

# Investigation on the Promotion of Professional Development Ability Among Psychology Teachers in Rural Primary Schools in Guangxi Province

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## Abstract

The purposes of this study were 1) to examine the components and indicators for promoting the professional development abilities of psychology teachers in rural primary schools within Guangxi Province; 2) to investigate the current state, the desirable state, and the necessity for promoting professional development abilities among psychology teachers in rural primary schools within Guangxi Province; and 3) to explore guidelines for the development of professional development abilities among psychology teachers in rural primary schools within Guangxi Province. The study utilized a multi-stage sampling method to select a sample group of 169 participants. The study was divided into 3 steps: Step 1 involved a study of the components and indicators, evaluated by 9 qualified individuals. Step 2 entailed an examination of the current and desirable state, and Step 3 focused on studying guidelines for developing the technological leadership qualities of teachers, with data provided by 8 participants. The research instruments used for data collection included questionnaires, semi-structured interviews, and assessments. The statistical methods used for data analysis include mean, standard deviation, and the analysis of necessary requirements ( $PNI_{\text{modified}}$ ). The research findings exhibited that 1. the components and indicators of the technological leadership qualities of teachers in educational management comprised 4 components with 40 indicators, namely: 1) Professional knowledge with 4 indicators, 2) Professional ability with 4 indicators, 3) Professional affection with 4 indicators, and 4) Professional autonomy with 2 indicators. These are highly appropriate, accurate, and feasible overall and individually, to the highest extent. 2. The necessary requirements for the professional development of psychology teachers indicated the necessity for development in every component, considering the development needs as follows: 1) Professional knowledge, 2) Professional ability, 3) Professional affection, and 4) Professional autonomy, respectively. 3. Guidelines for the ability development of psychology teachers in rural primary schools in Guangxi Province revealed a total of 14 development guidelines. Overall, the assessment of these guidelines for the ability development of psychology teachers in rural primary schools indicated a high level of suitability and feasibility, with the highest level of feasibility.

**Keywords:** promotion of professional development ability, psychology teachers

## 1. Introduction

Guangxi, situated in the southern region of the mainland, encompasses Daxin, Longzhou, Pingxiang, Ningming, Fangcheng, and Dongxing, governing a total of 103 townships. It shares borders with 17 counties across four provinces of Vietnam. Spanning an area of 18,000 square kilometers and boasting a population exceeding 2.42 million, Guangxi features a border stretching 1,020 kilometers (He et al., 2014). The professional development of primary school psychology teachers in the border rural areas of Guangxi has consistently been a significant focus in educational research. Owing to the remote geographical location and limited resources, these teachers encounter numerous distinct challenges, including insufficient professional knowledge and abilities, instability in professional sentiments, and ambiguity in professional aspirations. These issues not only impede their personal professional growth but also adversely affect the learning and development of students (Xiong, 2018). Therefore, it holds immense theoretical and practical significance to delve deeply into these issues and devise effective solutions to enhance the professional competence of primary school psychology teachers in the border rural areas of Guangxi, thereby fostering the holistic development of students. Teachers, occupying a pivotal role in the educational landscape, are recognized as the principal human resources responsible for orchestrating the education system both within and beyond the school premises, exerting a profound influence on the nation's development

(Cui & Yu, 2019). Consequently, teachers have emerged as the primary focus of human resource development in response to current transformations; in essence, the richness in the quality of human resources directly influences the emergence of other systems. Thus, teachers assume critical leadership roles in human and social development, ultimately shaping the future trajectory of the nation. A knowledgeable, intelligent, selfless, and industrious teacher is essential in nurturing citizens with high potential and competitive ability on the global stage. Consequently, teachers serve as crucial facilitators in imparting knowledge and enhancing skills among learners. However, effective educational management necessitates a robust foundation of research-based information on teaching and learning. Notably, the teacher is regarded as a keystone or the finest educational resource, as their competence and model teaching practices have the potential to unleash learners' capabilities. Moreover, a nation endowed with competent teachers ensures widespread employment opportunities and a high-quality workforce (Chiamsuk, 2012).

Education is a learning process essential for personal and social growth, serving as a vital tool for human resource development. It encompasses the cultivation of physical, spiritual, intellectual, and moral aspects, fostering the ability to coexist harmoniously with others, as emphasized by His Majesty King Bhumibol's royal guidance on education. Education plays a crucial role in the development of knowledge, thoughts, behaviors, attitudes, values, and morality, thereby molding individuals into upright and effective citizens. Consequently, the advancement of a nation hinges upon the principles upheld in educational management, particularly the belief that all learners possess innate learning abilities and can enhance themselves, with learners occupying the utmost importance (Ge et al., 2021). This underscores the imperative for educational management to prioritize learners' interests, facilitating their active participation in experiential learning, self-reflection, practical application, and interaction with others or diverse learning resources to acquire knowledge and apply it in their lives. Hence, within the context of the education reform strategy spanning from 2009 to 2018, education and social development emerge as pivotal themes driving societal change across various dimensions. However, the reform is systematically consistent across all aspects, aiming to enhance the quality of modern teachers, solicit diverse strategic suggestions, and foster students' learning under the guidance of modern teaching practices. Simultaneously, this effort seeks to elevate the teaching profession, establishing high professional standards for educators. Moreover, the pivotal determinant of education management quality at all levels lies in the ability of teachers, as they embody the philosophy, ideas, and intentions driving educational reform into practice (Barrett, 2007). With technological advancements, both teachers and learners have access to various media platforms, which significantly contribute to improving learning efficiency.

China is a combined multi-ethnic nation comprising 56 ethnic groups. Under the leadership of the Party, people from all ethnic backgrounds in China are united in purpose, assisting one another, progressing collectively, and prospering together. It is imperative that the education standards in ethnic minority regions advance in tandem with those in Han ethnic regions (Hu et al., 2024). While acknowledging that the education level and teacher development in ethnic minority regions possess distinctive characteristics, we must extend necessary assistance and support to educational endeavors in these areas. This involves integrating advanced educational concepts and methodologies tailored to the unique circumstances and national psyche of ethnic minorities. For this reason, in this research, the researcher is interested in enhancing the professional development abilities of primary school psychology teachers in rural areas of Guangxi Province, considering their diverse ethnic characteristics. The aim is to enable them to effectively facilitate the advancement and prosperity of education in ethnic regions and enhance the quality of talent in rural areas.

## **2. Research Objectives**

- 1) To examine the components and indicators for promoting the professional development abilities of psychology teachers in rural primary schools within Guangxi Province
- 2) To investigate the current state, the desirable state, and the necessity for promoting professional development abilities among psychology teachers in rural primary schools within Guangxi Province
- 3) To explore guidelines for the development of professional development abilities among psychology teachers in rural primary schools within Guangxi Province

## **3. Scopes of Research**

The study is conducted to study the components and indicators for promoting the professional development abilities of psychology teachers in rural primary schools within Guangxi Province. The scope of the study revealed the following:

### *3.1 The Content Scope of the Research*

- 1) The data providers consisted of 7 highly qualified individuals, selected through targeted selection to assess the

suitability of components and indicators for professional development ability among Psychology Teachers of Rural Primary Schools in Guangxi Province. The researcher established criteria for determining the qualifications of the individuals as follows: ① Expertise in educational management or related fields, with over 10 years of experience in the respective field. ② School principals from both public and private sectors, holding doctoral degrees in educational management or relevant disciplines.

2) The sample group comprised 169 teachers selected through Multi-stage Random Sampling. The minimum sample size was determined using Yamane formula, which calculates a sample size proportional to one group. It assumes a proportion equal to 0.5 and a confidence level of 95% (Yamane, 1973).

3) The data providers consisted of three schools, each comprising two academic teachers and two instructional teachers, totaling six individuals. They were selected through targeted selection, with the researcher establishing criteria for qualifications as follows: ① demonstrated experience in technology leadership, with qualifications including either a minimum of five years of practical teaching experience or holding an academic position with expertise, ② received at least three national-level awards or recognitions.

### 3.2 The Research Conceptual Framework

The researcher synthesized the components of the professional development program based on documents and research related to the concepts of Hoyle (2012), McArthur et al. (2008), Guangwen and Shuhua (2007), Li (2017), Kennedy (2016), Desimo (2011), Liu and Liu (2021), and Postholm (2012). These components consist of 4 components and 40 indicators.

1) Professional Knowledge: Illustrate the fundamental theoretical knowledge requisite for psychological teachers, encompassing principles of psychology, developmental psychology, and educational psychology, among others. Investigate the knowledge framework essential for psychological teachers to master within specific cultural and regional contexts, such as cross-cultural psychological counseling and intervention strategies. Analyze the influence of the social and cultural backdrop in the border ethnic areas of Guangxi on the demand for psychological teaching knowledge.

2) Professional Ability: Assess the pedagogical competencies of psychological teachers, encompassing curriculum design, teaching methodologies, assessment techniques, and mentoring skills. Evaluate the practical aptitudes required by psychological teachers when addressing psychological issues in multicultural settings. Analyze strategies for enhancing psychological teachers' self-reflection and critical thinking abilities to foster personal and professional development.

3) Professional Affection: Examine the enthusiasm, dedication, and empathy of psychological teachers toward the educational mission and student well-being. Discuss methods for nurturing emotional investment among psychological teachers in their work and underscore the significance of this engagement in enhancing teaching effectiveness. Investigate the determinants influencing job satisfaction and career longevity among psychological teachers.

4) Professional Autonomy: Outline the decision-making latitude of psychological teachers in classroom instruction, curriculum development, and academic research. Explore avenues through which teachers can attain professional autonomy within institutional frameworks and foster innovation in personal and educational practices.

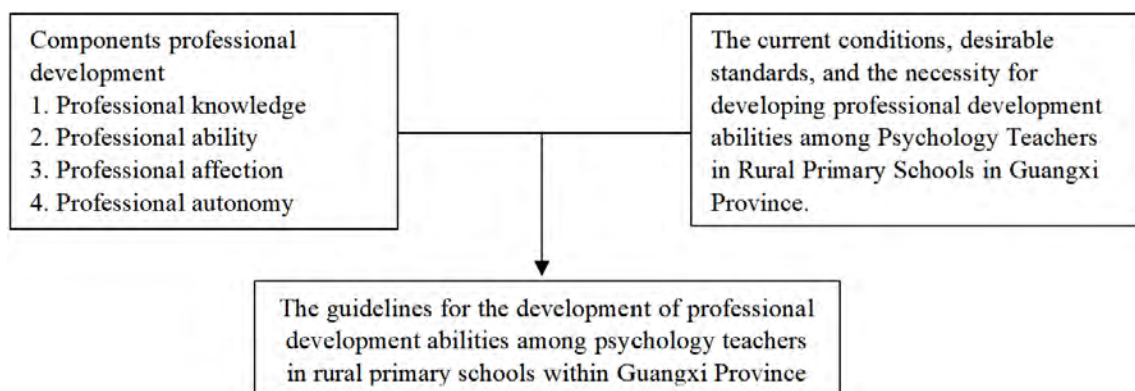


Figure 1. The research conceptual framework

#### 4. Research Methodology

The study is conducted through the use of research and development methods (R & D). The study is divided into four phases as follows:

*Step 1: investigating the components and indicators promoting the professional development ability among Psychology Teachers in Rural Primary Schools in Guangxi Province.*

1) The data providers consist of 9 highly qualified individuals selected through purposive sampling. The selection criteria for expertise in this phase consider three distinct groups:

University professors, both from public and private institutions, totaling 3 individuals. They hold doctoral degrees and specialize in educational management or related fields.

School principals, from both public and private sectors, totaling 3 individuals. They hold doctoral degrees in educational management or related disciplines, or they hold specialized positions with over 10 years of experience.

Teaching staff with master's degrees in psychology or related fields, totaling 3 individuals. Alternatively, they hold specialized positions with over 10 years of experience in their field of expertise.

2) The research utilized the following steps for the creation and validation of the assessment tool for evaluating the suitability, accuracy, and feasibility of components and indicators of professional development ability among Psychology Teachers: ① Conducted a comprehensive review of academic literature, textbooks, scholarly articles, and related research pertaining to the components and indicators of professional development, ② Studied the development of interview tools and established the content framework of the assessment, ③ Defined key questioning points covering the content, ④ Formulated the assessment form, ⑤ Five experts examined the content validity of the assessment form, ⑥ Selected questions aligned with the objectives, ⑦ Revised based on expert feedback, and ⑧ Finalized and printed the complete assessment form.

3) The researcher distributed assessment questionnaires to evaluate the suitability, accuracy, and feasibility of the components and indicators. Additionally, requests for collaboration in completing the questionnaires were sent to the Faculty of Education, Mahasarakham University, and to experts to clarify objectives and relevant details.

4) Data analysis included content analysis, calculating means, and standard deviations.

*Step 2: examining the current state, desired state, and the necessity for promoting professional development abilities among Psychology Teachers in Rural Primary Schools in Guangxi Province.*

1) The population consisted of 300 Psychology Teachers in rural primary schools in Guangxi Province.

2) The sample group consisted of 169 Psychology Teachers from rural primary schools in Guangxi Province, selected through multi-stage random sampling. The sample size was determined using the formula by Yamane (1979) at a confidence level of 95%.

3) The research tools used in the study is a questionnaire assessing the current state and desired state for the professional development ability among Psychology Teachers of Rural Primary Schools in Guangxi Province. The questionnaire items were developed based on the framework of professional development concepts obtained in Step 1, divided into 3 sections as follows:

Section 1: General Information, in a checklist format.

Section 2: Questionnaire on the current status and desired conditions for the professional development ability of teachers. The researcher created this section based on the framework of professional development concepts, employing a 5-level Rating Scale. Data analysis involved calculating the arithmetic mean ( $\bar{X}$ ) and standard deviation (S.D.), presenting the results in a tabular format. Interpretation criteria for the mean value across the 5 levels were as follows (Srisa-ard, 2010):

Mean 4.51–5.00: Indicates the highest level of current status/desired conditions.

Mean 3.51–4.50: Indicates a high level of current status/desired conditions.

Mean 2.51–3.50: Indicates a moderate level of current status/desired conditions.

Mean 1.51–2.50: Indicates a low level of current status/desired conditions.

Mean 1.00–1.50: Indicates the lowest level of current status/desired conditions.

Section 3: Other comments and suggestions.

4) Quality assessment of the research tool was conducted as follows:

Content Validity: Three qualified individuals, including an educational management expert, an educational

research expert, and a human resource development expert, evaluated the content coverage of the questionnaire items and variable definitions. The results were used to calculate the Index of Item Objective Congruence (IOC), following the method proposed by (Kamket, 2008). The content validity assessment of the questionnaire on the current status and desired conditions for the professional development ability among Psychology Teachers yielded an IOC value of 1.00 for every item. Some suggestions were provided for language refinement in certain items, which the researchers incorporated after revising and consulting with the advisory teachers.

**Reliability Analysis:** The research tool's reliability was assessed by conducting a Try Out with 30 teachers from non-sample schools but with similar contexts (primary school teachers in Guangxi Province). Subsequently, the collected data were analyzed to determine the reliability using Cronbach's Alpha Coefficient, as suggested by (Kamket, 2008). The Cronbach's Alpha Coefficient yielded a value of 0.97, indicating high reliability and suitability of the questionnaire for data collection purposes.

Data collection was conducted by distributing the questionnaire on the current state and desired state to the sample group. The researchers requested cooperation from the Faculty of Education, Mahasarakham University, to provide assistance in administering the questionnaire to the respondents.

The data analysis in this research involved analyzing the background characteristics of the respondents using descriptive statistics to describe the basic data characteristics. Furthermore, the current status and desired conditions for the professional development of teachers were analyzed using frequency distributions, percentages, mean ( $\bar{X}$ ), and standard deviation (SD). Afterward, the researchers assessed the necessary needs for professional development by ranking them using the Modified Priority Needs Index ( $PNI_{\text{modified}}$ ), as proposed by Nonglak Wirachai and Suwimon Wongwanit (Wongwanit, 2015). The  $PNI_{\text{modified}}$  formula is as follows:  $PNI_{\text{modified}} = (I - D)/D$ , where:

$PNI_{\text{modified}}$  represents the modified priority needs index for ranking the necessary needs.

I denotes the mean value of desired state.

D denotes the mean value of current state.

The results were presented in tabular format to facilitate interpretation and ranking of the necessary needs for professional development.

*Step 3: exploring guidelines for the development of professional development abilities among psychology teachers in rural primary schools within Guangxi Province*

1) The group of information providers consisted of 6 qualified individuals. They possess expertise in educational management and educational psychology, with educational qualifications no less than a master's degree and a minimum of 10 years of work experience. The selection of information providers was conducted through purposive sampling.

2) The data collection tools utilized in this research included structured interviews relevant to the guidelines for developing the professional skills of psychology teachers, as follows:

The research topics were synthesized in relation to the professional development needs of educational psychology teachers, with a focus on selecting overarching themes exhibiting high  $PNI_{\text{modified}}$  scores for interview topics.

A framework for structured interviews was developed, encompassing key components and indicators derived from the synthesized topics identified in section 1's findings.

3) The researcher requested books from the Faculty of Education, Mahasarakham University, to seek analysis guidance for interview data collection. Interviews were scheduled according to agreed-upon dates and locations.

4) The researcher conducted content analysis on the interview data and summarized findings descriptively.

## 5. Research Results

*Step 1: investigating the components and indicators promoting the professional development ability among Psychology Teachers in Rural Primary Schools in Guangxi Province*

Table 1. The components and indicators for promoting the professional development abilities of psychology teachers in rural primary schools within Guangxi Province

Components (4 components)	Indicators (14 Indicators)
1. Professional knowledge	1.1 Subject knowledge 1.2 Pedagogical knowledge 1.3 Theoretical knowledge of psychological counseling 1.4 Knowledge of local context
2. Professional ability	2.1 Designing and implementing 2.2 Diagnosing, consulting, and counseling 2.3 Conducting psychological investigations 2.4 Reflectiveness
3. Professional affection	3.1 Professional ethics of teachers 3.2 Shaping students' perspectives 3.3 Shaping perspectives on psychological counseling 3.4 Orientation towards professional values
4. Professional autonomy	4.1 Self-awareness 4.2 Consciousness of self-development

Table 2. The results of the level of professional development ability among psychology teachers in rural primary schools in Guangxi Province

Components professional development	Appropriately			Accuracy			Feasibility		
	$\bar{x}$	S.D.	Level of Appropriateness	$\bar{x}$	S.D.	Level of Appropriateness	$\bar{x}$	S.D.	Level of Appropriateness
1. Professional knowledge	4.80	0.14	Highest	4.75	0.23	Highest	4.80	0.18	Highest
2. Professional ability	4.75	0.18	Highest	4.81	0.19	Highest	4.76	0.21	Highest
3. Professional affection	4.73	0.22	Highest	4.74	0.23	Highest	4.73	0.24	Highest
4. Professional autonomy	4.87	0.24	Highest	4.84	0.20	Highest	4.87	0.23	Highest
<b>Overall</b>	<b>4.78</b>	<b>0.19</b>	<b>Highest</b>	<b>4.78</b>	<b>0.21</b>	<b>Highest</b>	<b>4.79</b>	<b>0.21</b>	<b>Highest</b>

According to Table 2, the overall professional development ability among Psychology Teachers in Rural Primary Schools in Guangxi Province was observed at its highest level (Mean = 4.78). Upon considering each component, the top three components with the highest mean scores were Professional Autonomy (Mean = 4.87), Professional Knowledge (Mean = 4.80), and Professional Abilities (Mean = 4.75), respectively. The components with the lowest average performance were those related to Professional Affection (Mean = 4.73). Similarly, Accuracy was observed at its highest level (Mean = 4.78). The top three components with the highest mean scores were Professional Autonomy (Mean = 4.84), Professional Abilities (Mean = 4.81), and Professional Knowledge (Mean = 4.75), respectively. The components with the lowest average performance were those related to Professional Affection (Mean = 4.74). Furthermore, Feasibility was observed at its highest level (Mean = 4.79). The top three components with the highest mean scores were Professional Autonomy (Mean = 4.87), Professional Knowledge (Mean = 4.80), and Professional Abilities (Mean = 4.76), respectively. Once again, the components with the lowest average performance were those related to Professional Affection (Mean = 4.73).

*Step 2: examining the current state, desired state, and the necessity for promoting professional development abilities among Psychology Teachers in Rural Primary Schools in Guangxi Province*

The survey respondents totaled 169 individuals, with the majority being female, accounting for 68.8% initially and currently at 87.8%. Among them, 87.8% are psychology teachers. Individuals aged between 41 and 50 years old represent 60.5%. Regarding work experience, 52.5% have over 10 years of experience. Additionally, 91.00% hold educational qualifications at the bachelor's degree level, while 35.98% have completed graduate studies.

Table 3. The current state, desired state, and essential needs based on 4 areas of professional psychological teachers

Practical conditions Components/indicators	Current situations (D)			Desired conditions (I)			PNI <sub>modified</sub> (I-D/D)	Order of essential needs
	$\bar{X}$	S.D.	Results	$\bar{X}$	S.D.	Results		
<b>1. Professional knowledge</b>	<b>3.32</b>	<b>0.68</b>	<b>Moderate</b>	<b>4.72</b>	<b>0.45</b>	<b>Highest</b>	<b>0.481</b>	<b>1</b>
1.1 Subject knowledge	3.31	0.68	Moderate	4.86	0.37	Highest	0.467	4
1.2 Pedagogical knowledge	3.32	0.70	Moderate	4.99	0.26	Highest	0.505	3
1.3 Theoretical knowledge of psychological counseling	3.33	0.66	Moderate	4.90	0.30	Highest	0.471	2
1.4 Knowledge of local context	3.33	0.66	Moderate	4.96	0.27	Highest	0.480	1
<b>2. Professional ability</b>	<b>3.36</b>	<b>0.76</b>	<b>Moderate</b>	<b>4.71</b>	<b>0.45</b>	<b>Highest</b>	<b>0.451</b>	<b>2</b>
2.1 Designing and implementing	3.39	0.77	Moderate	4.92	0.26	Highest	0.452	3
2.2 Diagnosing, consulting, and counseling	3.39	0.78	Moderate	4.90	0.28	Highest	0.446	4
2.3 Conducting psychological investigations	3.39	0.74	Moderate	4.93	0.13	Highest	0.456	2
2.4 Reflectiveness	3.39	0.76	Moderate	4.96	0.31	Highest	0.465	1
<b>3. Professional affection</b>	<b>3.50</b>	<b>0.68</b>	<b>Moderate</b>	<b>4.73</b>	<b>0.45</b>	<b>Highest</b>	<b>0.412</b>	<b>3</b>
3.1 Professional ethics of teachers	3.47	0.69	Moderate	4.85	0.25	Highest	0.398	2
3.2 Shaping students' perspectives	3.51	0.68	Moderate	4.90	0.20	Highest	0.397	3
3.3 Shaping perspectives on psychological counseling	3.50	0.65	Moderate	4.93	0.17	Highest	0.408	1
3.4 Orientation towards professional values	3.51	0.71	Moderate	4.86	0.07	Highest	0.387	4
<b>4. Professional autonomy</b>	<b>3.72</b>	<b>0.64</b>	<b>Moderate</b>	<b>4.67</b>	<b>0.49</b>	<b>Highest</b>	<b>0.322</b>	<b>4</b>
4.1 Self-awareness	3.71	0.64	Moderate	4.90	0.25	Highest	0.321	1
4.2 Consciousness of self- development	3.73	0.64	Moderate	4.91	0.14	Highest	0.315	2
<b>Overall</b>	<b>3.48</b>	<b>0.69</b>	<b>Moderate</b>	<b>4.71</b>	<b>0.46</b>	<b>Highest</b>	<b>0.335</b>	

Note. N = 169.

Table 3 revealed the hierarchy in the importance ranking of abilities in developing the professional professions of rural primary school psychology teachers in Kwangsi Province. Ranked from lowest to highest, it was found that the current overall state is at a moderate level (Mean = 3.48). When considering each aspect, the highest average score was observed in Professional Autonomy (Mean = 3.72), followed by Professional Affection (Mean = 3.50), Professional Ability (Mean = 3.36), and the lowest average was found in Professional Knowledge (Mean = 3.32). On the other hand, the desired state for development is at the highest level (Mean = 4.71). When considering each aspect, the highest average score was observed in Professional Affection (Mean = 4.73), followed by Professional Knowledge (Mean = 4.72), Professional Ability (Mean = 4.71), and the lowest average was found in Professional Autonomy (Mean = 4.67). The necessary requirements for developing the professional abilities of rural primary school psychology teachers in Kwangsi Province indicate an overall imperative need across all aspects (PNI<sub>modified</sub> = 0.335). When considering each aspect individually, it is found that there is the highest imperative need for Professional Knowledge (PNI<sub>modified</sub> = 0.481), followed by Professional Ability (PNI<sub>modified</sub> = 0.451), Professional Affection (PNI<sub>modified</sub> = 0.412), and the aspect with the lowest imperative need is Professional Autonomy (PNI<sub>modified</sub> = 0.322).

*Step 3: exploring guidelines for the development of professional development abilities among psychology teachers in rural primary schools within Guangxi Province*

Table 4. The guidelines for the development of professional development abilities among psychology teachers in rural primary schools within Guangxi Province

Four areas of practical conditions	Guidelines of Development
1. Professional knowledge (4 guidelines)	1.1 Establish standards and set goals for enhancing Professional Knowledge. 1.2 Regularly participate in psychological training sessions and lectures to enhance psychological quality and coping abilities. 1.3 Engage in reading psychology-related books and articles to stay updated on the latest research trends and practical experiences. 1.4 Enhance the curriculum of mental health education, emphasizing the integration of theory and practice.
2. Professional ability (4 guidelines)	2.1 Attend conferences and workshops to acquire insights into new research findings, techniques, and strategies in psychology. 2.2 Engage in online forums and discussion groups related to psychology to access valuable sources of information and support. 2.3 Embrace continuous learning, practice, reflection, and communication. Through ongoing improvement of knowledge and skills, teachers can better serve students and society while enhancing their professional abilities. 2.4 Collaborate with colleagues on research projects or curriculum development initiatives to advance teachers' professional development. Such collaborations facilitate the exchange of perspectives, idea sharing, and the cultivation of valuable skills.
3. Professional affection (2 guidelines)	3.1 Passion for psychology serves as the motivating factor for psychology teachers' ongoing improvement. By deeply comprehending the knowledge, theories, and practical applications of psychology. 3.2 Engage in exchanging experiences with fellow psychology teachers to elucidate professional positioning, recognize the significance and value of psychology educators, and bolster professional identity and sense of belonging.
4. Professional autonomy (4 guidelines)	4.1 Recognize the significance of professional autonomy and actively pursue opportunities for professional development. 4.2 Independently design teaching approaches tailored to students' needs and educational objectives. 4.3 Foster a collaborative community among fellow teachers to address teaching-related issues, exchange experiences, mutual learning, and collective growth, thereby enhancing teachers' sense of belonging and cohesion. 4.4 Cultivate positive interactions between teachers and educational institution staff to foster strong relationships.

The evaluation results of the development guidelines for enhancing the professionalism of psychology teachers in rural primary schools in Guangxi Province were conducted through seminars with five qualified experts. The evaluation focused on four key aspects: knowledge, ability, affection, and autonomy. The results are summarized as follows: The accuracy of the development guidelines was rated at a high level, indicating their alignment with established standards and objectives. Additionally, the appropriateness, feasibility, and utilization of the guidelines were rated at a very high level, signifying their practicality and effectiveness in addressing the needs of psychology teachers in rural primary schools.

## 6. Discussion

Based on the research findings, the key components in developing the professional development ability among Psychology Teachers of Rural Primary Schools in Guangxi Province consisted of four dimensions as follows; 1) Professional knowledge, 2) Professional ability, 3) Professional affection, and 4) Professional autonomy. Overall, these components are considered to be at the highest level. Due to the current educational goal of examining the characteristics of teachers who are involved in organizational change within the framework of educational reform, there is a focus on the perception of professional development processes among educators. Additionally, education aims to cultivate an understanding of these perceptions within the context of professional development models within this group. As emphasized in the literature review, there are various perspectives that identify the characteristics of teacher perceptions and professional development goals. One perspective views professional development as a means to address gaps or deficiencies in teachers' knowledge and skills (Feiman-Nemser, 2001; Gall et al., 1996). On the other hand, another perspective defines professional development as a process aimed at aligning teachers' skills with reform requirements devised to provide comprehensive solutions to systemic issues (McLaughlin & Zarrow, 2001). According to the aforementioned statement, current education endeavors to examine teachers' personal narratives of their professional development, aiming to identify perceptions and



descriptions provided by educators during ongoing reform efforts. This includes processes specifically organized for the professional development profession, surpassing any other considerations. Aligned with Hongfang (2003) assertion on the general characteristics of teachers studied in psychology, it emphasizes the paramount importance of interpersonal communication skills and teamwork for psychology-oriented educators. Teachers exhibit a positive perception of their own abilities and trust in others' support for advancing their professional development in educational psychology. This aligns with the perspectives of Jing (2010), who emphasizes the various challenges that psychology teachers in schools must face. Cai believes that teachers should understand factors influencing adolescents' growth and development, grasp learning patterns and characteristics of adolescents, and undertake transformations in adolescent mental health service delivery models to make them comprehensive. These contents represent the main focus of departmental psychology education and teaching. Furthermore, it resonates with the views of Ting-ting et al. (2018), who suggest that the education sector should create a policy-oriented environment conducive to teachers' independent development. This includes developing teachers' professional skills within school development strategies and establishing a scientifically and logically sound teacher development assurance system (Tang et al., 2017). The department of education should increase efforts to support and ensure the professional development of primary school teachers in rural and impoverished areas. This aligns with the perspectives of Sun et al. (2019) who assert that improving teacher professional development necessitates local governments to strengthen the formulation of teacher professional development guidelines. Additionally, it resonates with Sheridan and Wen (2021), who suggests that the development pathway for rural primary school teachers should involve enhancing pre-service teacher training systems and practical training systems to transform teacher professional development into a continuous process.

The current status of guidelines for enhancing the professional development ability among Psychology Teachers is generally at a medium level. Similarly, the overall situation of guidelines to enhance professional psychological teachers is also generally at a medium level. Based on the importance of demand, the order of teachers' demand for enhancing professional psychological teachers from high to low is as follows: (1) Professional knowledge; (2) Professional ability; (3) Professional affection; (4) Professional autonomy. These factors continue to be significant post-vacations, influencing the demand for enhancing professional psychological teachers. Some findings are consistent with the study of (Hongfang, 2003), where the researcher synthesized the professional development of psychological teachers in primary schools. Professional knowledge serves as the cornerstone for psychological teachers and is crucial for students' mental health guidance. Xiong and Phillips (2016) explored methods to enhance professional psychological teachers in rural primary schools of Guangxi Province. The results indicate that the guidelines to enhance professional psychological teachers generally remain at a medium level. This underscores the current situation of research outcomes. As conditions and requirements vary with different periods, situations, school backgrounds, and personal needs, administrators must analyze motivational factors affecting job satisfaction based on Maslow's theory of basic human needs (1970, as referenced by (Herzberg, 2015)). These theories are employed in the process of professional psychological teaching to address teachers' educational backgrounds, thereby motivating and empowering them to realize their full potential.

The development guidelines to promote the professional development ability of Psychology Teachers in rural primary schools in Guangxi province, based on interviews with qualified individuals, address the following key areas: Professional knowledge, Professional ability, Professional affection, and Professional autonomy. These guidelines are deemed highly appropriate and feasible, with a total of 14 specific strategies outlined as follows:

- 1) Professional Knowledge: Establish standards and goals for improving professional knowledge, participate in regular psychological training and lectures to enhance psychological quality and coping abilities, and read psychology-related literature to stay updated on research trends and practical experiences. Additionally, improve mental health education curriculum focusing on theory-practice integration.
- 2) Professional Ability: Enhance professional abilities through continuous learning, practice, reflection, and communication. Collaborate with colleagues on research projects or curriculum development to gain new perspectives and skills.
- 3) Professional Affection: Foster a love for psychology to drive continuous improvement. Exchange experiences with other psychology teachers to enhance professional identity and sense of belonging.
- 4) Professional Autonomy: Recognize the importance of professional autonomy and actively seek opportunities for development. Design teaching independently based on students' needs and goals, establish communities with other teachers to discuss teaching issues and enhance cohesion, and maintain good interaction with educational institution staff to establish positive relations.

These guidelines align with (Xingzhi, 2005) who studied on psychological teachers in Guizhou Province,

emphasizing the necessity for professional thinking and awareness. Furthermore, they resonate with (Chunxiang, 2009) who conducted the research on professional development methods for psychological teachers, which identified five components: Professional Knowledge, Professional Ability, Professional Autonomy, Professional Ethics, and Professional Passion.

## **7. Suggestion**

### *7.1 General Suggestions*

Regarding the results of the research, it is suggested that administrators of primary schools in rural areas of Guangxi province consider implementing strategies aimed at enhancing the motivation of professional psychological teachers. These strategies should encompass four key aspects: 1) Professional knowledge, 2) Professional ability, 3) Professional affection, and 4) Professional autonomy. By aligning plans with the specific needs of teachers within their educational setting, administrators can effectively encourage psychological teachers to take ownership of their behavior and drive their professional growth. This approach has the potential to unlock teachers' full capabilities, leading to increased success, efficiency, and organizational goal attainment. Ultimately, fostering a supportive environment for teachers not only promotes progress but also contributes to their overall job satisfaction and well-being.

### *7.2 Suggestions for Further Study*

There is a need for a study to investigate the factors that influence the motivation of psychological teachers to engage in the field of education. This study should specifically focus on innovative approaches to psychological teacher development in the digital age, aiming to identify key motivating factors. The findings of this study can then be utilized to formulate guidelines aimed at fostering motivation among psychological teachers to embrace novel teaching methodologies and adapt to the digital era. Such guidelines would be rooted in a comprehensive analysis of professional knowledge enhancement, improvement of professional abilities, and elevation of professional standards.

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## **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## **Data sharing statement**

No additional data are available.

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