


Problems of Physical Education Teachers' Professional Education in China

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Abstract

The article deals with the study of the influence of the received pedagogical education on the effectiveness of further teaching work in various pedagogical institutions of the PRC. In the PRC, as a rule, training takes place before employment as a teacher, as well as training directly during work. The purpose of these events is to give future teachers the opportunity to acquire the knowledge and skills necessary for teaching and classroom management, and ultimately to contribute to the development of personal pedagogical skills. Pre-employment education is also called pedagogy, which has been a distinct form of higher education since the founding of New

China. The status of a teacher prior to employment is ensured directly by the level of education in an educational institution followed by obtaining the appropriate degree, the motivation in education of the appropriate level of the institution granting the degree, the direction of academic education in a professional direction, qualifications and the desire to continue education at the workplace. The effectiveness of solving such a question was determined using the self-report of the respondents. The results of the study indicate that the academic qualifications of teachers mostly meet the standard, but the number of teachers in certain subjects, including physical education, is still insufficient. The education level of the majority of teachers largely meets the training requirements, but the quantitative indicator still needs to be adjusted. There is a serious shortage of physical education teachers in China's primary and secondary schools, which stands in stark contrast to the government's request to increase courses and classes in physical education and basic health. Therefore, in the future of the People's Republic of China, it is necessary to change the concepts and focus on the training of physical education teachers. The obtained results can be useful for those institutions that are currently working on increasing the number of professional teacher training courses with the appropriate number of training hours.

Keywords: *education; teacher physical culture; People's Republic of China; employment; motivation*

Introduction

For government of the People's Republic of China (PRC), the academic qualifications and status of teachers have always been an important aspect of the activities of the Ministry of Education, provincial and municipal education management departments. In China, as a rule, training takes place before hiring a teacher, as well as training directly during work. The purpose of these events is to give future teachers the opportunity to acquire the knowledge and skills necessary for teaching and classroom management, and ultimately to

contribute to the development of personal pedagogical skills. Pre-employment education is also called pedagogy, which has been a distinct form of higher education since the founding of New China.

Researchers have conducted many studies on this issue. These studies cover many areas related to the learning process, such as the organization of the education system, the purpose of training, the parameters of the curriculum and the actual implementation of training in the PRC. Among them, a lot of attention is paid to the issue of discussing the

formation of the curriculum. Many authors in their works investigated the problems of various levels of education in the People's Republic of China (Darling-Hammond, 2006; Gu et al., 2007; Garet et al., 2001). However, in the absolute majority of scientific periodicals of Ukraine, the education system in the People's Republic of China is covered in an extremely limited way. One of the sources that quite regularly publishes materials on the Chinese education system is the magazine "Pedagogy" (Shulman, 1987; Ball et al., 2008; Wei et al., 2009), but electronic sources prevail most. Highlighting previously unresolved parts of the overall problem. However, despite decades of debate, experts have still not reached a consensus on certain issues. These are such issues as the ratio of subject courses in the curricula, the correctness and effectiveness of educational training and internships, namely, the analysis of the problem of pedagogical education of physical culture teachers of the PRC.

The purpose of this article is to determine the influence of the received pedagogical education on the effectiveness of further teaching work in various pedagogical institutions.

Materials and Methods

The study aimed to assess the impact of pedagogical education on the effectiveness of teaching in various educational institutions across the People's Republic of China (PRC). A mixed-method approach was adopted, utilizing both quantitative and qualitative research methods to gather comprehensive data on the subject.

Sample and Participants

The study involved a representative sample of educators currently employed in primary and secondary schools in the PRC. The participants were selected from different regions, ensuring a diverse representation in terms of geographical location, school type, and subjects taught. The sample included teachers with varying levels of experience and educational backgrounds,

allowing for a comparative analysis of the influence of different types and levels of pedagogical training.

Data Collection

Data was collected through a combination of self-reported surveys and structured interviews. The survey was designed to capture quantitative data on the academic qualifications of the teachers, the level of their pedagogical education, and their perceptions of its effectiveness in their teaching practice. The structured interviews provided qualitative insights into the teachers' experiences with their pre-employment and in-service training, as well as their views on the adequacy of their preparation for the teaching profession.

The survey included questions about the teachers' educational background, the specific content and duration of their pedagogical training, their current teaching roles, and their self-assessed effectiveness in various aspects of teaching and classroom management. The interview questions focused on the participants' reflections on how their pedagogical education influenced their teaching effectiveness and their suggestions for improving teacher training programs in the PRC.

Data Analysis

The quantitative data from the surveys were analyzed using descriptive and inferential statistical methods. Descriptive statistics were used to summarize the demographic information of the participants and their educational backgrounds. Inferential statistics, including correlation and regression analyses, were employed to examine the relationship between the level of pedagogical education and teaching effectiveness.

Qualitative data from the interviews were analyzed using thematic analysis. This method allowed for the identification of recurring themes and patterns related to the teachers' experiences with their pedagogical training and its impact on their professional practice. The thematic analysis also highlighted the challenges

and areas for improvement in the current teacher education system in the PRC.

Ethical Considerations

The study was conducted in accordance with ethical guidelines for educational research. Participation was voluntary, and informed consent was obtained from all participants. The anonymity and confidentiality of the respondents were strictly maintained throughout the research process. Additionally, the study received approval from the relevant educational authorities in the PRC, ensuring that the research adhered to local regulations and standards.

Results

The status of a teacher prior to employment is ensured directly by the level of education in an educational institution followed by obtaining the appropriate degree, the motivation in education of the appropriate level of the institution granting the degree, the direction of academic education in a professional direction, qualifications and the desire to continue education at the workplace. The effectiveness of solving such a question is analyzed by us in the research, it was ensured by the self-report of respondents according to five levels of evaluation from high to low: "very good", "good", "general", "bad" and "very bad". Of course, teachers' pedagogical effectiveness can be reflected in many aspects of observation and information, but our research is limited to the content of the teacher status questionnaire, so the self-reported information is used. The effective sample of this survey is 11190 people, a sample of teachers primary, middle and high school in 5882, 3727 and 1581, respectively, which is 52.6%, 33.3% and 14.1% of the total sample PRC. Samples were taken from nine provinces and autonomous regions: Heilongjiang, Tianjin, Gansu, Hubei, Sichuan, Guangxi, Jiangsu, Shandong and Shanghai. For example, figures published by the Ministry of Education in 2008 show that in 2007 there were 10.52 million full-time teachers in regular primary and secondary schools, including 5.613 million in primary schools, 3.464 million in secondary schools and 1.443 million in high school. This means that the sample of this survey is sufficiently informative. When analyzing data, statistical software SPSS16.0 is

used for calculation. The results of the survey show that the proportion of primary and secondary school teachers in the PRC who have obtained a higher education and work in junior high schools is 0.3%, in technical high schools 7.5%, technical colleges or senior high schools, in junior high schools 35.7%, in bachelor's 55.7% and 0.8% among graduates. It can be seen that obtaining a higher education is relevant for every teacher. At the same time, the survey also revealed another interesting phenomenon: the share of these teachers with a degree is only 17.3%. In other words, out of 55.7% of teachers with a bachelor's degree, only 17.3% of teachers have a higher degree. It can be assumed that almost two-thirds of teachers obtained their higher education before employment, and the rest obtained it in absentia during their stay at the workplace. Looking at the primary school level, the situation is different. The presence of higher education prior to employment among teachers of elementary grades and training courses is as follows: junior high school classes make up 0.2%, technical schools, technical colleges and high school made up 13.3%, junior colleges - 51.2%, undergraduate students - 35.1%, graduate students - 0.2%. Among high school teachers: junior high 0.4%, technical school or high school 1.3%, junior college and 25.0%, undergraduate 72.6%, and graduate 0.7%. The corresponding number among teachers of senior classes and courses: in junior high school 0.5%, in technical colleges or senior high school 0.3%, in junior high school 3.4%, in undergraduate 92.6% and 3.3% in graduate school. The survey also found that the proportion of elementary school teachers, junior high school teachers, and senior high school teachers with degrees was 5.3%, 18.1%, and 59.9%, respectively. Compared to their bachelor's degree or higher, the gaps are 30.0%, 55.2%, and 36.0%. Obviously, there is the biggest gap among junior high school teachers. Local pedagogical colleges are the main training institutions for future teachers. Graduates of these colleges make up 76.1%, 63.2% and 59.1% of secondary, junior and primary school teachers, respectively. In addition to local colleges and other types of institutions, such as conventional universities directly under the Ministry of Education, there are so-called "unconventional" foreign schools, colleges, and private colleges and universities. However, local teacher training colleges are still the main

training institutions for basic education teachers in China. The share of teachers who graduated from "non-standard" universities directly under the Ministry of Education and local "non-standard" universities is 1.1% in primary schools, 4.5% in junior and middle schools, and 7.8% in high schools, which shows that the open system of teacher education, which the government is trying to create, has also not been formed. But the emergence of "unusual" colleges has been declared by the government as an important driving force in teacher education in China. In general, the distribution of academic education of teachers by professional direction mainly corresponds to the subject focus of different levels of schools. Among primary school teachers, the share of Chinese language specialties is the highest – 37.4%, followed by elementary education (20.8%), pedagogy (9.2%) and mathematics (5.1%). The main reason for most Chinese professional teachers is that language courses in primary school are relatively the most common. In recent years, the reform of pedagogical education has mostly affected primary school education and pedagogy. In fact, teachers with these two specialties can teach Chinese as well as mathematics, English and other subjects. Among junior high school teachers, the order of professional distribution of teachers is Chinese language (28.3%), foreign language (16.3%), mathematics (14.3%), physics (5.9%), politics (4.9%), sports (4.0%), history (3.7%), chemistry (3.5%), art (3.5%). This distribution basically corresponds to the distribution of class hours for each subject in secondary school. It is surprising that the share of biology hours is only 2.0%, which is incomparable to the share of study hours according to the curriculum plan. According to the plan for the development of general education programs of compulsory education, biology should be equivalent to the subject "physics". In addition, the proportion of teachers majoring in History is relatively low, and the proportion of Chinese language majors is too high. Among the teachers of senior classes – the professional distribution of teachers by growth – Chinese language (20.0%), foreign language (14.4%), mathematics (14.2%), history (6.8%), physics (6.6%), chemistry (6.3%), biology (5.7%), politics (5.6%), geography (4.3%), art (3.7%),

computer (3.5%), sports (3.0%). It is obvious that the share of teachers in three subjects (Chinese language, mathematics and foreign language) is the highest. According to the Chinese curriculum plan for senior classes, the order of hours in each subject from high to low is: Chinese, mathematics and English, then physics, chemistry, history, geography, sports and health, politics and biology. From this comparison, we can find that the share of hours of classes in most subjects mainly corresponds to the professional training of teachers. It is worth noting that whether it is a primary or secondary school, the share of hours of physical education and health classes is quite large, but the share of teachers with relevant education is insufficient. There can be two reasons for this situation: one of them is that the school does not provide enough hours of physical education according to the curriculum plan, of course, this does not require too many professional physical education teachers. Second, teachers who receive education in other specialties teach physical education. The vast majority of working teachers have qualification certificates. High school teachers in and primary school teachers who did not receive qualification certificates is only 2.3% and 1.3%, respectively. This means that significant progress has been made in the professional development of primary and secondary school teachers in China. The subject distribution of teacher qualification certificates at all levels mainly corresponds to the corresponding level of the curriculum and the requirements for the subject area. In high school, there are 9 main subjects – Chinese language (19.1%), mathematics (14.2%), foreign language (13.7%), chemistry (7.7%), physics (6.9%), history (6.7%), politics (6.2%), geography (4.9%), others (9.9%). In junior high school classes, there are 6 main subjects – Chinese language (24.9%), mathematics (20.6%), foreign language (16.3%), physics (7.2%), politics (5.7%) and others (4.3%). In primary school, 4 main subjects are Chinese (39.3%), mathematics (33.7%), others (4.8%) and music (4.1%). It is interesting to note that the share of "other" options is relatively high at the three school levels. This is explained by the absence in the questionnaire of some subjects taught by teachers, so their answers are referred to the "other" item. The

essence of professional training of teachers for employment and training at the workplace is mainly to master various courses that are closely related to the acquisition of pedagogical knowledge and skills. The survey shows that of the eight training courses offered, the vast majority of teachers in schools at all levels participated in training in only a few of these courses.

Discussion

The proportion of those who did not participate at all is 1.1% in the elementary school group, 0.6% in the junior high school group, and 0.8% in the high school group. This shows that the implementation of such training courses at the stage of academic education is relatively good. School teachers at all levels of education have a small difference in participation in different educational courses. The rating of educational courses from the highest is as follows: psychology, principles of pedagogy, educational materials and teaching methods, pedagogical practice, pedagogical skills and learning technologies. This reflects greater similarity between the curriculum for primary and secondary school teachers and the teacher training curriculum. In China, on-the-job training of new teachers is a necessary activity carried out by provinces and cities. The Ministry of Education issued Order No. 7 "Regulations on Continuing Education of Primary and Secondary School Teachers", issued in September 1999, which specified that the training time for new teachers should be at least 120 hours. Thus, the percentage of primary school teachers who did not participate in training was 15.3%, in junior high school classes - 10.5%, in the group of senior classes - 10.5%. Also, the ratio of school teachers who participated in the training is not the same. The primary and junior high school groups have the highest share, which is 31.1% and 30.9%, respectively, while the senior high school group has 37.2%. However, the obtained results are not optimistic. The professional status of new teachers in schools is still far from what is needed. In general, the training of new teachers at workplaces at all levels does not meet the established requirements. In addition, it can also be noted that the social and economic

status of teachers are not the main factors influencing teaching motivation. The factor that really reflects the subjective motivation of the teacher towards professional growth is the preference of "their own ideal". This factor occupies a central place at all levels of education. The relationship between the professional education of teachers and the subjects they teach is also interesting. In primary school, teachers who have completed courses in Chinese language, mathematics and foreign languages make up the largest proportion. Next come the teachers who have special professional education also in Chinese language, mathematics and English language. This shows that among primary school teachers, teachers of the three main subjects are more consistent in their teaching and are more professionally selected. It is worth noting that physical education is taught by teachers who have a completely different professional education. Graduates of the faculties of physical education make up only 4.1%. This means that physical education is taught by other teachers by profession, and this explains the absence of professional physical education teachers. In the junior high school classes, teachers of basic subjects such as Chinese, mathematics, English, physics, chemistry, history, geography, ideology and morality mainly receive education in the relevant specialty with the possibility of further extension. Among teachers of ideological subjects, the share of graduates majoring in philosophy is higher than the share of graduates in political sciences. It is also worth noting that among physical education teachers, graduates of "other specialties from social sciences" are the most employed, followed by graduates of physical education specialties. In secondary school, most of the main subjects are taught by graduates of the relevant professional specialties. It is interesting that only 2.0% of sports graduates work in the field of their education, 2.2% are engaged in history and social disciplines, and 95.8% are engaged in "other courses". It is also worth noting that almost half of the graduates of educational programs in pedagogy specialize in teaching physics and chemistry. The data also show that the higher the level of the school, the higher the degree of coherence between the

courses of higher education institutions and the school curricula. In other words, the higher the level of the school, the higher the professionalism of the teachers.

Conclusion

The academic qualifications of teachers in the People's Republic of China generally meet the standard, but the number of teachers in certain subjects is still insufficient. Although the educational level of most teachers is basically in line with the requirements of teacher training, the number of teachers in different subjects still needs to be adjusted. First of all, there is a shortage of biology teachers in the junior high school classes, which is extremely large and needs to be supplemented. Second, there is a serious shortage of physical education teachers in primary and secondary schools, which is in stark contrast to the government's request to increase courses and classes in physical education and health. Therefore, in the future of the People's Republic of China, it is necessary to change the concepts and focus on the training of physical education teachers. It is recommended to increase the number of physical education teachers to work in primary classes. Pedagogical colleges are still the main link of primary teacher education, and a competitive model of teacher education has not yet been formed. Based on the current situation, the advantages of non-standard colleges in pedagogical education have not yet become obvious, and their social reputation in the market of pedagogical services has not yet been fully recognized. Regular colleges, especially local ones, are still the main place of teacher training for employment. On the one hand, this finding may lead to the PRC continuing to establish and maintain standard teacher training colleges and universities, and on the other hand, it may lead to a change in the government-backed policy of universities participating in teacher training. The original intention of the government was to gradually change the position of ordinary schools in the field of teacher education, but the facts show that such a goal was not achieved. The above

data show that a teacher's academic qualification and pre-service training, as well as on-the-job teacher training, all contribute to effective teaching, but from the point of view of the number of teaching hours of the training course, this is not really obvious. Of course, in general terms, it can be said that higher education, pre-employment training, a certain number of hours of on-the-job training are not useless for improving teacher training. The performance of teachers who have completed postgraduate studies has been found to be significantly higher, significantly higher than that of those who teach in senior years and below. This is especially evident at the primary and secondary school and higher education levels. However, there is an opinion that questions such a relationship, and considers the presence of highly educated primary and secondary school teachers only a status sign of an educational institution. Of course, it should be taken into account that the teaching staff of the PRC school independently determines the results of the teacher's work, and there is still a lack of information for external evaluation. Although there is evidence that teachers who have completed a 4-year pre-service training course have, on average, slightly higher pedagogical effectiveness than teachers with less training. Such information may be useful for those institutions of the PRC that are currently working on increasing the number of professional courses with the appropriate number of training hours. Prospects for further research in this direction. Prospective areas of research in this direction include a further detailed study of the mechanisms of reforming the field of physical education teacher training in China with the subsequent use of positive experience in the education system of Ukraine.

Conflict of interests

No conflict of interest.

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