

## EDUCATIONAL MANAGEMENT PERSPECTIVE ON PROFESSIONAL DEVELOPMENT TRAINING FOR YOUNG TEACHERS IN RURAL JUNIOR HIGH SCHOOLS

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### ABSTRACT

This study investigates the current status, existing problems, and underlying causes of professional development training for young teachers in rural junior high schools from an educational management perspective. A mixed-methods approach was adopted. Quantitative data were collected through 123 valid questionnaires, while qualitative data were obtained through in-depth interviews with five school-level administrators.

The findings reveal that although training coverage is relatively broad, deficiencies remain in training quality, duration, and systematic continuity. There is also a mismatch between training content and format, which reduces the effectiveness of transferring training outcomes into teaching practice. In addition, the management and evaluation mechanisms are incomplete, lacking systematic follow-up and feedback. Furthermore, coordination among educational authorities, schools, and teachers is insufficient, which weakens overall support.

Based on these findings, this study proposes optimizing training content, innovating delivery formats, strengthening evaluation and feedback systems, and establishing collaborative governance mechanisms. These measures aim to improve training effectiveness and promote the sustainable professional development of rural young teachers.

**Keywords:** Educational Management, Professional Development Training, Rural Junior High Schools, Young Teachers

### INTRODUCTION

Rural education plays a crucial role in promoting educational equity and supporting national rural revitalization. Young teachers in rural junior high schools are not only the backbone of daily teaching but also key contributors to future educational development. Their professional growth significantly affects teaching quality, student achievement, and teacher retention in rural areas.

In recent years, governments have increasingly emphasized teacher professional development in rural regions. However, the effectiveness of current training remains limited. Common challenges include weak alignment between training content and classroom realities, insufficient continuity, and inadequate follow-up support. These problems reduce the practical value of training and hinder sustainable professional growth.

From an educational management perspective, professional development training should be viewed as a systematic and continuous process involving policy planning, resource allocation, implementation, and evaluation. However, coordination among educational authorities, training institutions, and schools is often insufficient. In addition, heavy workloads and limited access to professional support further constrain rural teachers' participation.

Although existing studies have explored teacher professional development, many focus mainly on individual factors and rely heavily on quantitative methods. Research examining organizational and management mechanisms, especially in rural contexts, remains limited. Therefore, this study aims to explore the training system from an educational management perspective and provide targeted recommendations for improvement.

### **Theoretical Framework**

This study integrates educational management theories and teacher professional development theories to construct a comprehensive analytical framework. Systems theory emphasizes the interdependence of policy, resources, and school management in supporting training. Transformational leadership highlights the role of school leaders in motivating teacher growth. Adult learning and situated learning theories stress the importance of practical, context-based training. The interconnected model of teacher professional growth explains how professional learning interacts with practice and outcomes.

Based on these theories, four analytical dimensions were developed:

- 1.Training support system
- 2.Content-format alignment
- 3.Training transfer effectiveness
- 4.Professional development needs

### **OBJECTIVE**

1. To examine the current situation of professional development training for young teachers in rural junior high schools from an educational management perspective, with particular attention to training content, organization, and support mechanisms.
2. To identify key problems in the management and implementation of professional development training and to propose feasible optimization strategies aimed at improving training effectiveness and supporting the sustainable professional development of young rural junior high school teachers.

### **METHODOLOGY**

This study adopted a mixed-methods design. The population consisted of young teachers in rural junior high schools in Dawu County, Hubei Province. A total of 123 valid questionnaires were collected based on Krejcie and Morgan's sampling table. In addition, five school-level administrators were selected for semi-structured interviews using purposive sampling.

The questionnaire included two parts: demographic information and perceptions of professional development training. Data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. A five-point Likert scale was applied. Qualitative data were analyzed using content analysis and used to support quantitative findings.

## RESULTS

The overall evaluation of professional development training was at a moderate level ( $M = 3.25$ ). Among the four dimensions, content-format alignment and professional development needs showed relatively positive results, while the training support system and training transfer effectiveness were weaker.

First, the training support system remained insufficient. Although basic policies exist, financial investment, time allocation, and opportunity equity were limited. Teachers in village schools had fewer access to high-quality training. The lack of institutional enforcement weakened motivation.

Second, content-format alignment showed mixed results. Teachers reported strong demand for practical and context-based training, particularly in classroom management, subject pedagogy, and educational technology. However, practical and interactive learning opportunities were still insufficient. Training formats relied heavily on lectures, and school-based professional learning communities were underdeveloped.

Third, training transfer effectiveness was relatively low. While teachers gained knowledge and updated teaching concepts, long-term impact and classroom application were limited. Continuous follow-up support and problem-solving mechanisms were lacking, leading to short-term rather than sustainable improvement.

Fourth, teachers demonstrated strong intrinsic motivation for professional development. However, external support, including school culture and multi-stakeholder collaboration, was insufficient. This created a gap between teachers' needs and institutional support.

Interview findings further confirmed that insufficient coordination among government agencies, schools, and training institutions limited training effectiveness. Participants emphasized the need for systematic support, localized training, and sustained mentoring.

**Table 1**  
**Results of general data analysis of respondent**

| General information                 | General information of respondents |            |
|-------------------------------------|------------------------------------|------------|
|                                     | n=123                              |            |
|                                     | Frequency                          | Percentage |
| 1. Gender of respondents            |                                    |            |
| Male                                | 34                                 | 27.64      |
| Female                              | 89                                 | 72.36      |
| Total                               | 123                                | 100.00     |
| 2. Age Distribution                 |                                    |            |
| 25 years old and below              | 33                                 | 26.83      |
| 26-30 years old                     | 48                                 | 39.02      |
| 31-35 years old                     | 42                                 | 34.15      |
| Total                               | 123                                | 100.00     |
| 3. Teaching Experience Distribution |                                    |            |
| 1 year or less                      | 16                                 | 13.01      |
| 2-5 years                           | 53                                 | 43.09      |
| 6-10 years                          | 32                                 | 26.02      |
| 6-10 years                          | 22                                 | 17.89      |
| Total                               | 123                                | 100.00     |

|                                    |     |        |
|------------------------------------|-----|--------|
| 4.Respondent's highest educational |     |        |
| Bachelor's degree                  | 85  | 69.11  |
| Master's degree                    | 28  | 22.76  |
| Junior college diploma             | 10  | 8.13   |
| Total                              | 123 | 100.00 |
| 5.Professional Title Distribution  |     |        |
| Junior professional title          | 52  | 42.28  |
| Intermediate professional title    | 43  | 34.96  |
| Senior professional title          | 28  | 22.76  |
| Total                              | 123 | 100.00 |
| 6.Subject Distribution             |     |        |
| Mathematics                        | 22  | 17.89  |
| Chinese                            | 21  | 17.07  |
| English                            | 17  | 13.82  |
| Biology                            | 10  | 8.13   |
| Physics                            | 9   | 7.32   |
| Geography                          | 9   | 7.32   |
| Chemistry                          | 8   | 6.50   |
| History                            | 5   | 4.07   |
| Moral Education and Law            | 5   | 4.07   |
| Music                              | 4   | 3.25   |
| Fine Arts                          | 4   | 3.25   |
| Physical Education                 | 3   | 2.44   |
| Others                             | 6   | 4.88   |
| Total                              | 123 | 100.00 |
| 7.Grade Level Taught               |     |        |
| Grade 7                            | 39  | 31.71  |
| Grade 8                            | 47  | 38.21  |
| Grade 9                            | 37  | 30.08  |
| Total                              | 123 | 100.00 |

**Table 2**  
**Results analysis of mean and standard deviation of Professional Development Training**

| Educational Management in Professional Development Training for Rural Junior High School Teachers | n=123     |      | Interpretation |
|---------------------------------------------------------------------------------------------------|-----------|------|----------------|
|                                                                                                   | $\bar{X}$ | S.D. |                |
| 1. Factors of Training Support System                                                             | 2.88      | 0.91 | Neutral        |
| 2. Factors of Content-Format Alignment                                                            | 3.51      | 0.84 | Agree          |
| 3. Factors of Training Transfer Effectiveness                                                     | 3.09      | 0.82 | Neutral        |
| 4. Factors of Professional Development Needs                                                      | 3.51      | 0.81 | Agree          |

|       |      |      |         |
|-------|------|------|---------|
| Total | 3.25 | 0.85 | Neutral |
|-------|------|------|---------|

**Table 3**  
**Results Analysis of Mean and Standard Deviation of the Factors of Training Support System**

| Factors of Training Support System                                                                    | n=123     |      | Interpretation |
|-------------------------------------------------------------------------------------------------------|-----------|------|----------------|
|                                                                                                       | $\bar{X}$ | S.D. |                |
| 1. The school has established a formal professional development training system for young teachers.   | 3.02      | 0.92 | Neutral        |
| 2. Training participation is integrated into performance evaluation and professional title promotion. | 2.95      | 0.8  | Neutral        |
| 3. The school provides sufficient financial support for external training.                            | 2.81      | 0.94 | Neutral        |
| 4. Training funds are allocated specifically for professional development.                            | 2.8       | 1.01 | Neutral        |
| 5. Dedicated time is guaranteed for teachers to participate in training.                              | 2.86      | 0.93 | Neutral        |
| 6. A "training leave" policy is implemented without workload penalties.                               | 2.72      | 0.9  | Neutral        |
| 7. Training opportunities are distributed equitably among teachers.                                   | 2.9       | 0.94 | Neutral        |
| 8. Village school teachers have equal access to high-level training.                                  | 2.59      | 0.83 | Neutral        |
| 9. Novice teachers receive prioritized training opportunities.                                        | 3.23      | 0.99 | Neutral        |
| 10. Annual training duration meets the 72-hour standard.                                              | 2.88      | 0.96 | Neutral        |
| Total                                                                                                 | 2.88      | 0.92 | Neutral        |

**Table 4**  
**Results analysis of mean and standard deviation the Factors of School Students**

| Factors of Training Support System | n=123     |      | Interpretation |
|------------------------------------|-----------|------|----------------|
|                                    | $\bar{X}$ | S.D. |                |

|                                                                                                         |      |      |         |
|---------------------------------------------------------------------------------------------------------|------|------|---------|
| 1. Training content is closely aligned with the realities of rural junior high school teaching contexts | 3.67 | 0.82 | Agree   |
| 2. Training content addresses practical challenges faced in rural classrooms                            | 3.4  | 0.78 | Neutral |
| 3. Subject-specific pedagogical content knowledge (PCK) is adequately covered                           | 3.4  | 0.84 | Neutral |
| 4. The proportion of practical, hands-on training content is sufficient                                 | 3.11 | 0.8  | Neutral |
| 5. Training content is updated promptly to reflect new curriculum standards                             | 3.37 | 0.89 | Neutral |
| 6. Local culture and rural revitalization themes are integrated into training content                   | 3.13 | 0.83 | Neutral |
| 7. Subject knowledge and discipline-specific teaching skills training                                   | 4.12 | 0.67 | Agree   |
| 8. Classroom management strategies tailored to rural student populations training                       | 4.26 | 0.68 | Agree   |
| 9. Educational technology application and low-cost smart teaching tools training                        | 4.04 | 0.68 | Agree   |
| 10. Experimental teaching and practical activity guidance training                                      | 3.92 | 0.73 | Agree   |
| 11. Training formats are diverse (exceeding single lecture form)                                        | 3.31 | 0.97 | Neutral |
| 12. Interactive and participatory methods account for sufficient training time                          | 2.98 | 0.88 | Neutral |
| 13. Blended learning is effectively implemented in training                                             | 2.98 | 0.93 | Neutral |
| 14. Online training platforms are technically stable and user-friendly                                  | 3.08 | 0.86 | Neutral |
| 15. School-based professional learning communities operate systematically with expert guidance          | 2.78 | 0.85 | Neutral |
| 16. Mentorship pairing and cross-school observation opportunities are regularly provided                | 3.2  | 0.9  | Neutral |
| Total                                                                                                   | 3.5  | 0.8  | Neutral |

**Table 5**  
**Results analysis of mean and standard deviation for the Factors of Training Transfer Effectiveness**

| Factors of Training Transfer Effectiveness                                                            | n=123     |      | Interpretation |
|-------------------------------------------------------------------------------------------------------|-----------|------|----------------|
|                                                                                                       | $\bar{X}$ | S.D. |                |
| 1. Overall satisfaction with the professional development training received                           | 3.43      | 0.75 | Neutral        |
| 2. Training effectively improves professional knowledge and instructional skills                      | 3.41      | 0.89 | Neutral        |
| 2. Training contributes to updating educational concepts and teaching philosophies                    | 3.21      | 0.93 | Neutral        |
| 4. Knowledge and skills acquired in training can be effectively applied to actual teaching practice   | 3.15      | 0.72 | Neutral        |
| 5. Training has produced positive changes in my classroom teaching behaviors                          | 3.19      | 0.75 | Neutral        |
| 6. Training methods learned are adaptable to rural students' learning levels and school conditions    | 3.08      | 0.86 | Neutral        |
| 7. Continuous follow-up guidance is provided after training to support practical application          | 2.77      | 0.85 | Neutral        |
| 8. A support mechanism exists for addressing difficulties encountered when applying training outcomes | 2.65      | 0.77 | Neutral        |
| 9. Training effects are sustained over time (3 months, 6 months, or longer after training)            | 2.80      | 0.93 | Neutral        |
| 10. Training contributes positively to student learning outcomes and development.                     | 3.28      | 0.84 | Neutral        |
| Total                                                                                                 | 3.09      | 0.83 | Neutral        |

**Table 6**  
**Results analysis of mean and standard deviation for the Factors of Professional Development Needs**

| Factors of Professional Development Needs                                                    | n=123     |      | Interpretation |
|----------------------------------------------------------------------------------------------|-----------|------|----------------|
|                                                                                              | $\bar{X}$ | S.D. |                |
| 1. I have strong awareness and intrinsic motivation for continuous professional development. | 4.03      | 0.75 | Agree          |
| 2. I actively seek opportunities for self-directed learning and reflective practice.         | 3.66      | 0.82 | Agree          |
| 3. The school cultivates a professional learning culture that values teacher growth.         | 3.22      | 0.87 | Neutral        |

|                                                                                                                                             |      |      |         |
|---------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------|
| 4. Multi-stakeholder collaboration (government, training institutions, schools, teachers) effectively supports my professional development. | 3.15 | 0.79 | Neutral |
| Total                                                                                                                                       | 3.51 | 0.81 | Agree   |

## CONCLUSION AND FUTURE WORK

Based on the perspective of educational management, this study takes young teachers in rural junior high schools in Dawu County, Xiaogan City, Hubei Province as the research object. By adopting a mixed research method combining questionnaire survey (123 valid samples) and in-depth interviews (5 school-level administrators), it systematically explores the current situation, problems and causes of professional development training for young rural junior high school teachers from four core dimensions: training support system, content-form matching, training transfer effect, and professional development needs. The core research conclusions are as follows:

### Initial Expansion of Training Coverage, but Insufficient Supply of Quality and Sustainability

Research data shows that the professional development training for young teachers in rural junior high schools has achieved basic coverage, with 89.39% of teachers having participated in various types of training. However, there are significant shortcomings in training quality and sustainability. It can be seen from the overall mean value of the training support system dimension ( $\bar{X}=2.88$ , S.D.=0.91) being at a "neutral" level that the existing support system fails to provide stable and sufficient development guarantees for teachers. The specific manifestations are:

**Insufficient time guarantee:** Only 22.76% of teachers can meet the statutory training duration standard of 72 hours per year. 43.09% of teachers (with 2-5 years of teaching experience) report prominent work-study conflicts. Most training is arranged on weekends or winter and summer vacations, occupying teachers' rest time, and the "training leave" policy is difficult to implement due to the difficulty in adjusting teaching tasks.

**Limited funding investment:** The annual training budget of schools can only cover 1-2 school-level centralized trainings. 81.3% of teachers indicate that they need to bear the costs of high-quality off-campus training themselves. The training funding for non-core subjects (music, physical education, art) accounts for less than 1/3 of that for core subjects (Chinese, mathematics, English).

**Uneven distribution of opportunities:** The proportion of core subject teachers participating in municipal-level and above training (37.4%) is 2.6 times that of marginal subjects; the high-end training opportunities for teachers in township central schools (28.5%) are significantly higher than those in village primary schools (7.3%); backbone teachers have priority in accessing training resources over novice teachers, presenting a Matthew effect of "the strong getting stronger and the weak getting weaker".

**Weakened system implementation:** Although 90% of schools have established a system linking training with performance, the incentive intensity is insufficient (mean value  $\bar{X}=2.95$ ), failing to effectively mobilize teachers' participation enthusiasm. The training system in some schools has become a "paper regulation".

This conclusion is consistent with the research results of Song Qingwen (2024) in B County, Q City, that is, rural teacher training has the common problem of "emphasizing coverage over quality". At

the same time, this study further reveals the structural shortcomings in the distribution of training resources and the implementation of systems in rural areas of central China.

### **Mismatch between Training Design and Implementation, Restricted Practical Transformation Effectiveness**

The overall mean value of the content-form matching dimension is  $\bar{X}=3.51$  (S.D.=0.84), which is at the "agree" level, but there is an obvious imbalance in the internal structure, presenting prominent problems of "three excesses and three deficiencies":

"Excess of theory and deficiency of practice" in content: 68.3% of teachers report that the training content focuses on urban teaching scenarios (such as the in-depth application of intelligent equipment), which is disconnected from rural actual needs; only 31.1% of the training includes practical guidance on common problems in rural classrooms (such as the management of left-behind children and the teaching of weak subjects). 51.01% of teachers believe that the training content is difficult to directly apply to teaching.

"Excess of lectures and deficiency of interaction" in form: Traditional lecture-based training accounts for 79.8%, while interactive forms such as case discussions, practical exercises, and cross-school observations account for less than 30%; due to unstable rural networks (reported by 47.2% of teachers) and aging equipment, the actual effect of online training is poor, with a mean value of only  $\bar{X}=3.08$ .

"Excess of skills and deficiency of psychology" in coverage: Training content focuses on subject teaching skills (mean value  $\bar{X}=4.09$ ), while the psychological needs commonly faced by rural teachers, such as occupational burnout (mentioned by 59.6% of teachers) and identity confusion (mentioned by 48.9% of teachers), are covered in only 8.1% of the training.

In-depth interviews further confirm that the "standardized" courses provided by external training institutions have a gap with the actual rural teaching situation. For example, a principal mentioned: "The differentiated teaching methods used in cities cannot be implemented at all in rural areas where students have weak foundations and small class sizes"; although school-based training is more recognized because it is close to reality (mean value  $\bar{X}=3.20$ ), it lacks expert guidance and systematic design, resulting in uneven quality. This "mismatch between supply and demand" directly leads to low training conversion efficiency, which echoes the view proposed by Liu Liyan et al. (2021) that "teacher training in rural areas in the intelligent era needs to strengthen situational adaptability".

### **Imperfect Management and Evaluation Mechanism, Broken Closed-Loop Improvement Chain**

The overall mean value of the training transfer effect dimension is  $\bar{X}=3.09$  (S.D.=0.83), which is at the "neutral" level, indicating that the training has not effectively achieved the transformation from "learning" to "applying". The core problems are concentrated in:

Lack of follow-up guidance: Only 17.07% of teachers receive continuous guidance after training, and 2.65% of teachers report that there is no support channel when encountering difficulties in application; most schools have not established a linkage mechanism of "training-practice-feedback". For example, a teacher said: "The methods learned in training, when encountering problems in the classroom with no one to answer, are gradually not used".

Formalistic evaluation: Training assessment mainly relies on "submitting experience summaries" (63.4%) and "attendance records" (22.93%), with only 9.63% adopting practice-oriented evaluation methods

such as "on-site lesson presentation"; the evaluation focuses on short-term participation rate (89.39%) rather than long-term changes in teaching behavior (only 32.8% of schools track this).

Weak sustainability of effects: The training effect attenuates significantly after 3 months. Only 28.0% of teachers indicate that what they have learned in training can be applied for a long time, and 39.90% of teachers report that the effect of deepening subject knowledge is not significant. This is highly consistent with the conclusion of "short-term effect of rural teacher training" in the research of Hou Lihua (2020) in B City, Hebei Province.

In addition, there is a problem of "multiple responsibilities and lack of coordination" in training management. Information is not smooth between educational administrative departments, training institutions and schools. 54.04% of teachers report that there is a disconnection between national training, provincial training, county training and school-based training, resulting in duplicate or missing content, failing to form a systematic training system.

### **Unestablished Multi-Subject Collaboration Mechanism, Insufficient Support Synergy**

The overall mean value of the professional development needs dimension is  $\bar{X}=3.51$  ( $S.D.=0.81$ ), which is at the "agree" level, but there is a significant imbalance between individual needs and external support:

Differentiated characteristics of needs: Novice teachers (with 1-3 years of teaching experience) are most in need of training in classroom management ( $\bar{X}=4.26$ ) and basic teaching skills; growth-oriented teachers (with 4-6 years of teaching experience) aspire to improve their educational research ( $\bar{X}=3.92$ ) and curriculum development capabilities; senior young teachers (with 7-10 years of teaching experience) focus on characteristic curriculum construction ( $\bar{X}=3.78$ ) and career planning guidance. However, the existing training adopts a "one-size-fits-all" model, and 50.00% of teachers believe that the training content is not targeted.

Fragmented external support: The professional learning culture in schools has not yet formed (mean value  $\bar{X}=3.22$ ), and there is a lack of independent learning platforms for teachers; the multi-subject collaboration mechanism among the government, training institutions, schools and teachers is missing (mean value  $\bar{X}=3.15$ ), training resources are scattered, and there is a "last mile" problem in policy implementation. For example, an education bureau leader mentioned: "The superior policies are good, but it is difficult to take into account the actual difficulties of rural schools (such as shortage of teachers and insufficient resources)".

Pending stimulation of independent development motivation: Although teachers have a strong sense of individual development ( $\bar{X}=4.03$ ), 37.4% of teachers have insufficient sustainability in independent learning due to lack of external support and incentives, presenting a dilemma of "having the will but no path".

In summary, the professional development training for young rural junior high school teachers has core contradictions of "mismatch between supply and demand, disconnection between process and effect, and imbalance between individuals and systems". The root cause of this contradiction lies in the imperfect support system, unsound collaboration mechanism and unscientific evaluation orientation at the educational management level, which is highly consistent with the theoretical framework proposed by Zhu Xudong (2014) that "teacher professional development needs to build a systematic support network".

### **Future Research Directions**

This study has conducted a preliminary exploration on the professional development training of young rural junior high school teachers, but there are still many issues that need further in-depth research. Future research can be carried out from the following directions:

### **1. Conduct Longitudinal Tracking Research**

The existing research is a cross-sectional study, which is difficult to reveal the long-term change law of training effects. In the future, a longitudinal research design can be adopted to conduct a 1-3 year follow-up survey on the same group of young rural teachers, focusing on the long-term impact of training on teachers' professional knowledge, teaching skills, professional attitudes and teaching effects; analyze the long-term dynamic relationship between factors such as the training support system and the matching degree of content and form and teachers' professional development; explore the long-term effect differences of different training models (such as online training, offline training and mixed training), providing a more scientific basis for the optimization of training models.

### **2. In-Depth Exploration of the Impact Mechanism of Training Effects**

This study has identified the key factors affecting training effects, but has not deeply explored the causal relationship and mechanism of action between various factors. In the future, quantitative methods such as structural equation models can be used to construct a theoretical model of "training support system - content-form matching - training transfer effect - teacher professional development", empirically testing the direct effect, indirect effect and moderating effect between variables; analyze the role of moderating variables such as teachers' individual differences (such as learning style and independent learning ability) and school organizational culture; explore the mediating role of "training transfer effect", clarify the specific path of each factor affecting teacher professional development, and provide theoretical support for precise intervention.

### **3. Focus on the Specific Path of Training Practice Transformation**

The transformation of training content into teaching practice is the key to improving training effects, but the existing research on the transformation path is relatively general. In the future, action research methods can be adopted to track teachers' training practice process in rural schools in depth, analyze the specific obstacles affecting transformation (such as resource constraints, student characteristics and teaching pressure); explore effective strategies to promote transformation (such as coaching guidance, peer assistance and practice communities); develop personalized transformation path models for teachers of different subjects and teaching experience, providing more specific practical guidance for teachers.

### **4. Conduct Regional Comparative Research**

There are differences in rural education environments, resource supply and teacher needs in different regions. The existing research only focuses on rural areas in central China, and the generalization of conclusions is limited. In the future, comparative studies of different regions in the east, central and west can be carried out to analyze the common problems and individual characteristics of rural teacher training in each region; explore the impact of factors such as regional economic development level, educational policies and cultural background on training effects; put forward differentiated training optimization suggestions for the characteristics of different regions, providing reference for the overall promotion of rural teacher training work nationwide.

### **5. Explore Innovative Training Models Empowered by Technology**

The intelligent era provides new opportunities for rural teacher training. Liu Liyan et al. (2021) proposed that 'intelligent technology can optimize the allocation of rural teacher training resources and realize precise training', but the existing research on the specific models of technological empowerment is insufficient. In the future, in-depth research can be conducted on the application of technologies such as artificial intelligence, big data and virtual reality in rural teacher training: develop an intelligent personalized training platform to accurately push training content according to teachers' needs; use virtual reality technology to construct simulated rural classroom scenes to provide immersive practical training for teachers; realize real-time monitoring and dynamic adjustment of training effects through big data analysis of teachers' teaching behaviors and training data, promoting rural teacher training towards intelligence and precision.

## **6. Strengthen International Comparative Research**

Foreign rural teacher training has many mature experiences, such as the "professional learning community" in the United States, the "long-term on-the-job training" in Finland and the "teacher mentoring system" in the United Kingdom. In the future, international comparative research can be carried out to systematically sort out the policies, models and support systems of foreign rural teacher training; analyze the reference ability and localized adaptability of foreign experiences; combine the reality of rural education in China, put forward innovative training schemes integrating international experiences, providing new ideas for the internationalization and modernization of rural teacher training in China.

Young teachers in rural junior high schools are the future and hope of rural education. Their professional development level is directly related to the improvement of rural education quality and the realization of educational equity. Through empirical investigation, this study reveals the current situation, problems and causes of professional development training for young rural junior high school teachers, and puts forward targeted optimization suggestions, hoping to provide reference for educational administrative departments, training institutions and rural schools, and promote the improvement and perfection of rural teacher training work. In the future, it is necessary to continue to pay attention to the professional development needs of rural teachers, constantly innovate training models, improve the support system, escort the growth of rural teachers, and help the revitalization of rural education and the construction of educational modernization.

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