

Investigation on the Current Status of Middle and Primary School Teachers' Career Development Impetus in the Context of Urban and Rural Planning: Based on Districts B and Y of Chongqing City, and County R

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Abstract

Professional development of teachers is an issue under heated discussion in reform and development of education, while impetus for a teacher's professional development is the key to teacher's development. In the context of planned urban and rural development, the career impetus for the development of teachers in primary and middle school has received more and more attention. This study, adopting methods of questionnaire and interviews, conducts an investigation and analysis over the current status of career development impetus among teachers of middle and primary schools in County R, and Districts B and Y, Chongqing City. The result shows that, for the surveyed teachers, career development motivations totally are in good conditions but individually vary a lot, the impetus mainly derives from the teachers' own need, the generation of career development impetus is restricted by paradox factors and need cooperation of the society, schools, and teachers themselves. It also indicates that, for different groups of teachers in middle schools and primary schools, there exists certain level of difference in career development impetus.

Key words: Planned urban and rural development; Middle and primary schools; Career development; impetus

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1. THE PROBLEMS TO BE SOLVED

Professional development of teachers is an issue under heated discussion in reform and development of education, while motivation for a teacher's professional development is the key to a teacher's development. Therefore, during the period of in-depth reform on basic education in China, effectively stimulating the motivation on teachers' professional development and actively leading teachers' development in a positive and healthy direction is conducive to pushing the curriculum reform to a further stage. Scholars in the field have carried out relative studies concerning the motivation for teachers' development. For example, investigations on the career motivation of urban junior middle school teachers revealed that teachers in primary and middle schools have medium level career motivation, and they vary much in their degree of career identity, degree of career satisfaction, career stability, and sense of career pressure, etc. (Zhang, 2011). Empirical studies on career motivation of urban primary school teachers pointed out that teachers in primary and middle schools are of medium level in their career motivation, with relatively lower degree of career stability, and higher degree of career mobility (Han, 2008). There are also surveys over the motivation of creativity among primary and middle school teachers, indicating that teachers' need for actualization and students' need for development play a dominating role in teachers' motivation towards creativity, and is a leading

force guiding teachers' creativity in their teaching (Zheng, 2007). On the whole, empirical researches on teachers' career development motivation are few in number and low in degree of depth, making it hard to constitute an overall understanding on the subject. Therefore, it's very necessary to conduct an empirical investigation on career development motivation of teachers in primary and middle schools for a thorough understanding of their motivation level career development, influential factors, and supportive conditions, etc..

With approval from China State Council on June 7th, 2007, National Development and Reform Committee formally established Chongqing City as an experimental area of China for comprehensive reform assisting the planned urban and rural development of the country. In the process of urban and rural planned development, a planned and coordinated development of education plays a very important part. Education is a major indicator for a fair and balanced development of the society, and the key for education fairness lies in a balanced development of teachers. Hence, in the background of planned development of urban and rural districts, a field survey over the career development impetus of middle and primary school teachers will serve to get a thorough understanding in the current status of middle and primary schools, especially on the difference in career development impetus between middle and primary school teachers in the rural areas and urban districts, thus providing a reference and basis for promoting career development of teachers in both rural and urban areas and

maintaining a balanced growth of education between rural and urban areas.

2. RESEARCH DESIGN

2.1 Research Purpose

Through an investigation over the current status of career development impetus of teachers in middle and primary schools, which includes the level of impetus, affective factors, supportive conditions, and differences in impetus among various middle and primary school teachers, the paper aims to obtain a thorough and systematic knowledge of the current status of career development impetus among middle and primary school students in the context of planned development in urban and rural areas, and to provide a reference for the career development of teachers in middle and primary schools and maintain a balanced development in urban and rural educations.

2.2 Research Object

The research objects include 982 middle and primary school teachers from County R, and District B and Y, who were provided with 1,050 questionnaires and provided 995 copies in return, of which 982 copies were valid, an effective rate of 98.7%, making the investigation a valid one as per the principle of rational data treatment. This investigation involves middle and primary school teachers in different genders, years of teaching, education background, and school types, the samples of whom are distributed as follows:

Table 1
Proportions of Teachers in Different Levels of Middle and Primary Schools

	Types	Number (proportion)
Gender	Male	330(36.8%)
	Female	566(63.2%)
Years of Teaching	1-3 years	51 (5.4%)
	4-10 years	118(12.4%)
	11-20 years	411(43.3%)
	21-30 years	250(26.3%)
Highest Education	Over 30	120(12.6%)
	Junior college or lower	17(1.8%)
	Senior college	255(26.9%)
	Undergraduate	657(69.3%)
School Type	Postgraduate or higher	14(2.0%)
	Key middle and primary schools of the province	46(4.8%)
	Key-level middle and primary schools of the city, district and county	153(16%)
	general middle and primary schools of the city, district and county	241(25.3%)
	Key middle and primary schools of townships	400(41.9%)
	Village primary schools	115(12%)

2.3 Research Content

The research contents include: a) The dimension of career development impetus level for middle and primary school teachers, including the recognition of their career identity, the degree of satisfaction on their career development,

and their motivation for teaching, achievement values, as well as their career development plans. b) The dimension of factors influencing the career development impetus of teachers in middle and primary schools, including the sources of pressure (over-high expectation from the society,

school management mode, professional title assessment, interpersonal relationship, and parents' requirements) and the factors (no policy supports from administrative departments, not enough attention received from the society, school restriction on teachers' development, excessive work pressure, constraint of entrance exams to high schools and colleges, weak-mindedness of teachers, and family opposition). Restricting the generation of career development impetus for teachers in middle and primary schools. c) The dimension of supportive conditions for career development impetus of teachers in middle and primary schools, including teachers' dimension (teaching reflection, reading books, writing teaching thesis, consulting colleagues, and carrying out research projects) and schools' dimension (creating favorable school culture, nurturing opportunities for teachers to grow by their own plan, establishing regulations to promote teachers development, arrange training opportunities for teachers, and provide practical instructions for teachers career development). d) Comparison of career development impetus among teachers in different middle and primary schools, which mainly focuses on teachers' recognition of their social identity, motivation in teaching, mastery of their field of frontier knowledge, acquaintance of the latest educational theories, exploration of new teaching approaches, acquiring of teaching skills, and formulating of career plans, etc..

2.4 Research Method

This research is mainly performed by way of questionnaire and interviews. The investigation adopts a tool, a questionnaire named "Questionnaire for Investigation of current career development impetus among Teachers in Middle and Primary Schools in Chongqing", one adapted by experts from a previous pilot survey. It is comprised of three parts: Introduction, basic information, and main body of the questionnaire which employs closed-type questions, including single-answer questions and multiple-answer questions. After the questionnaires are collected, they will be input into the computers using SPSS17.0 and EXCEL for statistical analysis.

3. STATISTICAL ANALYSIS ON THE RESEARCH DATA

3.1 Middle and Primary School Teachers Have Good but Largely Varied Level of Career Development Impetus

Career development impetus of middle and primary school teachers is mainly inspected in terms teachers' degree of satisfaction on career development, teachers' recognition of their social career identity, motivation in working as a teacher, achievement values, and career planning, etc..

3.1.1 The Degree of Satisfaction in Career Development for Middle and Primary School Teachers is Relatively High and Appears in Normal Distribution.

Normally, teachers in middle and primary schools with higher impetus have more positive attitudes towards their own career development, and can motivate themselves for achievement of a level of career development they are satisfied with. Through statistical analysis, middle and primary school teachers respectively have the degree of satisfaction as the Table 2:

Table 2
Career Development Satisfaction Degree of Middle and Primary School Teachers

Degree of satisfaction	Very unsatisfied	Not very satisfied	Basically satisfied	Satisfied	Very satisfied
Percentage (%)	1.9	22.9	49.7	22.7	2.8

Table 2 indicates that middle and primary school teachers' degree of satisfaction on their career development appears to be a normal distribution. Of them, 49.7% are basically satisfied, 22.7% are satisfied and 22.9% are not very satisfied, while only 2.8% are very satisfied and 1.9% are very unsatisfied.

3.1.2 Middle and Primary School Teachers Have a Medium or Lower Level of Recognition on Their Own Career and Social Position

Teachers' recognition of their own social career identity reflects how they see about their own career position, and also shows how teachers view teachers' social positions, for which, the statistical result is as follows:

Table 3
Middle and Primary School Teachers' Recognition of Their Own Career and Social Position

Degree	Sacred and glorious	Better than other careers	Fair	Less good than other careers	Inferior to other careers
Percentage (%)	7.3	13.9	56.6	16.3	5.9

From Table 3, it can be seen that, about their own career and social status, 56.6% of the middle and primary school teachers hold a "fair" attitude, 13.9% think it higher than other careers, and only 7.3% believe it to be "sacred and glorious". It's worth mentioning that 16.3% of them consider it to be "less good than other careers", an even 5.9% regard it as "inferior to other careers".

3.1.3 Middle and Primary School Teachers Choose Their Career as a Teacher Mainly to Earn a Living.

The motivation in teaching means the original consideration that drives the teachers of middle and primary schools to choose a career as a teacher, which is demonstrated in the following Table 4:

Table 4
Middle and Primary School Teachers' Motivation in Teaching

Motivation	The need to realize one's own value	Purely for a living	Influenced by other people	Other reasons
Percentage (%)	29.3	43.3	16.5	10.9

From Table 4, it can be observed that, of the middle and primary school teachers who choose such a career, 43.3% do it "purely for a living", 29.3% do it for "the need to realized one's own value", and 16.5% do it because they were "influenced by other people". Therefore, most of the middle and primary school teachers mainly consider teaching as a career for them to earn a living.

Table 5
Middle and Primary School Teachers' Achievement Value Orientation

Options	Income increase	Professional promotion	Competence strengthening	Receive respect	Self-accomplishment	Better development for students	Others
Percentage (%)	24.4	8.2	9.4	15	6.6	34.4	1.9

3.1.5 Most Teachers in Middle and Primary Schools Lack of Career Planning Awareness

Teachers with motivation generally have a rational plan for their career development. Therefore, the career development impetus of teachers in middle and primary school teachers can be reflected from the perspective of "whether a teacher considers and drafts a development plan". The investigation results are shown in Table 6:

Table 6
Middle and Primary School Teachers' Career Development Plan

Status	Often consider and have a career development plan	Consider occasionally but without a career development plan	Never consider
Percentage (%)	24.8	66.9	8.2

Table 6 illustrates that only 24.8% of the teachers in middle and primary schools often consider and have a plan for their career development, and most of them, making 66.9% of the total, only occasionally plan their career development but have come to no results. It's worth mentioning that 8.2% of them have never thought about planning their career development.

3.2 Factors Affecting Generation of Career Development Impetus for Middle and Primary School Teachers

Factors affecting generation of career development impetus for middle and primary school teachers can basically be investigated and analyzed from the teachers' pressure source and constraints on teachers' career development.

3.1.4 Middle and Primary School Teachers Take Their Achievement Values in Students' Development and Income of Income

The achievement values of middle and primary school teachers can reflect their pursuant targets, and give a clue to their career development impetus. As shown in Table 5, in the answer to the question "Which option do you think can best reflect a teacher's career success?" in the questionnaire, "Students' development" takes up 34.4%, "income increase" takes up 24.4% , "receive respect" takes up 15.0%, "competence strengthening" takes up 9.4%, "professional promotion" takes up 8.2%, "self-accomplishment" takes 6.6%, and "others" takes 1.9%. Thus, most middle and primary school teachers take their achievement in obtaining students development and a higher income, and make it a goal for their teaching to help the students achieve more progress.

3.2.1 Source of Pressure on Middle and Primary School Teachers

Investigation and analysis shows the source of pressure on teachers of middle and primary schools as Figure 1.

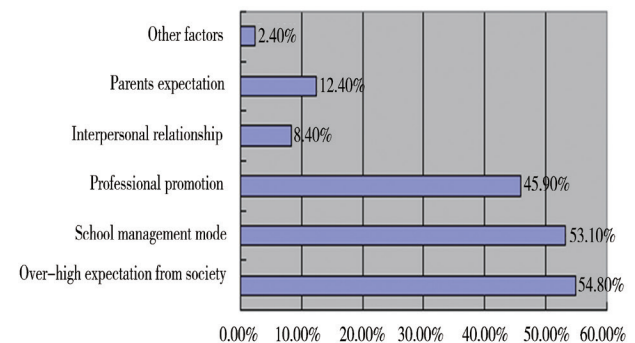


Figure 1
Pressure Sources on Teachers in Middle and Primary Schools

It can be drawn from Figure 1 that the order of the pressure sources on teachers in middle and primary schools follows the sequence as: Over-high social expectation (54.8%), school management mode (53.1%), professional assessment (45.9%), parents requirement (12.4%), personal relationship (8.4%) and other factors (2.4%), which demonstrates that, teachers have been under excessively high pressure from the society, such as "teachers are the architects on human soles", "Teachers are gardeners", and "teachers are the protectors of human spirit home", which are beautiful haloes but actually mean invisible pressure to teachers. In the meantime, teachers are often attributed to as the source of problems

of education and society, bringing great stress to teachers. In addition, teachers are also faced with lot of pressures incurred from irrational mode school management, kinds of professional assessment, unreasonable requests from students' parents, and various kinds of interpersonal relationships.

3.2.2 Factors Restricting Career Development of Middle and Primary School Teachers

Middle and primary school teachers are restricted by many factors, which not only originate from the teachers themselves and the schools, but also from the society, as shown in Figure 2.

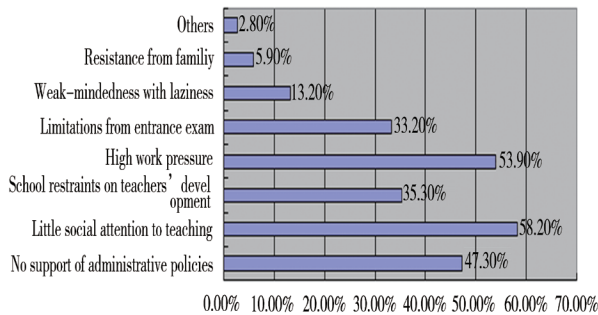


Figure 2
Factors Restricting Career Development of Middle and Primary School Teachers

Figure 2 provides a sequential order, from high to low, of the constraints on teacher's career development: Little social attention (58.2%), high work pressure (53.9%), no support of administrative policies (47.3), school restrains on teachers' development, constraints from entrance exams (33.2%), weak-mindedness and laziness (13.2%), resistance from their families (5.9%), and some other factors. This means that for their career development, middle and primary school teachers are not faced with the constraints from themselves, but are also confronted more with other external factors, such as little attention from the society, work pressure, time limit, and restrains from the systems, etc..

3.3 Conditions Supporting the Generation of Middle and Primary School Teachers' Career Development Impetus

The supporting conditions on the generation of career development impetus for teachers in middle and primary schools mainly contain the conditions of the teachers and the conditions of the schools. From these two dimensions, an investigation and statistical analysis is applied on the supporting conditions of career development impetus for teachers in middle and primary schools.

3.3.1 Teachers Perspective

Which means investigation and analysis from teachers' perspective on the supporting conditions for generation of career development impetus in teachers from middle and primary schools, as shown in Figure 3.

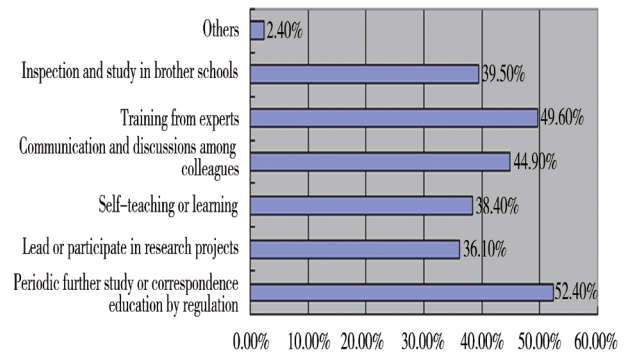


Figure 3
Factors Supporting the Generation of Career Development Impetus in Teachers From Middle and Primary Schools (Teachers Perspective)

Figure 3 shows the supporting conditions for generation of career development impetus in teachers from middle and primary schools, listed, in a descending sequence: systematic periodic further education or correspondence education (52.4%), specialized training (49.6%), exchanges and discussions among colleagues (44.9%), visiting and learning from brother schools (39.5%), independent study and research (38.4%), leading or participating educational research (36.1%) and other factors (2.4%). Furthermore, in the survey, when asked "What is your main measure for your career development", middle and primary school teachers have the following options: "reflection on teaching" (67.5%), "reading books" (51.7%), "consult colleagues" (34.7%), "research projects" (17.5%), "educational thesis writing" (17.3%), and "others" (3%), as shown in Figure 4. It can be judged that, in order to promote the generation of career development impetus, supporting conditions need to be supplied to middle and primary school teachers, especially further study, correspondence education, professional training from famous experts, and mutual learning among colleagues, etc.. Also, measures should be taken for middle and primary school teachers to conduct education reflection, arrange more time and space for them to read books, promote kinds of discussions and furnish opportunities for them to carry out research projects, etc..

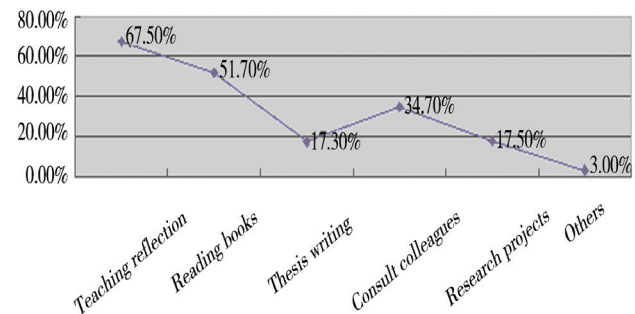


Figure 4
Main Paths of Career Development for Middle and Primary School Teachers

3.3.2 School Perspective

School is the main field where middle and primary school teachers conduct their teaching and daily life activities. Good school physical environment is a very important supporting condition for generation of middle and primary school teachers' career development impetus. School environment where teachers build up their career development impetus means the kinds of environment and opportunities that cater for teachers career development, which, through the teachers' positive role, turn into the career development impetus for middle and primary school teachers. The investigation shows the following results:

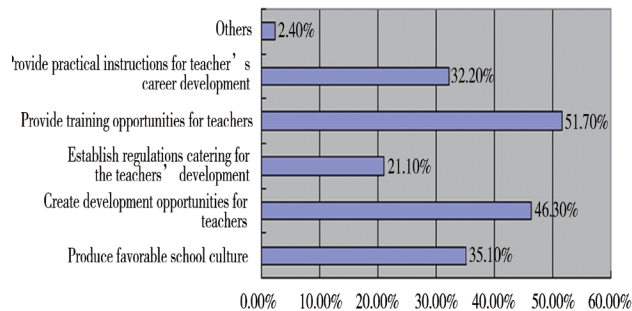


Figure 5
Supporting Conditions for Career Development of Middle and Primary School Teachers

Figure 5 shows the supporting conditions for generating teachers' career development impetus in the following descending sequence: Training opportunities (51.7%), opportunities for self-development (46.3%), favorable school culture (35.1%), practical instructions for career development (32.2%), regulations for promoting teachers' career development (21.1%), and other factors (2.4%), which means that the generation of career development impetus of middle and primary school teachers is a resultant force from all rounds of the school, especially the opportunities for training and further study, and allowing more time for the self-development of middle and primary school teachers.

3.4 Comparison on Career Development Impetus Among Different Groups of Middle and Primary School Teachers

3.4.1 Difference Analysis on Career Development Impetus Among Middle and Primary School Teachers of Different Ages

Statistics shows that middle and primary schools of different ages many have different career development impetus in the aspect of their recognition of teacher's career status ($F=4.107$; $P=0.003$, $P<.01$), mastery of the frontier knowledge in their field of study, ($F=5.839$; $P=.00$, $P<.01$), understanding of the latest theories ($F=5.532$; $P=.00$, $P<.01$), attainment of teaching skills ($F=9.757$; $P=.00$, $P<.01$), and their career planning ($F=3.198$; $P=.013$, $P<.05$).

Firstly, concerning the dimension of teachers' recognition of their career status, teaching ages ranging from 4-10 years and 11-20 years have higher average value¹, 3.0420 and 3.1082 respectively, indicating that teachers with a 4-10 years of teaching experience and teachers who have been teaching for 11-20 years mostly regard teaching as a career with a "general" status, but this recognition has relatively low consistency, with their standard deviation respectively being: 0.87716 and 0.88920. Middle and primary school teachers with teaching age of 1-3 years, 20-30 years, and 30 years over have an average value of 2-3, which means teachers with a teaching in these intervals recognize teaching as a career with a status between "a bit higher than other careers" and "general", also with a low degree of consistency, especially for middle and primary school teachers with a teaching age of 1-3 years, for which the standard deviation is only 1.01627.

Secondly, for their field of frontier knowledge, the higher teaching age, the better the mastery. Teachers with a teaching age of 11-20 years ($M=2.4699$), 20-30 years ($M=2.3984$), and over 30 years ($M=2.3033$) have a better mastery than those with a teaching age of 1-3 years ($M=2.6923$) and 4-10 years ($M=2.6723$), manifesting that for middle and primary school teachers, the higher the teaching, the better their mastery of their field of frontier knowledge.

Thirdly, for the latest educational theories, middle and primary school teachers with higher teaching ages, especially those whose teaching age ranges in 11-20 years ($M=2.5928$), 20-30 years ($M=2.5412$) and over 30 years ($M=2.5203$), have a better acquaintance those with lower teaching ages, of which, those with 1-3 years of teaching experience have an average rate of acquaintance as 2.7500, and those with a teaching experience of 4-10 years have an average rate of acquaintance as 2.8319.

Fourthly, regarding teaching skills, middle and primary school teachers with a teaching age of 11-20 years have an attainment average value of 2.1952, those with a teaching age of 20-30 years present an average attainment rate of 2.1647, and those who have been teaching for over 30 years attain teaching skills to an average value of 2.2195; while those with teaching experience of 1-3 years and 4-10 years respectively have an attainment average value of: 2.6538 and 2.4538. These figures reveal that teachers with higher teaching ages have better attainment of teaching skills than those with lower teaching ages.

Finally, in the regard of career plan, middle and primary school teachers with different teaching ages present a lower average value of availability: those whose teaching age is 1-3 years come to the lowest value of 1.6078 and a standard deviation of 0.53211, indicating that teachers with a teaching age of 1-3 years often consider

¹ Note. The descending valuation for the questionnaire is: 1, 2, 3, 4, 5. The lower the value, the higher the degree.

and have their own career development plan; those whose teaching experience range from 20-30 years have a highest average value of 1.8968 with a standard deviation value of 0.57614, demonstrating that teachers with this length of teaching experience only plan their career occasionally. On the whole, teachers of different teaching ages all have a plan for their career development, which can be seen from a total average value of 1.9370 and a total standard deviation value of 0.54941.

3.4.2 Difference Analysis Over Career Development Impetus of Middle and Primary School Teachers With Different Educational Backgrounds

According to statistics, middle and primary school teachers with different educational background only have a distinct difference in the dimension of "exploration of new teaching methods" ($F=3.390$; $P=.005$, $P<.01$).

On the whole, though different in educational backgrounds, middle and primary school teachers, regarding "exploration of new teaching methods", "have the desire for innovation in teaching, but find it hard to implement it due to the fear of affecting students' schooling records" ($M=2.0469$). Of the surveyed teachers, only two hold a doctoral educational degree. Though with an average value of 4.00 and a standard value of 0.00, they do not typical representatives, and are not to be analyzed here. Therefore, middle and primary school teachers with master's educational degree are more active in exploring new teaching methods than those with lower educational degrees, presenting an average value of 1.75 and a standard deviation of 0.86603 in terms of activity. In contrast, middle and primary school teachers with educational degrees of junior college and senior college are less active in exploring new teaching methods. Therefore, teachers with higher educational degree have higher impetus of career development that drives them to innovate their teaching methods.

3.4.3 Difference Analysis Over Career Development Impetus of Teachers From Different Types of Middle and Primary Schools

Statistics and inspection shows a notable difference among teachers from types of middle and primary schools in terms of "mastery of teaching skills" ($F=2.617$; $P=.023$, $P<.05$) and "exploring of new teaching methods" ($F=2.806$; $P=.016$, $P<.05$).

In terms of teaching skills, teachers from key middle and primary schools of provincial level ($M=2.0435$) and city level (2.1250) have better mastery than those from middle and primary schools of township level ($M=2.3040$) and village level ($M=2.2963$).

In terms of new teaching methods, teachers from key middle and primary schools of provincial and city levels have relatively lower average value, respectively being 1.8621 and 1.9470, indicating teachers in these schools often carry out innovation and exploration in new teaching methods. In comparison, teachers from middle

and primary schools of township and village levels show relatively lower activity in exploration of new teaching methods as indicated by their average value of 2.1128 and 2.1574 respectively. Of course, this difference exists objectively, because key middle and primary schools may provide favorable conditions for teachers to conduct exploration in new teaching methods, and teachers in key middle and primary schools have higher educational degrees, which make it possible for them to carry out such exploration of new teaching methods.

4. CONCLUSION AND SUGGESTION

4.1 Middle and Primary School Teachers Have Good But Diversified Levels of Career Development Impetus

Of the middle and primary school teachers surveyed, 75% are basically satisfied or satisfied with their own career development; 34.4% take "student development" as their value orientation; 70.2% consider innovation in teaching methods, 24.8% of which often try on new teaching methods; and 91.7% have made a plan for their own career development. However, it should be noted that 24.8% are very dissatisfied or not very satisfied with their own career development; 22.2% recon reckon teacher as an ordinary career or one that's inferior than other careers; 43.3% undertake teaching for the purpose of making a living; 8.2% have never made any plan on their career development. In general, middle and primary school teachers have a good level of career development impetus, with some of them lack of enough impetus. As a result, in order to cater for the generation of career development impetus for middle and primary school teachers, efforts should first be made to increase the teachers' recognition of their own career identity. "Teaching is a career most glorious in the sun", "Teachers are the sole-makers of mankind", etc. should not be just a slogan, but should be deeply rooted in teachers' mind as a faith. In addition, schools should construct vigorous teachers' culture and create kinds of platforms so that every teacher may have the opportunity to obtain success and thus arouse teachers' impetus in career development.

4.2 The Career Development Impetus for Middle and Primary School Teachers Mainly Lies in Their Own Motivation

Such concepts as "love for educational cause and desire for student progress" and "teaching is an undertaking of great significance" have driven the teachers in middle and primary schools to totally engage themselves in the cause of education. Meanwhile, external evaluation and virtuous competition among counterparts are also key factors that generate their impetus in career development. Thus, the generation of impetus for career development of middle and primary school teachers is a resultant force of many

factors, which will have to be digested and transformed by the teachers first before really able to turn into an impetus for teachers' career development. As a result, generation of the impetus for teachers' career development depends on the teachers' awareness and abilities. Only when the teachers have come to rely on themselves and on their own efforts, can the impetus of career development be effectively generated in them.

4.3 Impetus for Career Development Varies From Different Groups Middle and Primary Schools

A. Impetus for career development differs obviously in teachers by their teaching ages. Those with 1-3 years in teaching have stronger impetus for career development, indicated by a higher positive attitude towards their recognition of teaching career and a better planning for their career development. They put all their heart in teaching is probably because newly-recruited teachers have good vision in this career and are very ambitious about their future. Those with 4-10 years of teaching experience have relatively lower impetus for career development, probably a normal phenomenon most teachers have when entering into a plateau period. While those who's teaching age is over 11 years appear to follow a tendency of increased impetus for their career development. Hence, for those with less teaching experience, especially those newly recruited, conditions should be created, and helps should be offered, to improve their adaptability; for those in the plateau period, guidance should be provide for them to achieve a stable increase in impetus for career development; and for those with relatively longer age of teaching, respect should be paid to their own choice, and efforts should be made to give play to model and example roles of excellent experienced teachers, thus, on the whole, create an environment for generation of career development impetus for middle and primary school teachers.

B. Middle and primary school teachers with undergraduate and graduate educational degrees have stronger impetus for career development than those with educational degrees from junior college and senior college, which can be specially demonstrated in terms of "exploring of new teaching methods". This is probably because teachers with undergraduate or graduate degree of education received longer tertiary education and are better developed in their own competence, which makes it more possible for them to explore in new teaching methods. The fact that teachers from rural middle and primary schools received evidently lower level of education than their counterparts in urban middle and primary schools, to some extent, widens the gap of education between urban and rural areas. Therefore, in order to obtain a balanced development of education between rural and urban areas, and thus stimulate the impetus in teachers to develop their career, on the one hand, platforms should be provided to teachers in urban middle and primary schools for their

career development, so that they can give effective play and use of their education and abilities; on the other hand, more opportunities should be created for teachers in rural middle and primary schools by allowing access to kinds of further studies, such as in-service training, state training programs, visiting studies, etc. to higher the level of teaching and competence of teachers in rural middle and primary schools and to increase their impetus in career development.

C. In terms of impetus in career development among teachers from different types of middle and primary schools, the teachers in urban middle and primary schools have higher career development impetus than those from rural middle and primary schools. This is especially true when a comparison is made between teachers from key middle and primary schools of province and city levels and those from the middle and primary schools of township and village levels. To realize a balanced development for education in rural and urban areas is the key to achieve a balanced development for teachers in urban and rural middle and primary schools. Therefore, great efforts need to be taken to upgrade the professional level for the teachers in rural middle and primary schools and to stimulate their career development impetus. First of all, carry out teaching and research among cooperation among schools, integrate regional educational resources, and accelerate generation of career development impetus for teachers; secondly, promote mutual help between urban and rural middle and primary schools, and urban schools should lead rural schools for development, especially by exchanging roles and positions between schools. On the one hand, excellent teachers from urban schools should contribute their teaching to rural schools, which can increase their sense of accomplishment and competence; on the other hand, teachers from rural schools should attend classes and research activities in urban schools, so that they can open their horizon and obtain higher qualities.

4.4 For Middle and Primary School Teachers, Generation Of Career Development Impetus is Affected by Many Factors Intertwined Together With a Feature of Complexity, Multi-Dimensions and Dynamics

Above all, social factors play a decisive role in formation of teachers' career development impetus. For one thing, the society places excessive hope on teachers; for another thing, the society pays little attention to the career of teaching. These two paradox factors lead teachers of middle and primary schools to think inferior of themselves to other careers. Secondly, generation of teachers' impetus in career development is severely affected by restricting factors from the school, such as unfavorable management mode of the school, evil competition among colleagues, pressure from interpersonal relationship, etc, all adding more invisible pressure to teachers, making them lack

sense of security, and hindering the generation of impetus for career development. Thirdly, teachers themselves are also a critical factor that results in teachers' insufficient impetus, e.g. some teachers are weak-minded, or lazy, or just muddle along with their work, etc..

Therefore, it takes joint efforts of society, school, and teachers to relieve the sense of pressure on middle and primary school teachers and increase their sense of career happiness, so as to create conditions for supporting generation of their impetus in career development. To begin with, construct a harmonious social atmosphere and establish rational expectations on teachers who teach as human beings that share limited responsibilities and play a limited role. Thus, the society should not only pay attention to the career of teaching, but should also have a rational expectation on teachers. Next, school is an important supporting condition benefiting the generation of teachers' impetus in career development. Therefore, schools should create favorable school cultures, provide opportunities for teachers to develop the career, establish regulations catering for teachers development, arrange training opportunities, and organize practical instructions for teachers career development, etc. and propel the generation of career development impetus for middle and primary school teachers by implementing of concrete measures. Thirdly, teachers themselves are a significant supporting conditions in generation of impetus in their career development, e.g. in daily teaching and education

practice, such as teaching reflection, reading books, writing educational thesis, participate in research projects, etc., which can increase their professional qualities and help shape a positive impetus for their career development.

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