

Cultural Roots and Educational Growth: Exploring the Developmental Journey of Chinese Language Teachers in Underdeveloped Regions of China

Sihui Xiao and Yong Liu*

School of Literature and Media, Yulin Normal University, Yulin, 53700, Guangxi Zhuang Autonomous Region, China

*Corresponding author's e-mail: liuyong_zwx@126.com

This study investigates the complex influences shaping the professional development of Chinese language teachers in underdeveloped regions of Northeast China. Grounded in expectancy theory, it examines the dynamic interactions among teacher motivation, school administration support, national policy directives, social status, and the broader organizational and social environment. Focusing on the educational realities of underdeveloped areas, the study highlights how these factors uniquely manifest in less-resourced settings. Employing a quantitative, cross-sectional design, data were collected via face-to-face questionnaires from 287 Chinese language teachers working in underdeveloped regions and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Findings reveal a multifaceted interplay among the influencing factors. Notably, national policies significantly drive professional development, whereas teacher motivation surprisingly exhibited a negative relationship with growth, challenging traditional assumptions. Social status positively influenced development, though with subtle complexities. This study contributes to the growing body of research on teacher development in underdeveloped regions by contextualizing expectancy theory within underdeveloped areas of China, emphasizing the pivotal role of national policies and institutional support in shaping teacher growth.

Keywords: Professional Development; Chinese Language Teachers; Expectancy Theory; Northeast China.

INTRODUCTION

Teachers are pivotal figures in shaping the educational landscape, not only facilitating classroom management and instruction but also contributing significantly to the overall learning experience and student outcomes (Hasibuan, 2022). To effectively fulfill their multifaceted roles—such as organizers, motivators, learning technologists, and sources of inspiration—teachers must be equipped with the requisite qualifications, skills, and continuous professional development (Rostini et al., 2022). As the heart of the educational process, teachers work closely with students to foster their intellectual, social, and emotional growth. Therefore, the quality of teaching plays a central role in cultivating high-caliber students who are well-prepared for future challenges (Rostini et al., 2022). Teachers, as the primary agents of educational delivery, are crucial in improving the quality of education and determining the achievement of broader educational objectives (Van Waeyenberg et al., 2022; Warman et al., 2021).

Kagama and Irungu (2018) argue that the effectiveness of a school organization hinges on several interdependent components. The first of these is administrative support,

which encompasses the roles of school leaders, teachers, support staff, and students, all of whom contribute to creating a supportive learning environment. The second component involves material resources, such as educational tools, supplies, financial resources, and equipment, which are necessary for ensuring the smooth functioning of the school (Akhtar et al., 2022). Another critical aspect is teacher motivation, which can be understood as “an internal drive that compels individuals to take action in pursuit of specific goals” (Hein et al., 2012). Additionally, teacher experience—defined as “the accumulation of skills, exposure, and training over time that enhances job performance” (Bektaş et al., 2020)—is a fundamental factor influencing professional growth. However, the early years of a teacher’s career are often the most vulnerable. Akhtar et al. (2022) find that new teachers, particularly in their first year, face a significantly higher likelihood of leaving the profession, with nearly half quitting within the first five years. Kagama and Irungu (2018) also note that teachers with one to three years of experience are at a heightened risk of attrition, underscoring the importance of addressing the specific challenges faced by novice teachers who are more likely to leave the profession than their more experienced counterparts (Hasibuan, 2022).



This study examines the impact of school, government, societal, and individual factors on the professional development strategies of Chinese language teachers working in rural regions of Northeast China. Drawing upon expectancy theory as its conceptual framework, this research posits that “individuals are motivated to perform when they believe that their additional efforts will be recognized and rewarded” (Chopra, 2019). Expectancy theory, when applied within an educational context, helps to illuminate the factors influencing teachers' decision-making processes as they navigate various professional choices. To enhance the alignment between teachers' efforts and the outcomes they achieve, it is essential for educational administrators to implement systems that effectively link rewards with performance. The conceptual framework developed and empirically tested in this study is based on the following propositions:

- 1) Personal perceptions and beliefs positively influence the professional development of rural Chinese language teachers,
- 2) Organizational and social environments have a positive impact on the professional growth of rural Chinese language teachers,
- 3) National policies are instrumental in shaping the professional development trajectories of rural Chinese language teachers, and
- 4) Social status plays a positive role in the professional advancement of rural Chinese language teachers.

This study aims to contribute to both theoretical and practical understandings of the professional development strategies of Chinese language teachers in rural China. From a theoretical perspective, it adds to the existing literature by examining the complex interplay of school, government, societal, and individual factors in shaping the professional development experiences of these teachers. Moreover, the study introduces and applies expectancy theory within the context of teacher development in rural China, offering new insights into how various factors influence teacher motivation and professional growth. The study is structured in a sequential manner: Phase 1 includes a comprehensive literature review, the development of the conceptual framework, and the formulation of hypotheses. Phase 2 outlines the research methodology, while Phase 3 presents the analysis and interpretation of the collected data. Finally, Phase 4 discusses the findings, draws conclusions, and explores the practical implications of these results for policy, practice, and future research in the field of teacher professional development.

MATERIALS AND METHODS

This study investigates the multifaceted impact of school environment, government policies, societal influences, and individual factors on the professional development strategies of Chinese language teachers in rural China. Additionally, it explores the application of expectancy theory in

understanding how these factors interconnect and influence teachers' professional growth.

Expectancy Theory: Expectancy theory, as discussed by Lee (2019), is particularly relevant for the professional development of Chinese language teachers in rural China, especially given the unique challenges faced by educators in these regions. The theory posits that individuals are motivated to perform when they believe their efforts will lead to valued rewards (Chopra, 2019). In resource-constrained settings, such as rural schools in Northeast China, external rewards like salary increases may not be sufficient to sustain motivation. Instead, intrinsic factors—such as personal satisfaction, career fulfillment, and professional growth opportunities—become more influential. For teachers in these areas, perceptions of reward systems, including recognition, career advancement, and access to professional development programs, play a significant role in shaping their motivation and performance.

In this context, expectancy theory emphasizes the importance of aligning rewards with tangible achievements to encourage greater effort and continuous professional development. When rewards are clearly linked to teachers' performance—whether through financial incentives, career opportunities, or skill-building programs—teachers are more likely to engage in behaviors that promote their professional growth. This framework offers valuable insights into how school leadership, government policies, and societal expectations interact to influence the professional development of teachers, highlighting the need for a comprehensive strategy that integrates both external incentives and intrinsic motivators.

Teacher's Motivation: Teacher motivation is a critical factor influencing the professional development of Chinese language teachers in rural China. Motivation, as defined by Akhtar et al. (2022) and Warman et al. (2021), encompasses both instinctual and conscious processes that drive individuals to pursue goals and maintain focus on their work. Research indicates that while external rewards such as financial incentives are often insufficient in sustaining teacher motivation, intrinsic factors such as job satisfaction and personal fulfillment play a more significant role (Zheng & Zheng, 2023; Van Waeyenberg et al., 2022). In the context of rural Northeast China, providing opportunities for professional development and fostering a supportive environment are crucial for enhancing teacher motivation and performance (Redding et al., 2019). Effective administrative support, including leadership practices such as setting clear goals, offering individualized support, and creating a collaborative school culture, is essential for motivating teachers (Lina, 2015; Santoli et al., 2008). Furthermore, studies have shown that teachers' performance is influenced not only by the resources available but also by the administrative backing they receive, which can significantly reduce teacher turnover and improve job satisfaction (Amin & Khan, 2009; Yan & Singh, 2023).

H1: Teacher motivation has a significant impact on teacher professional development: In the context of "Strategies for the Professional Development of Chinese Language Teachers in Rural China," teacher motivation plays a crucial role in shaping educators' performance and engagement. Motivation refers to the internal drive that influences teachers to excel in their roles (Gul et al., 2021). In Northeast China, where educational resources may be limited, the support provided by school administrators is essential for fostering motivation among teachers (Karacabey et al., 2022). Research has consistently demonstrated that administrative support—through encouragement, recognition, and provision of resources—can significantly enhance teacher motivation, leading to improved job satisfaction and greater engagement (Pautz & Vogel, 2022; Zhang et al., 2021). According to expectancy theory, teachers who believe their efforts will yield positive outcomes are more likely to be motivated (Talwar et al., 2021). In this context, higher levels of teacher motivation are positively associated with greater administrative support, as motivated teachers are more likely to seek out support, and administrators are more likely to offer it (Pautz & Vogel, 2022). This dynamic is particularly relevant for the professional development strategies of Chinese language teachers in rural China, where targeted support from school leaders can facilitate the continuous professional growth of teachers.

H2: Teacher motivation is positively related to the school administrative support.

School Administration Support: In Northeast China, the professional development of Chinese language teachers in rural areas is significantly influenced by factors such as teacher retention, administrative support, and emotional well-being. Studies have shown that early-career teachers, particularly those in their first three years, face higher rates of attrition, with dissatisfaction with teaching often cited as a primary reason for leaving the profession (Warman et al., 2021). This issue is exacerbated by a lack of administrative support, which has been identified as a crucial factor in teachers' job satisfaction and their decision to remain in the profession (Akhtar et al., 2022; Van Waeyenberg et al., 2022). Research further emphasizes that administrative support plays a more significant role in teacher retention than years of teaching experience (Akhtar et al., 2022). In the context of Northeast China, where regional challenges and resource constraints are prevalent, ensuring adequate administrative support for teachers is essential for fostering a positive work environment and enhancing job satisfaction (Li et al., 2022; Gao et al., 2018). Furthermore, studies indicate that teachers' experiences are positively correlated with supportive school environments, including administrative assistance, which directly impacts their motivation and long-term commitment to the profession (Kagama & Irungu, 2018; Hasibuan, 2022).

H3: School administrative support is positively correlated with the professional development of Chinese language teachers in rural China.

National policies: National policies play a crucial role in shaping the professional development of Chinese language teachers in rural China by establishing guidelines and expectations that influence both administrative practices and teacher support. These policies, which cover areas such as teacher evaluations, funding, and curriculum standards, directly affect the priorities and actions of school administrators (Grissom et al., 2021; Zhang et al., 2022). The relationship between national policies and administrative support has been extensively studied, with findings indicating that well-structured policies can enhance the level of support provided to teachers, thereby facilitating their professional development (Olsen & Huang, 2021; Hanafi et al., 2021). According to expectancy theory, when national policies emphasize teacher support and development, administrators are more likely to align their practices with these policies, leading to improved support for teachers (Camphuijsen, 2021). This alignment can create a positive feedback loop, promoting a more supportive and effective professional development environment for Chinese language teachers in rural China.

H4: National policies are positively associated with the professional development of Chinese language teachers in rural China.

National policies play a crucial role in shaping the professional development of Chinese language teachers in rural China by establishing guidelines and expectations that influence both administrative practices and teacher support. These policies—covering areas such as teacher evaluations, funding allocation, rural education equity, and curriculum standards—directly affect the priorities and actions of school administrators (Grissom et al., 2021; Zhang et al., 2022). The relationship between national policies and administrative support has been extensively studied, with findings indicating that well-designed and effectively implemented policies can enhance the level of institutional support provided to teachers, thereby facilitating their professional development (Olsen & Huang, 2021; Hanafi et al., 2021). According to expectancy theory, when national policies explicitly emphasize teacher support and professional growth—especially in rural settings—school administrators are more likely to align their management practices with these directives, leading to improved support for teachers (Camphuijsen, 2021). This alignment fosters a positive feedback loop in which policy priorities translate into actionable institutional support, ultimately promoting a more inclusive, equitable, and sustainable professional development environment for Chinese language teachers in rural China.

H5: National policies is positively related to the school administrative support.

Social status: Social status, which reflects an individual's or group's position within a societal hierarchy, is influenced by factors such as income, education, and occupation (Bornschieer et al., 2021). In the context of teacher professional development, social status is linked to access to resources, educational opportunities, and a supportive environment for skill enhancement (Goudeau et al., 2021). Teachers from higher social status backgrounds often have better access to higher education, professional development, and networking opportunities, which can significantly enhance their teaching effectiveness and career prospects (Healy et al., 2022; Smith & Gillespie, 2023). According to expectancy theory, individuals are more likely to engage in professional development activities if they perceive these efforts will lead to positive outcomes (Talwar et al., 2021). This theory suggests that teachers with higher social status are more likely to invest in their professional growth, as they are better positioned to access the necessary tools and a supportive community. Therefore, teachers with higher socioeconomic status in Northeast China may have greater opportunities to engage in and benefit from professional development programs, as they are more likely to have the resources and environment that support such growth (Smith & Gillespie, 2023).

H6: Social status is positively related to the professional development of Chinese language teachers in rural China.

The relationship between social status and school administrative support is a critical factor in the professional development of Chinese language teachers in rural China. Teachers with higher social status are often perceived to have greater influence within the educational system, potentially granting them enhanced access to resources, mentorship, and decision-making processes (Mason-Williams et al., 2023; Khaleel et al., 2021). Such teachers may receive more favorable treatment from school administrators, which can lead to better support for their professional growth (McGarr, 2021; Huerta et al., 2021). Expectancy theory further suggests that teachers with higher social status may anticipate greater rewards and opportunities, reinforcing their motivation to engage in professional development. Therefore, it is hypothesized that Chinese language teachers in rural China with higher social status are more likely to receive stronger administrative support, thus enhancing their professional development (Ali et al., 2021).

H7: Social status is positively related to the school administrative support.

Organizational and social environment: The organizational and social environment in which Chinese language teachers in rural China work plays a significant role in shaping their professional development. This environment includes factors such as school culture, community support, and peer relationships (Demchenko et al., 2021). Research has established a moderate correlation between administrative support and teachers' professional growth, with a positive

organizational culture and strong social support networks enhancing the impact of such support (Maor & Hemi, 2021; Lam et al., 2021). Conversely, an unsupportive or challenging environment can hinder professional development (Mulcahy & Martinussen, 2023). In the context of Northeast China, expectancy theory suggests that teachers' expectations of administrative support outcomes are influenced by their broader organizational and social contexts. Specifically, in a supportive environment, administrative assistance is likely to have a more significant positive effect on teacher development compared to an unsupportive one. This leads to the hypothesis (H8) that the organizational and social environment moderates the relationship between administrative support and professional development, with a more supportive environment amplifying the positive effects on teacher growth (Hackman et al., 2021).

H8: Organizational and social environments moderate the relationship between school administrative support and the professional development of Chinese language teachers in rural China.

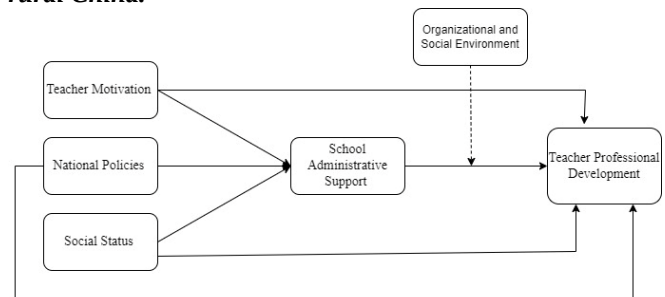


Figure 1. depicts the framework we created using the above aspects.

The conceptual framework and foundational assumptions of this study were grounded in expectancy theory, which provides a theoretical lens for examining the factors influencing the professional development of Chinese language teachers in rural China. Specifically, the study investigates the roles of school environments, government policies, societal influences, and individual factors in shaping the professional development strategies for these educators. The participants in this study were all native Chinese-speaking teachers residing in rural regions of Northeast China. Data collection was conducted following approval from relevant school administrators, principals, and department heads. A face-to-face survey was employed to gather data, supplemented by an invitation to participate and a brief overview of the study's objectives. Given the scope and nature of the investigation, non-probability sampling was selected as the appropriate sampling technique. The study's data set comprises responses from 287 Chinese language teachers across various rural schools in Northeast China. This study adopts a quantitative, cross-sectional design using standardized questionnaires to explore the professional

development strategies of Chinese language teachers working in rural areas of Northeast China. The sample consisted of teachers from multiple rural primary and secondary schools across the region. After obtaining institutional and administrative approval, participants were invited to complete the survey, which was administered in simplified Chinese. The questionnaire also included an item asking about participants' familiarity with educational policy documents. To ensure confidentiality, all responses were anonymized and only aggregated data were reported. A total of 287 teachers voluntarily participated in the study, with data collected between October 10 and December 10, 2024. The study achieved a 72% response rate, representing a broad spectrum of rural institutions across Northeast China provinces. The sampling strategy followed a convenience-based approach, targeting accessible schools and educational centers (Sarstedt et al., 2022). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3 software, and the study's hypotheses were tested accordingly (Baghaei & Ravand, 2016).

A 36-item questionnaire was developed to explore the impact of school, government, societal, and individual factors on the professional development strategies of Chinese language teachers in rural China, with a specific focus on the application of expectancy theory. The questionnaire comprised five major sections: teaching experience (e.g., "I can craft good questions for students and control disruptive behavior in the classroom"; Lee, 2019), teaching motivation (e.g., "I invest effort in my work as a teacher because otherwise I would feel guilty"; Hasibuan, 2022), school administrative support (e.g., "The principal lets staff know what is expected of them and behaves in a supportive and encouraging manner"; Tickle et al., 2011), teacher performance (e.g., "The quality of work under pressure and the ability to motivate students"; Rostini et al., 2022), and a professional development scale adapted from Soe (2018), which includes eight items assessing opportunities, frequency, and the perceived value of professional development activities. This comprehensive framework aims to capture the complex, interrelated factors that influence the professional growth of Chinese language teachers working in rural China, offering insights into how external conditions and internal motivations interact within the rural educational context.

RESULTS

Demographics: Table 1 presents the demographic characteristics of the participants alongside their responses. The analysis highlights gender, age, and teacher quality as the three most influential demographic factors impacting the professional development of Chinese language teachers in rural China. These variables demonstrate notable associations with teachers' perceptions of motivation, administrative

support, and access to development opportunities, thereby reinforcing the relevance of expectancy theory in interpreting patterns of professional growth within the rural educational context. The data presented in Table 1 outlines the demographic characteristics of the participants in this study. Among the 287 Chinese language teachers working in rural areas of Northeast China, 41% are female and 59% are male. In terms of age, the majority (58%) fall within the 22-30 age group, while 42% are over the age of 30. Regarding teaching experience, 53% of the participants reported having less than one year of teaching experience, 38% had between two to three years, and 10% had more than three years of experience. These demographic variables provide critical context for interpreting how teacher characteristics may intersect with expectancy theory constructs and influence professional development outcomes in rural educational settings.

Table 1. Demographic profile.

Demography	Description	No.	%
Gender	Male	171	59
	Female	116	41
Age	22-30	167	58
	Above 30	120	42
Teaching Experience	1 Year	152	52
	2-3 Year	109	38
	More than 3 Years	26	10
Teachers Quality	CLASS-S: leader	21	7
	CLASS-S: Administration	56	19
	CLASS-S: teacher	210	74
		287	100

Measurement model: In the present study, Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to examine the measurement model related to the professional development of Chinese language teachers in rural China. The analysis was conducted using SmartPLS software, incorporating key evaluation criteria such as Average Variance Extracted (AVE), Confirmatory Factor Analysis (CFA), convergent validity, and discriminant validity. PLS-SEM is particularly suited for exploratory and predictive modeling in educational research and relies on established statistical tests of validity and reliability (Sarstedt et al., 2022). To ensure the robustness of the model, both convergent and discriminant validity were assessed. Convergent validity was verified through AVE scores and factor loadings, ensuring the internal consistency and accuracy of each construct.

Composite Reliability and Validity: To assess the factor loadings, reliability, and validity of data from 287 Chinese language teachers in rural China, Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed. The results, presented in Table 2, indicate that all constructs met the recommended thresholds for internal consistency and validity. Specifically, Cronbach's Alpha values for all

variables exceeded 0.70, confirming strong internal reliability (Baghaei & Ravand, 2016). The highest value, 0.926, was recorded for Organizational and Social Environment, indicating excellent internal consistency, followed by National Policies with a Cronbach's Alpha of 0.901. School Administrative Support showed an acceptable level of reliability at 0.794. Other constructs, including Social Status (0.788),

Teacher Motivation (0.776), and Teacher Professional Development (0.830), also demonstrated satisfactory reliability. Composite Reliability values for all constructs exceeded 0.70, and Average Variance Extracted (AVE) values were above 0.50, fulfilling the criteria for convergent validity (Fornell & Larcker, 2014). These findings collectively confirm that the measurement model possesses adequate internal consistency, reliability, and convergent validity, thereby providing a solid foundation for further structural model analysis.

Table 3 presents a comprehensive overview of the measurement properties of the studied constructs. Notably, the variables related to National policies exhibit strong factor loadings, high composite reliability (0.928), and a substantial average variance extracted (AVE) value (0.721), signifying their alignment with the underlying construct.

Similarly, Organizational and social environment indicators display impressive loadings, exceptional composite reliability

Table 2. Cronbach's Alpha and AVE values.

	Cronbach's alpha
National policies	0.901
Organizational and social environment	0.926
School administrative support	0.794
Social status	0.788
Teacher motivation	0.776
Teacher professional development	0.830

Table 3. Loadings of variables Composite reliability, and AVE values.

	Factor	Original Sample	Composite Reliability	Average Variance Extracted (AVE)
National policies (NP)	NP1	0.771	0.928	0.721
	NP2	0.914		
	NP3	0.748		
	NP4	0.902		
	NP5	0.896		
Organizational and social environment (OSE)	OSE2	0.913	0.941	0.695
	OSE3	0.720		
	OSE4	0.901		
	OSE5	0.828		
	OSE6	0.900		
	OSE7	0.808		
	OSE8	0.745		
	OSE8	0.745		
School administrative support (SAS)	SAS1	0.705	0.849	0.529
	SAS2	0.748		
	SAS3	0.756		
	SAS4	0.769		
	SAS5	0.654		
Social status (SS)	SS1	0.815	0.853	0.539
	SS2	0.669		
	SS3	0.648		
	SS4	0.830		
	SS5	0.688		
Teacher motivation (TM)	TM1	0.699	0.779	0.518
	TM2	0.528		
	TM3	0.689		
	TM4	0.551		
	TM5	0.738		
Teacher professional development (TPD)	TPD4	0.893	0.878	0.596
	TPD5	0.643		
	TPD6	0.644		
	TPD7	0.737		
	TPD8	0.901		

(0.941), and a substantial AVE (0.695), emphasizing their robustness. While School administrative support

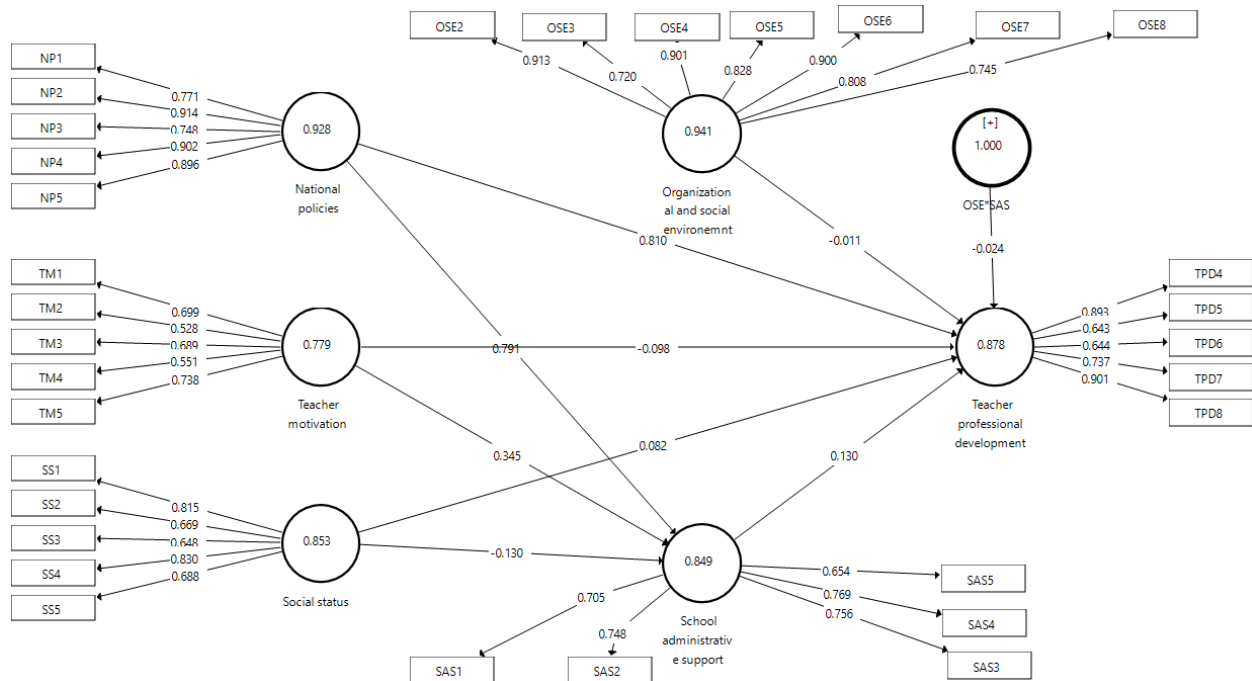


Figure 2. Assessment of Algorithm.

demonstrates good factor loadings, its AVE (0.529) is comparatively lower, suggesting potential shared variance with other constructs. Social status and Teacher professional development both exhibit strong factor loadings, excellent composite reliability (0.853 and 0.878, respectively), and acceptable AVE values (0.539 and 0.596), confirming their reliability. However, Teacher motivation, while still reliable with moderate factor loadings and good composite reliability (0.779), shows a relatively lower AVE (0.518), indicating room for improvement in capturing the construct's variance. Overall, these findings underscore the robustness of the measurement instruments in assessing the study's constructs, ensuring the credibility of subsequent data analyses (see Figure 2).

Discriminant Validity: To ensure the robustness of the research model, discriminant validity was assessed, which indicates the extent to which one latent variable differs from others (Fornell & Larcker, 2014). Discriminant validity is evaluated by comparing the Average Variance Extracted (AVE) values, ensuring that the AVE of each construct exceeds the squared correlations between that construct and others (Sarstedt et al., 2022). Once the reliability and validity of the variables were confirmed, the researcher proceeded with structural analysis.

The Fornell-Larcker criterion, displayed in Table 4, was used to evaluate discriminant validity. The diagonal values represent the square roots of the AVE for each construct, indicating the proportion of variance shared between the

construct and its indicators. For instance, the National Policies construct exhibits a value of 0.849, implying that its indicators account for approximately 85% of the variance. Similarly, Organizational and Social Environment has a diagonal value of 0.834, indicating that 83% of its variance is explained by its indicators.

To test discriminant validity, we examined the off-diagonal correlations. These values should be lower than the corresponding diagonal values. For example, the correlation between National Policies and Organizational and Social Environment (0.282) is smaller than the square roots of their AVE values (0.849 and 0.834, respectively), confirming that these constructs are distinct. The results in Table 4 support the discriminant validity of the constructs used in the study.

Table 5 presents the results of the Heterotrait-Monotrait (HTMT) criterion, used to assess the discriminant validity of the study's constructs by comparing their correlations against a predefined threshold. The table reports correlations above the diagonal and the square root of the Average Variance Extracted (AVE) on the diagonal. All HTMT values are below the recommended threshold of 0.85, confirming that the constructs are distinct. For instance, the HTMT value between Organizational and Social Environment (OSE) and School Administrative Support (SAS) is 0.639, and between Social Status and Teacher Motivation is 0.726, both of which are below 0.85. These results support the discriminant validity of the constructs, indicating that they measure unique aspects of teacher professional development in Northeast China.

Table 4. Fornell-Larcker Criterion Discriminant validity.

	1	2	3	4	5	6
National policies	0.849					
Organizational and social environment	0.282	0.834				
School administrative support	0.845	0.304	0.727			
Social status	0.677	0.389	0.604	0.734		
Teacher motivation	0.414	0.497	0.597	0.576	0.647	
Teacher professional development	0.954	0.256	0.828	0.672	0.380	0.772

Table 5. Heterotrait-Monotrait (HTMT) criterion.

	1	2	3	4	5	6
National policies						
OSE*SAS	0.551					
Organizational and social environment	0.302	0.389				
School administrative support	0.877	0.639	0.358			
Social status	0.769	0.609	0.459	0.676		
Teacher motivation	0.480	0.655	0.650	0.726	0.744	
Teacher professional development	0.455	0.575	0.283	0.878	0.797	0.446

Model Fit: The researcher utilized SmartPLS 3.0 for data analysis in this study. The primary regression model, including R-squared values, was used to examine the relationships between school administrative support and teacher professional development. Table 6 reports the R-squared values for these two variables. The R-squared value of 0.796 for school administrative support suggests that approximately 79.6% of its variance is explained by the model, indicating strong explanatory power. In comparison, the R-squared value for teacher professional development is 0.519, signifying that 51.9% of its variance is explained, which, while lower, still demonstrates a meaningful explanatory capacity of the model in understanding teacher professional development in Northeast China.

Table 6. Assessment of R square.

Variable	R-square
School administrative support	0.796
Teacher professional development	0.519

Table 7 presents the F-squared values, which assess the impact of predictor variables on two key dependent variables: School administrative support and Teacher professional development. The F-squared values for National policies, Social status, and Teacher motivation in relation to School administrative support are 1.660, 0.036, and 0.389, respectively, reflecting their contributions to explaining variance in this area. For Teacher professional development, the F-squared values for National policies, Organizational and social environment, School administrative support, Social status, and Teacher motivation are 1.625, 0.014, 0.041, 0.034, and 0.048, respectively, indicating their roles in explaining variance in professional development. These results highlight the substantial impact of National policies on both School

administrative support and Teacher professional development, underscoring their central importance in shaping these outcomes.

Table 7. Assessment of F square.

	School administrative support	Teacher professional development
National policies	1.660	1.625
Organizational and social environment		0.014
School administrative support		0.041
Social status	0.036	0.034
Teacher motivation	0.389	0.048

Table 8 presents key indicators of the model's fitness and predictive performance. The Q²predict value of 0.771 indicates strong predictive accuracy, demonstrating the model's capacity to explain a significant portion of the variation in the dependent variables. The RMSE (Root Mean Square Error) value of 0.044 reflects the average magnitude of prediction errors, with lower values signalling greater accuracy. Additionally, the MAE (Mean Absolute Error) of 0.079 indicates the average absolute deviation between predicted and actual values, reinforcing the model's robust predictive capability. These metrics collectively suggest that the model is effective in explaining and forecasting the relationships among the study's variables.

Table 8. Model Fitness.

Q ² predict	RMSE	MAE
0.771	0.044	0.079

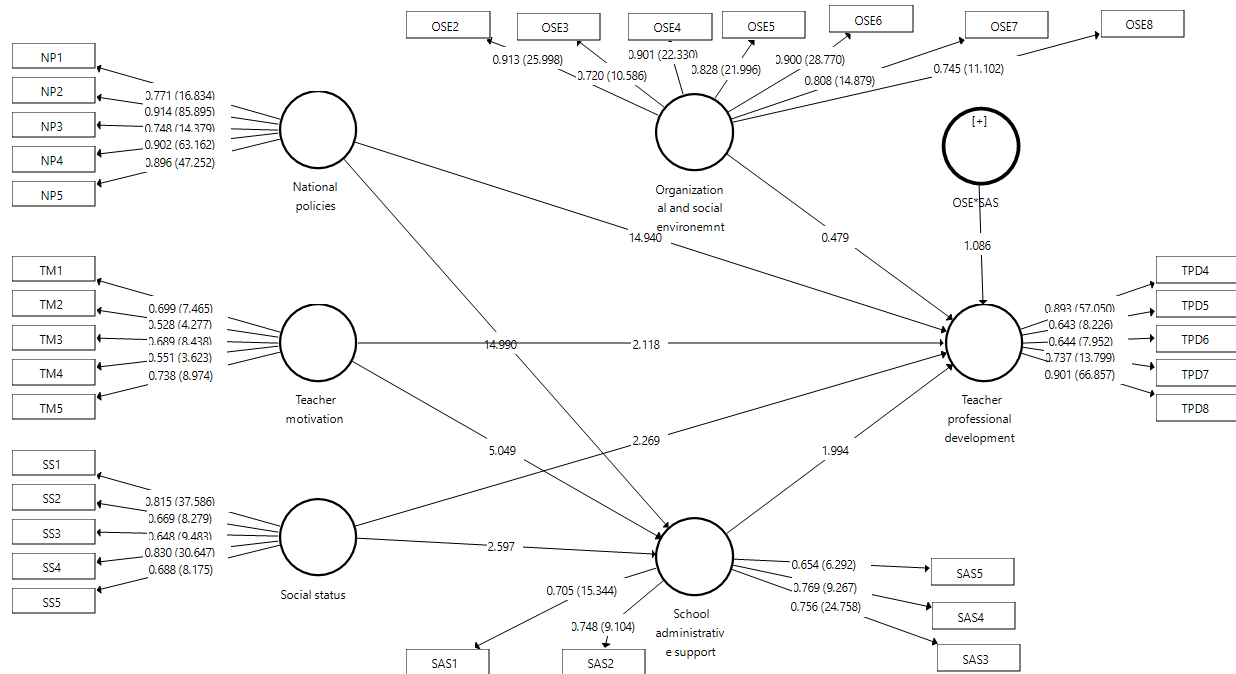


Figure 3. Assessment of structural model.

Structural Equation Model: The structural model path coefficients, representing the hypothesized relationships among variables, were statistically estimated using the PLS-SEM bootstrapping technique. This method facilitates the evaluation of how school administration strategies, government policies, and individual and societal factors influence teachers' skills, motivation, and professional development in rural areas of Northeast China. The findings align with principles of expectancy theory, reinforcing the role of perceived outcomes and support systems in motivating teacher development. Bootstrapping was applied to assess the robustness of assumptions, predictive accuracy, measurement variability, and the coefficient of determination (Baghaei & Ravand, 2016). This technique is especially valuable when dealing with survey-based data, as it enables robust hypothesis testing without relying on the stringent distributional assumptions of traditional modeling approaches (Hair & Sarstedt, 2021).

Path Analysis: The statistical results, as shown in Table 9, reveal several significant relationships between key factors and the professional development of Chinese language teachers in rural China. Specifically, H1 is supported, indicating that teacher motivation has a significant impact on professional development, with a p-value of 0.017, which is below the conventional threshold of 0.05. Interestingly, the path coefficient is negative (-0.098), suggesting a complex relationship wherein increased motivation may, in certain contexts, correlate with diminished development—possibly due to external constraints or unmet expectations. H6 is also

confirmed, with a significance value of 0.012, demonstrating that teachers' social status positively influences their professional development. This implies that individuals with higher social standing are more likely to access growth opportunities, resources, and institutional support. Moreover, H4 is strongly supported, showing that national policies exert a highly significant and positive effect on teacher development, as evidenced by a p-value of 0.000. This underscores the pivotal role of top-down policy frameworks in shaping local implementation strategies and expanding professional opportunities for rural educators.

Overall, these findings emphasize the intertwined effects of motivation, social stratification, and policy intervention in shaping the professional development pathways of Chinese language teachers in rural China.

The findings of this study provide strong empirical evidence for the significant relationships between multiple factors and the professional development of Chinese language teachers in rural China. Notably, teacher motivation is positively associated with increased school administrative support ($p = 0.000$), suggesting that highly motivated teachers tend to receive more institutional support, thereby fostering an environment conducive to sustained professional growth. Interestingly, the analysis also reveals that teachers with higher social status may receive less administrative support ($p = 0.005$), indicating a potentially inverse and complex dynamic wherein elevated social standing does not necessarily translate into increased institutional attention. This finding challenges the conventional assumption that

Table 9. Path coefficients.

	Original Sample (O)	Standard deviation (STDEV)	T Statistics (O/STDEV)	P Values
Teacher motivation -> Teacher professional development	-0.098	0.046	2.118	0.017
Social status -> Teacher professional development	0.082	0.036	2.269	0.012
National policies -> Teacher professional development	0.810	0.054	14.940	0.000
Teacher motivation -> School administrative support	0.345	0.068	5.049	0.000
Social status -> School administrative support	-0.130	0.050	2.597	0.005
National policies -> School administrative support	0.791	0.053	14.990	0.000
School administrative support -> Teacher professional development	0.130	0.065	1.994	0.023
OSE*SAS -> Teacher professional development	-0.024	0.022	1.086	0.139

higher status equates to greater support and highlights nuanced socio-organizational dynamics within rural school contexts. In addition, national policies were found to be strongly aligned with school administrative support ($p = 0.000$), reinforcing the critical role of governmental initiatives and top-down directives in shaping and strengthening institutional support structures for rural educators. The study also confirms a positive relationship between school administrative support and teacher professional development ($p = 0.023$), underscoring the significance of leadership, resources, and clear communication in enhancing teachers' skills and career trajectories. However, the moderating effect of organizational and social environments on the relationship between administrative support and professional development was found to be non-significant ($p = 0.139$), suggesting that in the context of rural Northeast China, broader school culture and community dynamics may exert limited influence on teacher growth when compared to more direct institutional or policy-based interventions. Collectively, these results deepen our understanding of the multifaceted and interdependent factors influencing the professional development of Chinese language teachers in rural areas, and offer practical implications for improving teacher support systems through a strategic alignment of motivation, administrative leadership, and policy frameworks.

DISCUSSION

The findings presented in the previous tables highlight the complex and interrelated relationships among teacher motivation, social status, national policies, school administrative support, and professional development in the context of Chinese language teachers working in rural areas of Northeast China. A statistically significant association was observed between teacher motivation and professional development, though the nature of this relationship was unexpectedly negative. This suggests that highly motivated teachers may perceive existing development activities as redundant, particularly if they already possess advanced skills

or consider such programs misaligned with their needs (Bergmark, 2023). This underscores the necessity of tailored, differentiated professional development programs that address the varying motivational profiles and professional stages of rural educators. The positive relationship between social status and professional development aligns with previous research indicating that individuals with higher socioeconomic status typically enjoy greater access to professional growth resources and self-improvement opportunities (Lan & Wang, 2023). However, this finding also reflects enduring concerns about educational inequity, where professional development access is disproportionately influenced by teachers' socio-economic standing (Billings et al., 2021). Such disparities may exacerbate long-term inequality in educational quality across rural regions. Moreover, national policies demonstrated a strong positive correlation with teacher development outcomes, reaffirming the vital role of top-down policy frameworks in shaping school-based practices (Saadati et al., 2021; Xue et al., 2021). In China's centralized education system, clearly articulated national directives serve not only as guidelines but as mechanisms of implementation and resource allocation, particularly in underserved rural areas. In addition, teacher motivation was positively associated with administrative support ($p = 0.000$), echoing research on proactive teacher behavior and self-driven professional growth (Chiu, 2022; Liu, 2023). This highlights a reciprocal dynamic in which motivated teachers are more likely to seek support, and administrators in turn are more inclined to provide it. Conversely, the study identified a negative association between social status and school administrative support ($p = 0.005$), suggesting that teachers with higher social standing may be perceived as more self-sufficient, thereby receiving less institutional support. This finding raises questions about equity and inclusivity in leadership practices, emphasizing the importance of distributive leadership in resource allocation (Mason-Williams et al., 2023). Furthermore, the positive alignment between national policies and administrative support indicates that well-designed policies not only influence structural outcomes but also shape everyday school

leadership behavior (Stanley, 2021). However, the interaction between organizational and social environments with administrative support was found to have no significant moderating effect on teacher development ($p = 0.139$), suggesting these broader contextual factors may function independently of institutional support in rural contexts (Bowman et al., 2022).

In summary, this study offers a nuanced understanding of how motivation, social background, institutional dynamics, and policy environments intersect to influence the professional development of rural Chinese language teachers. The findings point to the need for differentiated policy implementation, inclusive leadership, and personalized support systems to address the unique challenges faced by this population.

Theoretical and Practical Implications: This study contributes both theoretically and practically to the discourse on teacher development in rural China. Theoretically, it challenges conventional assumptions regarding the linear relationship between motivation and professional development by highlighting a negative association that merits deeper investigation. Possible explanations may include resistance to imposed training, lack of relevance in current programs, or overreliance on standard models of teacher improvement. Future research should explore the cognitive and emotional responses of teachers to various forms of development interventions.

The study also reinforces the role of socioeconomic status as a determinant of development access, supporting the broader narrative that structural inequality persists even in professional growth contexts. Addressing such disparities requires targeted inquiry into how social status interacts with factors like school culture, geographic location, and institutional resources. Practically, the findings suggest that national policies should be tailored not only to promote development but also to ensure equitable access. Policymakers must consider differentiated training paths, financial support mechanisms, and regional adjustments that respond to the realities of rural teachers. School administrators also play a crucial role in bridging the gap between policy and practice. Investment in administrative leadership training can help school leaders better support teachers with diverse professional backgrounds and needs. Given the observed influence of social status, strategies such as scholarships, targeted grants, or capacity-building programs should be directed toward under-resourced teachers. Moreover, schools should cultivate a culture of continuous learning, aligning development initiatives with teacher motivation to enhance long-term engagement and retention.

In conclusion, this study advocates for a multi-level, coordinated approach—involving national, institutional, and individual actors—to optimize the professional development of Chinese language teachers in rural China. By aligning motivation, support, and policy, development strategies can

be more responsive, equitable, and sustainable in fostering educational quality and teacher growth in rural contexts.

Limitations and future research: While this study provides valuable insights into the professional development of Chinese language teachers in rural China, several limitations should be acknowledged. First, the use of a non-probability sampling method restricts the generalizability of the findings. The sample was drawn from selected rural regions in Northeast China, and the results may not fully represent the experiences of teachers in other geographic, institutional, or cultural contexts—such as urban schools or other provinces (Nasir et al., 2025).

Second, the data collection process was conducted in English, which may have introduced language bias. Although participants were selected based on their English proficiency, subtle nuances or culturally specific understandings could have been lost. Future research should consider translating survey instruments into Mandarin or local dialects to ensure more accurate and representative responses.

Third, while the sample size of 287 respondents was adequate for statistical analysis, it was limited by time constraints, potentially reducing the study's statistical power and representativeness. Future studies could expand the sample size and conduct multi-regional surveys across broader areas in rural China to enhance generalizability.

Additionally, future research could benefit from incorporating longitudinal designs to capture how teacher motivation, administrative support, and professional development evolve over time. Mixed-method approaches—such as integrating qualitative interviews or focus groups—would offer deeper insight into teachers' lived experiences and the practical challenges they face.

Moreover, cross-cultural comparative studies between rural Chinese language teachers in Northeast China and those in other countries could shed light on how cultural norms, administrative structures, and policy environments influence teacher development differently. Future research might also explore the interaction between national and local policy mechanisms to better understand their combined effect on teacher growth in rural settings.

By addressing these limitations and expanding the scope of inquiry, future studies can contribute to a more comprehensive, equitable, and context-sensitive understanding of Chinese language teacher development and inform the design of more effective professional support systems.

Conclusion: In conclusion, this study offers a comprehensive examination of the factors influencing the professional development of Chinese language teachers in rural Northeast China, with a focus on the interplay among individual motivation, institutional support, socio-economic context, and national policy. The findings underscore the complex and sometimes contradictory role of teacher motivation. While

motivation is a key driver of professional engagement, highly motivated teachers may perceive limited value in standardized development programs if they feel underserved or unsupported—indicating a need for more personalized development pathways. The study also confirms that social status significantly influences access to professional development, highlighting ongoing disparities rooted in broader socio-economic structures. This suggests that promoting equity in professional opportunities must go hand-in-hand with broader efforts to address structural inequality in rural education. Furthermore, the research reinforces the pivotal role of national policies in shaping teacher development, particularly within China's centralized education system. Effective policy alignment with school administrative support is essential to translate top-down initiatives into practical support for teachers. While the interaction between organizational and social environments showed limited statistical influence, its potential mediating role in shaping professional experiences should not be dismissed and warrants further exploration.

Overall, this study advocates for a holistic and multi-level approach to teacher development—one that carefully balances intrinsic motivation, socio-economic factors, supportive leadership, and coherent policy implementation. Only by aligning these dimensions can we create a more responsive, equitable, and sustainable ecosystem for the professional growth of Chinese language teachers in rural

China, ultimately contributing to the improvement of educational quality in these underserved regions.

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文化根基与教育成长： 中国欠发达地区汉语教师专业发展历程探究

肖思慧 刘勇*

玉林师范学院文学与传媒学院，广西壮族自治区玉林市 537000

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摘要

本研究探讨中国东北欠发达地区汉语教师专业发展所受到的复杂影响。研究以期望理论为基础，考察教师动机、学校行政支持、国家政策指引、社会地位以及更广泛的组织与社会环境之间的动态互动。研究聚焦欠发达地区的教育现实，揭示这些因素在资源相对不足环境中的独特表现。采用定量横断面研究设计，通过面对面问卷收集287名欠发达地区汉语教师的数据，并使用偏最小二乘结构方程模型（PLS-SEM）进行分析。结果显示，各影响因素之间存在多层次互动。国家政策显著促进教师专业发展；与传统预期不同，教师动机与专业成长呈负向关系；社会地位则对专业发展产生正向影响，但关系具有一定复杂性。本研究将期望理论置于中国欠发达地区教师发展的情境中，强调国家政策和制度支持在教师成长中的关键作用。

关键词：专业发展；汉语教师；期望理论；中国东北

引言

教师是塑造教育生态的关键主体，不仅承担课堂管理和教学任务，而且显著影响整体学习体验与学生发展结果。为了有效履行组织者、激励者、学习技术应用者和启发者等多重角色，教师需要具备相应的资格、技能并持续参与专业发展。教师处于教育过程的核心位置，与学生密切互动，促进其智力、社会性和情感发展。因此，教学质量对于培养能够应对未来挑战的高素质学生至关重要。作为教育实施的主要主体，教师也是提升教育质量、实现更广泛教育目标的关键力量。

学校组织的有效运行依赖若干相互关联的组成部分。首先是行政支持，包括学校领导、教师、支持人员和学生等主体共同营造支持性学习环境；其次是物质资源，包括教学工具、用品、经费和设备等。教师动机同样关键，可理解为推动个体为实现特定目标而采取行动的内在驱动力；教师经验则是随着时间积累的技能、实践接触和培训，它能够提升工作表现并影响专业成长。教师职业早期往往最为脆弱，新教师特别是入职第一年的教师离职风险更高，任教1-3年的教师也处于较高流失风险，因此必须关注新手教师所面临的特殊困难。

本研究考察学校、政府、社会与个体因素对中国东北农村地区汉语教师专业发展策略的影响。以期望理论为概念框架，研究认为，当个体相信额外努力能够得到认可和回报时，会更愿意投入行动。应用于教育情境时，期望理论有助于解释教师在面对不同职业选择时的决策过程。教育管理者需要建立能够有效连接努力、绩效与回报的制度。研究提出四项基本命题：个人认知与信念正向影响农村汉语教师专业发展；组织与社会环境正向影响专业成长；国家政策塑造专业发展轨迹；社会地位对专业晋升发挥积极作用。

本研究旨在从理论和实践两个层面深化对中国农村汉语教师专业发展策略的理解。理论上，通过分析学校、政府、社会和个体因素之间的复杂互动扩展既有研究，并把期望理论引入农村教师发展情境。研究依次包括文献综述、概念框架与假设构建，研究方法，数据分析与解释，以及结果讨论、结论和政策与实践启示。

材料与方法

期望理论

期望理论认为，当个体相信自己的努力会带来有价值的回报时，其行动动机增强。在中国东北农村学校等资源受限情境中，加薪等外在奖励可能不足以持续维持教师动机，相比之下，个人满足感、职业成就感和专业成长机会等内在因素可能更具影响力。认可、职业晋升和参与专业发展项目的机会等回报机制，会显著影响教师的动机与绩效。因而，应把奖励与可观察的工作成就相连接，并综合外在激励和内在动机。

教师动机

教师动机是影响农村汉语教师专业发展的关键因素，既包括本能性的驱动，也包括有意识地追求目标并持续专注工作的过程。研究表明，单纯的经济奖励往往不足以长期维持教师动机，工作满意度与个人实现感等内在因素更为重要。在中国东北农村情境中，提供专业发展机会和支持性环境对于提升教师动机与绩效十分重要；清晰目标、个别化支持、协作型学校文化等行政支持也能够减少教师流失并改善工作满意度。

H1：教师动机对教师专业发展具有显著影响。

H2：教师动机与学校行政支持呈正相关。

学校行政支持

中国东北农村汉语教师的专业发展受到教师留任、行政支持和情绪福祉等因素影响。职业早期教师尤其容易离职，而行政支持不足是影响工作满意度和留任意愿的重要原因。相较于单纯的任教年限，行政支持可能对教师留任发挥更显著作用。在区域困难和资源约束较突出的东北农村地区，充分的行政支持有助于形成积极工作环境、提高满意度，并增强教师长期职业承诺。

H3：学校行政支持与中国农村汉语教师专业发展呈正相关。

国家政策

国家政策通过教师评价、经费投入、农村教育公平和课程标准等制度安排，直接影响学校管理者的工作重点和行动。设计合理、执行有效的政策能够提升学校为教师提供的制度支持，从而促进专业发展。根据期望理论，当国家政策明确强调教师支持和专业成长，特别是在农村地区，学校管理者更可能调整管理实践以落实政策要求，由此形成政策重点转化为制度行动的正向循环。

H4：国家政策与中国农村汉语教师专业发展呈正相关。

H5：国家政策与学校行政支持呈正相关。

社会地位

社会地位反映个人或群体在社会层级中的位置，并受到收入、教育和职业等因素影响。在教师专业发展领域，社会地位与资源、教育机会以及技能提升支持环境的可获得性相关。社会经济地位较高的教师通常拥有更多接受高等教育、参与专业发展和建立专业网络的机会，因此可能更容易从专业发展项目中受益。另一方面，较高社会地位也可能使教师在教育系统中拥有更大影响力和资源获取渠道，从而影响其获得行政支持的程度。

H6：社会地位与中国农村汉语教师专业发展呈正相关。

H7：社会地位与学校行政支持呈正相关。

组织与社会环境

组织与社会环境包括学校文化、社区支持和同伴关系。积极的组织文化和社会支持网络能够强化行政支持对教师专业成长的影响，而不利环境则可能阻碍专业发展。研究据此提出，组织与社会环境可能调节行政支持与教师专业发展之间的关系。

H8：组织与社会环境调节学校行政支持与中国农村汉语教师专业发展之间的关系。

研究设计与数据收集

研究采用定量横断面设计和标准化问卷。参与者均为居住在中国东北农村地区的汉语母语教师，在取得学校管理者、校长和部门负责人的许可后，通过面对面方式收集数据。采用非概率便利抽样，共获得287名教师的有效数据。问卷以简体中文实施，数据收集时间为2024年10月10日至12月10日，报告的响应率为72%。数据使用SmartPLS 3进行PLS-SEM分析。

研究开发了36题问卷，用于考察学校、政府、社会与个体因素对专业发展策略的影响，并以期望理论为重点。问卷包括教学经验、教学动机、学校行政支持、教师绩效以及专业发展量表等部分；专业发展量表改编自Soe（2018），包含8个题项，评价专业发展活动的机会、频率和感知价值。

结果

人口统计特征

287名教师中，男性171人（59%），女性116人（41%）；22-30岁167人（58%），30岁以上120人（42%）。教学经验方面，1年152人（52%），2-3年109人（38%），3年以上26人（10%）。教师类别中，CLASS-S领导者21人（7%）、行政人员56人（19%）、教师210人（74%）。

表1 人口统计特征

人口学变量	类别	人数	%
性别	男性	171	59
	女性	116	41
年龄	22-30岁	167	58
	30岁以上	120	42
教龄	1年	152	52
	2-3年	109	38
	3年以上	26	10
教师类别	CLASS-S：领导者	21	7
	CLASS-S：行政	56	19
	CLASS-S：教师	210	74

测量模型、信度与效度

研究采用PLS-SEM检验测量模型，并使用AVE、因子载荷、聚合效度和区分效度等指标。各构念Cronbach's α 均超过0.70：国家政策0.901，组织与社会环境0.926，学校行政支持0.794，社会地位0.788，教师动机0.776，教师专业发展0.830。所有构念的复合信度均超过0.70，AVE均超过0.50，研究据此认为测量模型具有可接受的内部一致性、信度与聚合效度。

表2 Cronbach's α

构念	Cronbach's α
国家政策	0.901
组织与社会环境	0.926
学校行政支持	0.794
社会地位	0.788
教师动机	0.776
教师专业发展	0.830

表3 因子载荷、复合信度与AVE

构念	指标	载荷	复合信度	AVE
国家政策	NP1	0.771	0.928	0.721
	NP2	0.914		
	NP3	0.748		
	NP4	0.902		
	NP5	0.896		
组织与社会环境	OSE2	0.913	0.941	0.695
	OSE3	0.720		
	OSE4	0.901		
	OSE5	0.828		
	OSE6	0.900		
	OSE7	0.808		
	OSE8	0.745		
	OSE8	0.745		
学校行政支持	SAS1	0.705	0.849	0.529
	SAS2	0.748		
	SAS3	0.756		
	SAS4	0.769		
	SAS5	0.654		
社会地位	SS1	0.815	0.853	0.539
	SS2	0.669		
	SS3	0.648		
	SS4	0.830		
	SS5	0.688		
教师动机	TM1	0.699	0.779	0.518
	TM2	0.528		
	TM3	0.689		
	TM4	0.551		
	TM5	0.738		
教师专业发展	TPD4	0.893	0.878	0.596
	TPD5	0.643		
	TPD6	0.644		
	TPD7	0.737		
	TPD8	0.901		

区分效度

研究使用Fornell-Larcker准则和HTMT检验区分效度。原文报告国家政策和组织与社会环境的AVE平方根分别为0.849和0.834，并以构念间相关系数低于相应对角线值作为区分效度依据。原文同时报告HTMT值并认为其满足所采用的判定标准。

模型拟合与预测表现

学校行政支持的R²为0.796，教师专业发展的R²为0.519。F²结果显示，国家政策对学校行政支持和教师专业发展的效应量分别为1.660和1.625；教师动机对学校行政支持为0.389，对教师专业发展为0.048；社会地位分别为0.036和0.034；组织与社会环境对教师专业发展为0.014；学校行政支持对教师专业发展为0.041。模型预测指标为Q² predict=0.771、RMSE=0.044、MAE=0.079。

结构方程模型与路径分析

研究使用PLS-SEM自助法（bootstrapping）估计结构模型路径系数，以检验学校管理策略、政府政策以及个体和社会因素对农村教师专业发展的影响。H1得到支持：教师动机对专业发展具有显著影响($p=0.017$)，但路径系数为负(-0.098)。H6得到支持：社会地位正向影响专业发展($\beta=0.082, p=0.012$)。H4得到强支持：国家政策显著正向影响专业发展($\beta=0.810, p=0.000$)。

教师动机显著正向影响学校行政支持($\beta=0.345, p=0.000$)；社会地位与学校行政支持呈显著负向关系($\beta=-0.130, p=0.005$)，与原假设方向相反；国家政策显著正向影响学校行政支持($\beta=0.791, p=0.000$)；学校行政支持正向影响教师专业发展($\beta=0.130, p=0.023$)。组织与社会环境对“行政支持→专业发展”关系的调节效应不显著($\beta=-0.024, p=0.139$)。

表9 路径系数

路径	β	SD	t	p
教师动机 → 教师专业发展	-0.098	0.046	2.118	0.017
社会地位 → 教师专业发展	0.082	0.036	2.269	0.012
国家政策 → 教师专业发展	0.810	0.054	14.940	0.000
教师动机 → 学校行政支持	0.345	0.068	5.049	0.000
社会地位 → 学校行政支持	-0.130	0.050	2.597	0.005
国家政策 → 学校行政支持	0.791	0.053	14.990	0.000
学校行政支持 → 教师专业发展	0.130	0.065	1.994	0.023
OSE×SAS → 教师专业发展	-0.024	0.022	1.086	0.139

讨论

研究结果揭示教师动机、社会地位、国家政策、学校行政支持与专业发展之间复杂且相互关联的关系。教师动机与专业发展之间虽然存在统计显著关系，但方向出乎预期地为负。原文提出一种可能解释：高度积极的教师如果已具备较高技能，或认为现有培训与自身需要不匹配，可能认为标准化发展活动价值有限。因此，农村教师专业发展应根据教师动机特征和职业阶段提供差异化、个性化项目。

社会地位与专业发展之间的正向关系与社会经济地位较高者通常拥有更多专业成长资源 and 自我提升机会的观点一致，但也反映出专业发展机会受社会经济条件影响的教育公平问题。国家政策与教师发展呈强正向关系，强调在中国相对集中的教育治理体系中，国家政策不仅提供方向，也影响资源配置与学校层面的执行。

教师动机与行政支持呈正相关，反映教师主动寻求支持与管理者回应之间可能存在互动；社会地位与行政支持却呈负相关，原文解释为较高社会地位教师可能被视为更具自我支持能力，从而获得较少制度关注。组织与社会环境的调节作用不显著，提示在本研究情境中，更广泛的学校文化和社区因素相较直接制度支持或政策干预可能影响较弱。

理论与实践启示

理论上，本研究对“动机越高、专业发展越好”的线性假设提出挑战。负向关系值得进一步研究，其潜在原因可能包括教师对强制性培训的抵触、现有项目相关性不足，或过度依赖标准化教师改进模式。研究也强化了社会经济地位是专业发展机会可获得性的重要决定因素。

实践上，国家政策不仅要促进教师发展，也要保障机会公平。政策制定者可考虑差异化培训路径、经费支持机制以及适应不同地区现实的调整措施。学校管理者承担连接政策与实践的关键角色，应加强管理领导力培训，以更有效支持不同背景和需求的教师。针对资源不足教师，可提供奖学金、定向资助和能力建设项目；学校还应营造持续学习文化，使专业发展举措与教师动机相匹配，提高长期参与和留任。

局限与未来研究

第一，非概率抽样限制了研究结论的推广性，样本来自中国东北部分农村地区，不能完全代表其他地理、制度或文化环境中的教师。第二，原文在本节称数据收集以英语进行，可能产生语言偏差，并建议未来将调查工具翻译成普通话或地方方言；需要注意的是，方法部分此前又明确写道问卷“以简体中文实施”，两处表述存在内部不一致。此处中文翻译按原文分别保留，不擅自修正。

第三，287人的样本虽然满足统计分析需要，但受到时间限制，未来可扩大样本并开展多地区调查。后续研究还可采用纵向设计，观察教师动机、行政支持和专业发展随时间的变化；结合访谈或焦点小组等混合方法；开展跨文化比较，并进一步研究国家与地方政策机制之间的互动。

结论

本研究系统考察中国东北农村汉语教师专业发展的影响因素，重点关注个体动机、制度支持、社会经济情境和国家政策之间的互动。结果显示，教师动机的作用复杂甚至具有矛盾性；社会地位显著影响专业发展机会的可获得性；国家政策在中国教育体系中发挥关键作用，而政策与学校行政支持的有效衔接是把自上而下政策转化为教师实际支持的重要条件。组织与社会环境的统计影响较弱，但其潜在作用仍值得继续研究。总体而言，研究主张采用整体、多层次的教师发展路径，在内在动机、社会经济因素、支持性领导和连贯政策执行之间形成协调，以构建更加响应需求、公平且可持续的农村汉语教师专业成长生态。

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