

Study On Preschool Physical Education Teacher Training Based On One Investigation In China

Wang Nina¹ , Wang Qinglei^{2*}

1 Department of Educational Psychology & Counselling, Faculty of Education, University of Malaya, 50603, Kuala Lumpur, Malaysia, wqlwnn@gmail.com

2 Centre for Sport and Exercise Sciences, University of Malaya, Kuala Lumpur, 50603, Malaysia, vva180004@siswa.um.edu.my

*[*Corresponding author: Wang Qinglei, e-mail: vva180004@siswa.um.edu.my]*

Abstract: The study aims to compare the mode and systems of training for preschool physical education teachers in China and other countries. The study's rationale is to identify the training and its impact on the teacher's perspective. The regulators and institutions make the preschool PE teachers' training policies, while the research is not done to understand the preschool PE teachers' perceptions. The literature shows that there are several types of research done on the topic that shows the different policies adopted by the insertions around the world. The researcher has selected the comprising quantities methods to analyse the data. The questionnaire has been distributed among the preschool PE teachers. It is found from the study that there is policy difference as the preschool teachers need to be trained according to the generic standards. But there are no specific professional standards for preschool PE teachers. So, there is a major difference in the policies of the countries to trading the preschool PE teachers. However, the study's limitation as more teachers could not be included in the research due to Covid-19. Even then, the research has achieved its aims and objectives to present the compare and contrasts between modes and training policies among China and other countries.

Keywords: preschool PE teacher, training mode, preschool physical education.

Introduction

Education is one of the major functions of the state in which the systems are developed to provide better education. Education is considered the pope's basic right with a bright future as the qualification a skill development leads to becoming competitive in the world (Yu, 2009). Currently, China is experiencing the economic transformation in which education is also required to be upgraded for its better future and overall country. Thus different policies are implemented in the country. In this case, preschool education is quite important as it requires to build the skills and get the children on track before entering into the mainstream

The research problem relates to comparing the different modes of training to the preschool

school. In this context, teachers' skills also play an important role in providing better educations (Shi and Englert, 2008). There are two different stages of qualifications in China to be a teacher, as it includes pre-services and in-services training. Chinese and foreign teachers working in China may have to go through different training modes to equip with better skills for the students' education. So, it impacts the perceptions of the teachers as well. Thus, this research paper compares and analyses different training modes for preschool teachers from China's preschools who provide physical education.

Research problem

physical education teachers and analysis the impact on their perceptions from that training.

The Chinese government has made policies and laws to have a compulsion on teachers to pursue a teaching career. The study aims to compare different training modes for preschool physical education (PE) teacher from China and foreign countries while understanding teachers' perceptions. It is also required to analyse the effect of different training modes on the teachers' skills through comparison.

Teachers' training

The teachers training can be defined as a term to upskill the teachers according to the classrooms' requirements and the surroundings. The teachers' edition is necessary for the classes, but it is required to understand the surroundings to meet the students' requirements (Dello-Iacovo, 2009). The Zhang, Chen & Liu (2015) have argued that the major concern for the educational institutions and regulators is to make a balcony between that is required by the teachers and what teachers have got to offer. In this case, the teachers must be equipped with knowledge and skills (Yang and Rao, 2020). However, the scholars have argued that the teachers' training after getting the required edition becomes a demotivation for the teachers because the previous achievements seem useless if further training is required (Zhou, 2014). There can be man impact on the motivational and perceptions of the teachers. Still, it is required to understand that the teachers need to cope with the different surroundings factors to have effective teachers' effective skills. Especially, in the kindergarten and preschool, Teachers need to equip with the extra skills because the studies are mostly teachers centred as the students are at such young ages who cannot learn the academic curriculum not here own. In the preschool children external factors impacting the teacher's skills play an important role. The younger students require more guidance as the preschool is the first professional education students in their lives.

Preschool Teacher Education

Teacher education is aimed at the future aspects in which the teachers' upskilling is required to teach them. The future of preschool education in china and teachers' training based on the

different perspective of china (Pand and Richey, 2007). On the one hand, it has been found that teacher training programs require adapting economic development, meeting the citizen's demands, innovating and singing the world ways to teach the studies (Morrison, 2007). However, it is required to incorporate the culture and national conditions to create a harmonious society under quality and justice principles in China (Rosenzweig, 2009). However, it has been argued that the economic and social status in China's rural areas is not equivalent to the teachers secondary and elementary students, which creates a disparity among the teachers. The research from the kindergartens of China has shown that only 6.13% of the teachers hold a bachelor's degree while 43.02% teacher has completed the two or 3-years college degree (MOE, 2005). Thus, the teacher's training has emerged into professional training for the teachers from China and international locations. In this regard, the regulators have made the policy to train the teachers with different training modes in the country.

Training Modes and Policy for the PE Teachers in China and other Countries

Teacher training and education is an important part of the Chinese socialist education system. The government has created the execution system's priorities as it is considered one of the state's major pillars to deal with the future (Timmermans et al., 2011). The government has made the poleis train teachers with the basic education needs of different types and at different Chinese conditions. Thus, the Chinese education system has embedded the indecent teacher training institutions with its supplementary educational organisations (Kayange & Msiska, 2016). In China, teachers' education is based on two different parts, including pre-service education and in-service training. The pre-service education required the four years of bachelor's dressed while the three-year treacle training requires training from the recognised training institutions (Sánchez-García et al., 2013). The education sensitives conduct the in-service training, and other teachers working in those institutions provide the training.

The training modes include the subject retraining to teacher's training, cultural training, in-class training, and online courses. Into his meagre, institutions like National teachers training programs (NTTP) conduct the training courses in different country societies (Liu et al., 2016). The educational institutions merge their training programs to have better results for the teachers. Though, the scholars have argued that the policy can lead to diversion amounted teachers training and understanding because the modes of training have different impact on the perceptions (Loyalka et al., 2019). The educational institutions with the top tier services and institutional ties can train the teachers to have a positive perception towards the training programs (Chen and Wang, 2013). Moreover, the teachers can hold different capabilities that may be difficult to align with the country's national untrue. Thus, the scholars recommended that scholars have national training programs in which the teachers should be getting training at the same level through a similar mood. For example, suppose the teachers are away from the location of NTTP (Lu et al., 2019). In that case, the course material is provided as the mode of training that has a different impact on the teachers' skill development and perceptions. Thus, it requires to have the changes in China; policy towards the teachers' training as it requires to have the teachers' unanimity from China's different situation.

The studies have been conducted in the context of PE teachers as it is represented as PETE in China. The Chinese system is found to be different from other appears of the word. The preparation for the PETE is conducted in the normal universities and other sports universities in China. The PETE curriculum is standardised in China across all the institutions commencing educational activities under the Ministry of Education (Ward et al., 2018). Furthermore, the teachers the PE teachers in China trained as the content specialists at the start rather than jumping to the generalists. The generalists model is more common throughout the world, which is not followed in China to homogenise the education system. Moreover, the PE teachers in China have to participate in the number of

sports during the first and second year. The sports like soccer, martial arts, and tennis etc. are included and after the first two years, the PE teachers have to select one or two sports for the proper PE training. Furthermore, content training occurs later according to the speculation (MingChang & HuaJie, 2013). Overall, the PETE course includes the different types of sports in which the content education is provided while the institutions' direct method of instructions is used. Overall, research showed that the teachers in China have to conduct the teaching not the content of their sports or on the requirement of content training from the school or institutions. On the other hand, it has been witnessed in other countries like the US that the generalised training is provided to the teachers in different areas to make sure that PE teachers have the awareness about different types of sports being played in the country at the institutions. It has been viewed that China has made the policy for PE teacher training because of the directions from the context as the content specialization is required to enhance the capabilities of teachers (Keating et al., 2020). At the same standard around the country and then making sure that the skills are developed further to those teachers' students. The educational institutions and schools at all level can employ foreign teachers while there is policy associated with the process. According to the country's law and regulations, the institutions need to have the training programs for those teachers (Liu, Liu & Loyalka, 2016). A PE teacher must have the teaching experience in the relevant sports field while participating in the training program conducted under the country's rules (Barış & Hasan, 2019).

However, the scholars have argued that the training standards should be similar for all types of the teachers worldwide because the sports have become a globalised industry in which the athletes from different parts of the world compete. However, the major difference in the PE training of China and other parts of the world is related to a similar training mode or domestic and international sports. The countries like Japan, Australia, and the United Kingdom have different training or PE teachers for different international sports while including generalised

sports. On the other hand, the content training in China is somewhat different that has the similar training for the PE teacher soft all type soft sports and the major reason behind training set up is to get specialised in the international sports as well as local sports (Peng et al., 2014).

Research Methods

The method is used to quantify the numerical data in which the trends and comparison can be conducted (Gray et al., 2007). Though it has the disadvantage of not producing the results' depth analysis, the results are generable to other similar contexts. The researcher has used the quantitative research methodology in the current study to analyse the objective a subjective view of the teacher training in China as it will provide the generalisable results about the teachers' pupations while comparing the policies and modes of training for preschool teachers in China and other counties.

The sampling is done through the stratified sampling for the questionnaires. The stratified sampling has divided the sampling population into two different groups (Meng, 2013). Furthermore, there are 50 respondents to the questionnaire, while four interviewees are selected.

Data Collection and Analysis

The data collection is required to align with the research methods and approach used in the current study. According to the research methods, the researcher has selected the data collection tool, including questionnaire. The questionnaire is used to collect the data about the teachers' perceptions in which the Likert scale is used to compute the results (Krosnick,

2018). Meanwhile, the structure interviews are used to collect comparative data to compare the perceptions of the teachers. It overcomes the shortcomings of each research method and provides the earnable and valid results.

Findings and Analysis

The findings and analysis have two major sections in which the findings from the interviews and questionnaire are presented for the analysis.

The questionnaire that onset soft the ten different questions, including demographic and research base questions, collected from the 50 participants. The statistical analysis's major aim is to analyse teachers' perceptions in the context of policies and modes. It includes the descriptive statistics from the teacher's findings of each category of the teachers included in the sample population.

Relevant Physical Skills Training is Necessary

Table 1 of the deceptive stats shows the different questions asked the research-based question are based on the upskilling, policy son perception in the training of the teachers involved in the preschool of China. The means are above the three, which shows the agreement to the statement as the policies help upskill preschool physical education teachers. Meanwhile, a positive perception of the training infers that PE training is essential and should be based on different periods. However, some teachers do not agree with the statements; most respondents positively impact the perceptions after the training programs.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	50	1.00	5.00	1.7000	.93131
Gender	50	1.00	2.00	1.3400	.47852
Qualification	50	1.00	5.00	2.9200	.89989
Category	50	1.00	2.00	1.5400	.50346
Upskilling1	50	1.00	5.00	3.7200	1.30993
Upskilling2	50	1.00	5.00	3.7400	1.32187
Policies1	50	1.00	5.00	3.7800	1.43271
Policies2	50	1.00	5.00	3.7000	1.54193

Perception1	50	1.00	5.00	3.7800	1.52917
Perception2	50	1.00	5.00	3.4800	1.59387
Upskilling	50	1.50	5.00	3.7300	.82814
Policies	50	1.50	5.00	3.7400	1.06541
Perceptions	50	1.00	5.00	3.6300	1.25279
Valid N (listwise)	50				

Table 1

Moreover, the categorical analysis has also been done in table 2 and table 3. The table below shows that the three were 23 foreign teachers from the set of 50 participants who have strong agreement with the mean of 3.91. in addition to that, the agreement level is relatively lower in

the Chinese teacher's case in the mean of 3.38. Though, there is a lower mean for the Chinese teachers as there is an impact on policies and modes on the teachers' perceptions for preschool PE teachers in China.

Category = foreign teacher

Statistics^a

Perceptions

N	Valid	23
	Missing	0
Mean		3.9130
Median		4.5000
Std. Deviation		1.09391
Range		3.00
Minimum		2.00
Maximum		5.00

a. category = foreign teacher

Table 2

Category = Chinese teacher

Statistics^a

Perceptions

N	Valid	27
	Missing	0
Mean		3.3889
Median		3.5000
Std. Deviation		1.34689
Range		4.00
Minimum		1.00
Maximum		5.00

a. category = Chinese teacher

Table 3

Table 4,5,6 and 7 show the results of comparative means for both types of teachers. The individual responses are analysed in the tables above. Still, it is required to have the

collective analysis to understand if there is a difference in the teachers' impact on the perceptions from both categories. The ANOVA table is most important that gives F's acceptable value, but the significance level is high, which rejects the disparity in the perceptions. It infers

that the perceptions of both types of teachers have similar to the tinting. It can also be analysed as, though there are some changes in policies and modes of training for both types of teachers. Still, the impact on perceptions does

not differ as both categories agree on with training as the essential tool towards the education of the preschool children who are receiving physical education.

Case Processing Summary

		Included		Excluded		Total	
		N	Percent	N	Percent	N	Percent
Perceptions	* Category	50	96.2%	2	3.8%	52	100.0%

Table 4

Report

Perceptions

Category	Mean	N	Std. Deviation	Median
Chinese teacher	3.9130	23	1.09391	4.5000
Foreign teacher	3.3889	27	1.34689	3.5000
Total	3.6300	50	1.25279	3.5000

Table 5

		Sum of Squares	df	Mean Square	F	Sig.
Perceptions * Category	Between Groups (Combined)	3.412	1	3.412	2.229	.142
	Within Groups	73.493	48	1.531		
	Total	76.905	49			

Table 6

Measures of Association

	Eta	Eta Squared
Perceptions * Category	.211	.044

Table 7

Discussion and Analysis

The findings showed that there are somewhat different Chinese and foreign teachers' policies because of the difference in the policies and culture. The literature reviews also discussed the importance of culture to be adopted by the PE teachers in China in which homogeneity is aimed by the government (Zhang et al., 2015). Moreover, the major difference found in Chan and other countries' training is related to content knowledge and generalised training. As in China PE teachers get the content knowledge in

training about specific sports rather than become jog a vernalised PE teacher likewise in other countries.

The content knowledge s provided about all sports, which leads to the selection of one for the specific training. The focused training is base don't he specific section of sports by the institutions according to the surrounding culture. The literature review depicts that there is a positive impact of training on the perceptions of all types of teachers (Yu, 2009). The results from the current study also show that there is a

positive impact on the teacher's perceptions from both categories. The impact on the foreign teacher's perceptions is weaker than the Chinese teachers until there is a positive impact on the perceptions. There is one reason behind the relatively weaker impact on the perceptions as found in the literature review (Liu et al., 2016). It has been discussed that the perceptions get generalised for Chinese teachers as the specific training about sports is applicable in different parts of the country while in foreign countries generalised training is given about sports while there is an impact of specific culture which shows major differences in the training modes.

Conclusion

The study's major aim was to compare the different modes of training for the teachers for physical preschools students in China while analysing the impact on the policies' perceptions. It has been found that there is no difference in the aim of both types of teachers' perceptions while there is a higher level of agreement, onwards the process from the Chinese. The teachers have more importance in preschool children. The children at the later ages have the developed minds who can influence the surroundings while the early age children have to learn from the teachers. Thus the understandings of the culture a surrounding factor is necessary for the foreign and Chinese teachers. Moreover, the findings have been conducted through two different methods of questionnaire and interviews. The method has provided enough results to attain the study's objective in which there is some difference exodus in the perceptions. At the same time, collective data shows no difference in the impact of the two different categories. Overall, the study's purpose has been achieved in which the modes are majorly preschool physical teachers' training. Simultaneously, the combination of methods is used to train Chinese PE teachers for a preschool student in China. However, the regulators require both teachers to go through specific training in which content knowledge is more important for the Chinese PE teachers.

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