and durable.

LITERATURE REVIEW

These days, there are a lot of requirements placed on teachers due to factors like a more diverse learner body, shifting perspectives on what it means to provide instruction and instruction, dynamic classroom settings, and rapid digital advancements. In-service training for teachers plays a crucial role in meeting these requirements. While there is some evidence that lecturers might benefit from studying internationally, most studies have focused on future educators

compared to current ones. Using professional development plans (PDPs) as a means of PD for educators in Finnish Lapland was the subject of earlier research. According to the findings, school-related organisational and planning efforts were the most influential elements on the PDP procedure (Körkkö et al., 2022). The PDP process was hindered by a shortage of debate on school policy and its implications for the career of educators, unclear rules, and help from teammates and administrators. Organisations' comprehensive plans therefore provided only general direction for PDPs. Based on the findings, campuses' plans for growth and professors' PDPs ought to become better incorporated for a PDP system to be productive and to help professionals like growth progress in significant methods. Studies on successful PD is plentiful, but a further investigation shed light on the way educators see PD to bridge the gap between theory and action. The practical and job-oriented view was taken on by educators when they mentioned proactive instruction and services offering as essential elements of PD. Shorter PD and assistance were also supported by educators, but they failed to mention learner outcomes or acquiring development as drivers of PD (Ehlert & Souvignier, 2023). Because of this, it seems that educators care more about the means than the ends of PD. In the end, educators put students' feelings first. Within the context of academic-professional cooperation, the article investigation suggests an outline to handle PD perspectives. A prior investigation examined a one-month, teacher-directed course in San José, Costa Rica, in which ten elementary and high school instructors who teach English as a Foreign Language from the city of New York served as instructional assistants. The purpose of this study was to focus on the issue of programs for studying abroad that are created for employed instructors (Baecher & Chung, 2020). A theoretical approach for the conceptualisation of these kinds of courses is proposed, relying on the existing research on instructor abroad studies and transformational educational theory.

RESEARCH QUESTIONS

What is the impact of collaborative workplace culture on in-service PD in modern China?

RESEARCH METHODOLOGY

Research Design

The quantitative research design was used to conduct the study. The purpose of the statistical investigation was to examine contemporary Chinese educators' perspectives on PD while they are on the job. To find the degree and orientation of the mathematical associations, the results were examined utilising SPSS edition 25, which includes odds proportions and 95% confidence ranges. Findings were considered scientifically relevant if the p-value remained less than 0.05. The results obtained using organised questionnaire items were confirmed to be reliable and legitimate by inferential techniques, while descriptive analytics were employed to describe the information's essential features.

Sampling

To guarantee distribution throughout China's broad learning system, a stratified sample methodology was utilised. A minimum of 647 samples were determined using the Rao-soft approach. Researchers dispersed 850 questionnaires proportionately throughout various strata to compensate for the lack of responses. After filtering out 11 research respondents with contradictory or partial answers, researchers remained left with 689 legitimate participants out of 700 total. To provide a fair and accurate picture of instructors' thoughts on PD, this tiered technique was used. Therefore, the ultimate sample size is 689.

Data and Measurement

The main method for gathering data from in-service educators involved in the research was an organised interview. Two parts made up the survey in question form: Part A collected basic personal and occupational data like demographics and years of work in the classroom, while Part B used a 5-point Likert scale from "strongly disagree" to "strongly agree" to gauge instructors' opinions on the availability, usefulness, and impact of in-service PD. Furthermore, to bolster and supplement the research's results, secondary evidence was extracted from scholarly journals, governmental papers, and official publications about educational opportunities for Chinese teachers.

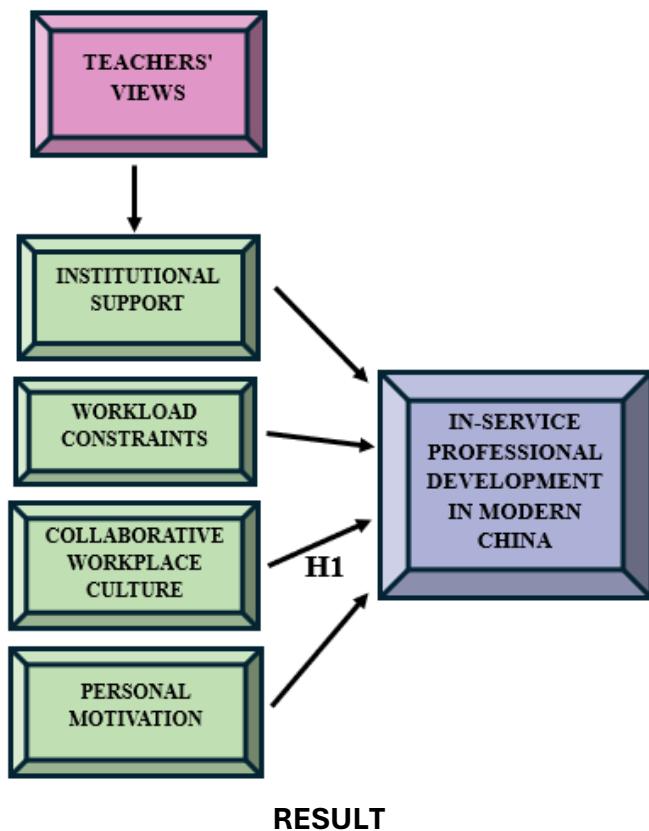
Statistical Software

MS Excel and SPSS edition 25, which made data input, programming, and analytical computing a breeze, therefore they were the tools used for data analysis.

Statistical Tools

Descriptive metrics methods were used to describe socioeconomic characteristics and educator replies, factor analysis was used to confirm that the questions on the survey were developed reliable; and ANOVA was utilised to examine for variations among educators' categories. Furthermore, similarities and differences in instructors' perspectives on academic achievement were uncovered via the use of prognostic analytics and correlation testing.

CONCEPTUAL FRAMEWORK



Factor Analysis: Factor Analysis (FA) seeks to uncover hidden characteristics within visible data. Regression values are often utilised for evaluations when clear graphical or clinical signs are unavailable. Simulation entails identifying weaknesses, infractions, and possible visible connections. The Kaiser-Meyer-Olkin (KMO) Examination is used to assess records that have been acquired via numerous regression studies. The mathematical framework and its sample variables have demonstrated to represent reliable estimations. The information might reveal the presence of duplicates. Reducing the proportions makes the data more obvious. A number among 0 and 1 is provided by KMO to the investigator. An adequate sample population is defined as a KMO value among 0.8 and 1. In Kaiser's opinion, following represent the acceptable ranges: Here are the certification requirements that Kaiser possesses set:

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.

According to the Kaiser-Meyer-Olkin scale: 0.952. The results of Bartlett's test of Sphericity are as follows: 3745.968; 190 is degrees of freedom (df); sig =.000 is the approximate chi-square value.

Table 1. Examination of KMO and Bartlett's Sampling Adequacy.

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

Most instances, this renders things straightforward to implement criteria for selection. Utilising Bartlett's Assessment of Sphericity, the investigators assessed whether the correlation arrays exhibited numerical significance. If the Kaiser-Meyer-Olkin score is 0.952, then the sample is large enough. The p-value that comes out of Bartlett's Sphericity analysis is 0.00. The affirmative result of Bartlett's Sphericity examination indicates that the correlation matrices is not a distinctive matrix.

INDEPENDENT VARIABLE

Teachers' views: Personalised, job-related, and providing chances for meaningful interaction with peers and specialists—rather than one-off workshops—tend to be the greatest forms of PD in the viewpoints of many instructors. They are looking for work-based learning opportunities that will help them improve their teaching methods, address real-world issues, and get continuous assistance via mentoring and evaluation. A lot of educators are looking for PD opportunities that could assist them deal with anxiety and improve their health since they are unhappy with the present options (Aparicio-Molina & Sepulveda, 2023). Longer periods of time allow educators to more thoroughly explore ideas and methods in collaboration with peers and outside specialists. Educators are looking for PD that helps them incorporate new information into their instructional style and gives them particular approaches backed by research. Considering the current educator difficulty, PD opportunities that address educators' anxiety, managing a classroom, and overall health and wellness are crucial. Numerous educators hold the belief that ongoing PD does not adequately equip them to navigate the ever-evolving landscape of their chosen field or to embrace emerging technology and regulations (Baabdullah et al., 2024). Further assistance, including mentoring and continuing constructive criticism, is frequently necessary for teachers to effectively use whatever they acquire in the classroom. Many people believe that extended corporate educational opportunities are more successful than one-off courses or shorter sessions. Present PD opportunities are insufficiently tailored to the requirements and academic patterns of several educators.

DEPENDENT VARIABLE

In-service PD in modern China: There has been significant effort in recent decades to establish and support virtual networks for teachers that are both accessible and resilient, thanks to

reform efforts and programmes aimed at improving teaching for educators. Educational websites for teacher professional development (TPD) are a particular kind of community that has recently gained a lot of recognition and is expanding quickly. This is because these environments allow educators to always represent on their activities, gain insight into their mistakes, and improve it (Zhang, et al., 2022). With the advent of distance education environments, PD opportunities for educators and personal growth have never been more accessible or practical. With the right integration, technological devices can assist provide high-quality TPD in China. Nevertheless, in China, the intended improvements in educational results will not be achieved through the implementation of technological innovation as a “quick fix” or by incorporating it into an opportunity that lacks a specific goal. A thorough understanding of the relevant technology, necessary resources, and instructors’ demands is necessary for the development and implementation of effective TPD (Sansom, 2020). For PD to have the most effect the significance of instructors’ opinions on the integrity of TPD virtual educational systems has grown substantially in China.

FACTOR

Collaborative workplace culture: Collaboration between employees is now crucial to a company’s sustainability in the modern, dynamic, globally connected corporate world. Collaborating between groups, divisions, and sometimes outside parties is crucial for firms to tackle complicated issues. It helps with creativity, efficiency, and workforce involvement. When people function together, they can accomplish greater than they do when they operate individually because they can tap into the knowledge and skills of everyone in the team (Pechacek et al., 2022). Because different people bring different experiences and viewpoints to the table, they can work together more effectively, which boosts output and resolution of issues. In addition to improving productivity right away, it helps groups become more resilient, which makes them stronger able to deal with unexpected challenges. Collaboration makes organisations better and gives them the capacity to overcome challenges by fostering an environment of joint accountability and collaborative solution-finding. Managers are rethinking conventional methods of leadership considering the increasing evidence that teamwork is critical to company achievement (Nwabufo & Obodozie, 2025). Increasingly, comprehensive and adaptable systems that stress ownership, cross-disciplinary engagement, and collaboration are displacing organisations which previously emphasised personal accomplishment and centralised managerial oversight.

Relationship between Collaborative workplace culture and In-service PD in modern China: Constant acquisition of improvement, creativity, and better instructional techniques are fostered via accessible information, cooperative brainstorming, and collegial encouragement in a collaborative workplace culture greatly promotes in-service PD in modern China. Embracing such a mindset has several benefits, such as lowering rates of solitude, boosting instructor conviction and ability, encouraging the sharing of different viewpoints, and providing opportunity for continuous, hands-on teaching. Collectively, in modern China, people with

different backgrounds and perspectives may solve problems and come up with fresh approaches to education that would be impossible to do alone (Wang & Fan, 2025). Educators may create more thorough and interesting classes when they work together, exchange ideas for what works, and offer and receive evaluation from one other. Experts report higher levels of self-efficacy, confidence, and decreased feelings of isolation because of working in a climate that fosters collaboration. By pooling their knowledge and experience, experts can tackle difficult challenges more efficiently, increasing the impact of their creative concepts. Actions such as cooperative seminars, mentorship, interactive conversations, and shared endeavours allow experts to continuously grow their skills and adjust to fresh problems in modern China (Liu & Sun, 2025). Working in an atmosphere that promotes pleasant conversations and the development of confidence between co-workers is crucial to productive cooperation and the achievement of common objectives. In a collaborative setting, people are more likely to communicate what they learn and work together to solve problems, which fosters an atmosphere that is conducive to development and progress. Facilities for collaboration in conferences, courses, and joint assignments are given, so that skills may be developed and hands-on experience can be received.

Based on what has been said so far, the investigators in this study set out to test the assumption that follows on the relationship between In-service PD and Collaborative Workplace Culture in Modern China:

“H₀: There is no significant relationship between Collaborative workplace culture and In-service PD in modern China.”

“H₁: There is a significant relationship between Collaborative workplace culture and In-service PD in modern China.”

Table 2. H1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36,487.840	224	4576.587	925.432	0.000
Within Groups	320.770	464	7.286		
Total	36,808.61	688			

The findings of this study are quite substantial. There is statistical significance below the 0.05 alpha threshold, as indicated by the F value of 925.432 and a p-value of 0.000. The findings indicates that the **“H₁: There is a significant relationship between Collaborative workplace culture and In-service PD in modern China”** has been accepted, and the null hypothesis has been rejected.

DISCUSSION

The results of this research show that in-service PD is very important for creating contemporary Chinese schooling in terms of teacher efficacy, career advancement, and student achievement. To keep up with the ever-changing trends in education, acquire fresh skills, and improve instructional techniques, educators strongly recognised PD as a vital instrument. The research highlights the importance of cooperative, effective, and classroom-relevant PD activities for professionals in education, as opposed to limited-time seminars that do not provide long-term support. A prominent subject that surfaced is the impact of an atmosphere of collaboration on enhancing the efficacy of PD. In addition, it helps to improve educators' occupational abilities improve, but they additionally expressed less anxiety and a sense of loneliness after participating in mentoring programs and sharing insights. Instructors were able to embrace new techniques and increase engagement among pupils via interaction, which was recognised as boosting self-assurance, innovation, and endurance. Based on these findings, it seems that PD works best while it is part of a welcoming organisational society that values and promotes ongoing improvement. Scheduling restrictions, a lack of organisational encouragement, and a disconnect among instructional material and real-world class demands are some of the obstacles that instructors face, according to the study, when trying to fully participate in PD. Educational institutions and lawmakers may help remove these obstacles by creating PD programmes tailored to individual classrooms and instructors' needs. The results show that for PD to become successful in China, it is not enough to only teach people technological skills; it also must include mentoring, teamwork, and complete health and happiness. Therefore, for in-service PD to improve grade of instruction and advance the teaching profession in contemporary China, it is crucial to cultivate an attitude of collaboration.

CONCLUSION.

This research has shown that in-service PD is essential for contemporary Chinese educators to improve their teaching methods, advance in their careers, and provide high-quality education to their students. Instead of attending brief, solitary seminars, educators choose PD that is interactive, relevant, and practically related to their classroom requirements. Researchers discovered that PD had a far greater effect on professors' assurance, anxiety, and ability to innovate in the classroom when it was performed in a nurturing work setting that promoted mentoring, collaborative learning, and information exchange. Notwithstanding these advantages, instructors still face challenges that prevent them from fully engaging, including a lack of time, inadequate institutional support, and curriculum that doesn't reflect classroom reality. Future PD initiatives should be long-lasting, grounded in context, and designed with flexibility in mind by educators and legislators. Educators must be encouraged to join cooperative educational organisations in their schools so that they may get mentoring and share thoughts on a regular basis. A decrease in teachers' workload and public acknowledgement of their PD are two ways in which institutions might encourage more active participation from educators. China can enhance education in the long run by strengthening the field of

academics and coordinating PD with the demands of educators and encouraging a society of cooperation.

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