



# A Conceptual Model of University Teachers' Professionalism in China

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**Abstract:** The purpose of the paper is two-fold: i) review literature on teacher professionalism, school climate, teacher profile, teacher identity, innovative teaching and perceived ease of use, and ii) propose a plausible conceptual model of teacher professionalism in China.

**KeyWords:** Teacher Professionalism; Innovative Teaching; Perceived Ease of Use

## 1. Introduction

Before Evetts introduced ideology of professionalization, scholars mainly focused on managerial professionalism and democratic professionalism.<sup>[1]</sup> In China, Ye noted teacher professionalism (TR) includes educational philosophy, knowledge structure, and ability to communicate, manage and research; later, professional awareness and information technology is included.<sup>[2]</sup> The challenges facing ICT integration in higher education (HE) also motivates this research. Education 2030 Framework for Action highlighted the necessity of ICT use to ensure quality education and collaboration of stakeholders. Lastly, China's authorities have professional HE teachers from professional ethics, competence and social status since 2018. Changes have taken place across industries and the concept of TR has taken different dimensions. This research thus aims to identify factors determining TR, and model a framework for HE teachers in China.

## 2. Literature review and conceptual model

Prick proved TR is influenced by personal and organizational factors including school climate, teacher profile and teacher identity.<sup>[3]</sup> It is thus proposed that school climate, teacher profile, teacher identity have direct impacts on TR (H1).

Zhu indicated significant impacts of organizational and personal factors on innovative practice.<sup>[4]</sup> In universities, school-level factors, teacher profile and teacher identity contribute to innovative teaching practices. It is thus proposed school climate, teacher profile, and teacher identity impact innovative teaching (H2).

Universities decide whether to use technology and teachers decide how they react to the technology and to what extent they will innovate their teaching practice. Locke argued teaching is unattractive for innovative people if innovative teaching is not supported.<sup>[5]</sup> It is thus proposed that innovative teaching influences TR (H3).

Limited research has been done to investigate the mediation of innovative teaching towards TR. Independent variables are proposed to have indirect impacts on TR through mediation of innovative teaching (H4).

Majid and coworkers proved moderation of Technology Acceptance Perspectives in the relationship between the formation of electronic service quality and service satisfaction.<sup>[6]</sup> PEOU is proposed to moderate the relation between mediator and TR (H5).

The conceptual TR model is as shown in Figure 1.

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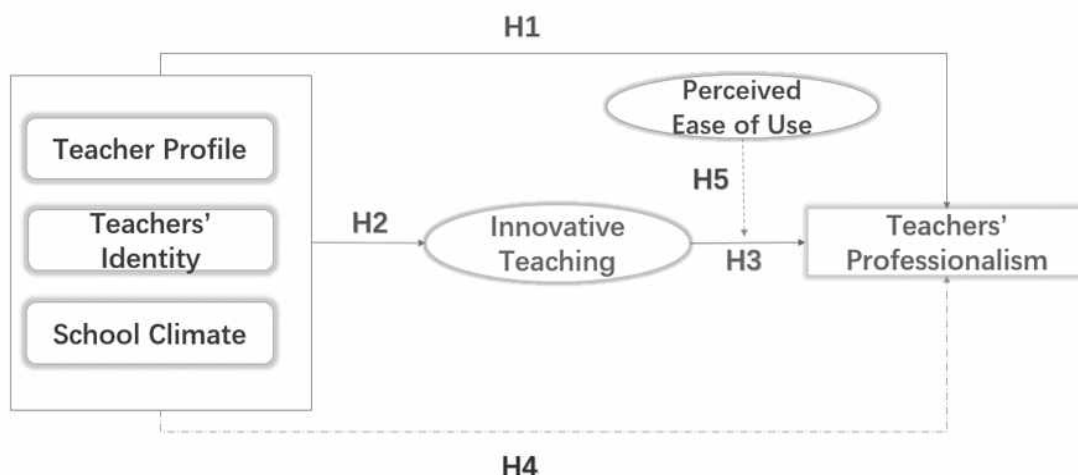


Figure 1 Conceptual Model

### 3. Conclusion

This research reviews extant literature on TR and relevant determinants and produced a conceptual model of these factors. Empirical follow-up research shall be conducted to verify the model across cultural and geographic contexts, and ultimately contribute to the academia and university policy makers in China.

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