

## Abstract

The purpose of this study was to explore the influences of institutional environment, teachers' abilities and subjective perception on teachers' professionalism in Hong Kong, and to find out whether teachers' level of professionalism would affect their intent to stay in teaching. One hundred and ninety-five ethnic Chinese teachers from various schools were invited to participate in this study by filling in a questionnaire, which was measuring teachers' professionalism, teachers' intent to stay in teaching, and thirteen variables affecting teachers' professionalism. Findings showed that ten variables were correlated with teachers' professionalism. Among the ten variables, role clarity was found to be the strongest predictor for teachers' professionalism. The other weaker predictors were self-esteem, success and recognition, principal support and job satisfaction. When predicting professionalism of teachers in different age groups, role ambiguity was found to be the strongest predictor for teachers of age 30 or below, and success and recognition for teachers above 30. Furthermore, teachers' professionalism was found to be a weak predictor for teachers' intent to stay in teaching. Implications of these findings were discussed.