

THE DILEMMA AND COUNTERMEASURES OF THE PROFESSIONAL DEVELOPMENT OF RURAL PRESCHOOL TEACHERS

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Abstract

Pre-school education is the foundation of basic education and has an important impact on the development of education in China. With the full development of all aspects of China's career, the development of preschool education can be said to be "rapidly changing", especially the momentum of development of urban preschool education is very good. Not only that, China from the government to the education authorities at all levels, also pay more and more attention to the development of preschool education, through the same time, more attention to the professional development of early childhood teachers, for the current kindergarten to build a high-quality early childhood teacher team to help. However, from the reality, there are still some problems in the professional development of early childhood teachers, which restrict the development of preschool education.

The focus of this selection is the current situation of the professional development of early childhood teachers. This study is based on the Professional Development Standards for Kindergarten Teachers (for Trial Implementation), and conducted an analysis and survey on the current situation of the professional development of early childhood teachers in kindergartens in X city, Henan province, and used literature analysis, statistical methods, questionnaires and interviews to The study also used literature analysis, statistical methods, questionnaires and interviews to analyse the current situation of the professional development of kindergarten teachers in public kindergartens and to put forward some suggestions and recommendations to better promote the professional development of kindergarten teachers in the city.

Keywords: early childhood teachers; professional development; rural preschool teachers

Problem statement

As people's understanding of early childhood education deepens, there is a greater demand for early childhood education, and the state is gradually accelerating the development of early childhood education in order to adapt to the development of education and to meet people's needs for early childhood education. has become the key to developing early childhood education in the new era. Traditional teacher development theories emphasise the role of external forces in promoting teacher development, advocating the promotion of teacher development through teacher education, post-service training and teacher management and evaluation, neglecting the subjectivity of teacher development and failing to fully mobilise teachers' awareness of their own development. In today's accelerated development of the early childhood teaching profession, it is clear that the traditional view of teacher development no longer meets people's requirements for teacher development. With the promotion and popularisation of the concept of teacher professional development, people gradually realise that

only by acknowledging and respecting the subjectivity of early childhood teachers, fully mobilising their initiative and allowing them to achieve independent development can they better promote the development of early childhood education.

Based on the above this paper poses three questions.

1. How does the personal background of early childhood teachers affect their professional development?
2. How does the quality of professional development of early childhood teachers affect their professional development?
3. Do kindergarten factors affect teachers' professional development?

Purpose of the study

Early childhood education is the foundation of basic education, and it is a lifelong foundation that influences the development of a person's life, while early childhood teachers play a role in early childhood education. On the other hand, early childhood teachers are expected to use their professionalism to influence and educate young children, to promote their development and to lay the foundations for their future, and to actively develop themselves and improve their professionalism in any way. However, in reality, most teachers have a weak awareness of professional development, lack of initiative in professional development, lack of effective planning for their own professional development, and a lack of effective reflection on their own professional development. The purpose of this study is to draw the attention of early childhood teachers to their own professional development and to raise their own awareness of professional development.

Research hypothesis

- (1) The relationship between the personal background of early childhood teachers and their professional development shows a positive correlation
- (2) The quality of early childhood teacher professional development is positively correlated with teacher professional development
- (3) Good kindergarten factors show a positive correlation with teachers' professional development

Research benefit and significant

This study investigates the current situation of kindergarten teachers' professional development, explores the factors affecting their professional development, and proposes effective ways to promote their professional development according to the problems that exist in the study. The study aims to help kindergarten teachers to make a reasonable choice of factors that are conducive to achieving professional development, to raise their awareness of professional development, to mobilise their initiative, to enable them to be the masters of their own development and to promote their professional development, and to provide practical references and suggestions for education departments and early childhood education institutions to formulate relevant strategies.

Theory and literature review

Theory

Maslow's Hierarchy of Needs

Maslow, an American social psychologist and representative of personality psychology, referred to the hierarchy of needs in his book "A Theory of Human Motivation" published in 1943. Maslow believed that human needs can be divided into two types, one is simple lower level physiological needs and the other is higher level needs. The basic human needs mainly include physiological needs, safety needs, belonging and love needs, intellectual and aesthetic needs and self-actualisation needs.

Maslow's Hierarchy of Needs theory tells us that teachers' needs are constantly evolving, and only after the lower-level needs are met will teachers pursue higher-level needs. Therefore, kindergarten managers should meet the lower level needs of teachers. The current needs of teachers are mainly to meet the needs of family life, so kindergarten managers must pay attention to the development needs of teachers, meet the current needs of teachers, improve teachers' salaries and create a basis for teachers to pursue higher level needs.

Fuller's stage theory of levels of concern

Pre-teaching stage: This stage is characterised by teachers focusing on their original role and being in a state of imagination about their role as they have no teaching experience or experience.

Survival stage: This stage is concerned with the survival of the teacher and the recognition of her colleagues and leaders, and the pressure and effort required to gain the recognition of the leaders and colleagues.

Contextualisation stage: Teachers at this stage are concerned with how to successfully complete their teaching tasks or what methods they can use to better teach their students, and will take the initiative to apply some teaching techniques to their teaching activities and to consciously observe the effects of their teaching. However, it is important to note that at this stage the teacher is not so much concerned with the learning outcomes of the students as with the effectiveness of their own teaching activities.

The student focus stage: Teachers at this stage begin to pay real attention to their students, not only in terms of the effectiveness of their teaching, but also in terms of how they respond to it. This means that teachers not only need to speak well, but also to ensure that students learn what they know. However, when some teachers first enter teaching, they fail to really care about their students in the teaching process and only after they have worked for a while are they able to make adjustments to problems in the teaching process based on their own experience. This change in the stage of teacher development must be based on a certain amount of practical exercise, and it is only in the process of dealing with practical problems that one can truly recognise the importance of caring for students and really care for them.

Teacher career cycle theory

Burton interviewed 15 teachers in grades K-6 with 4-20 years of experience, with an average of 12 years of experience. Based on the results of the interviews, Burton divided the teachers' careers into three stages: survival, adjustment and maturity.

The Stages of Teacher Development theory states that teachers' professional development

is a gradual process and that teachers' professional development follows certain rules. Teachers at different stages of development have different developmental requirements, so it is important to understand the current stage of development of teachers and to develop reasonable training programmes according to their stage of development. Teachers at different stages of development have very different teaching abilities and teaching methods, and teachers of the same teaching age or title may have different teaching abilities and require different external support, so it is necessary to determine the stage of development a teacher is at according to his or her level and to develop a reasonable training programme according to his or her level of professional development. Teacher professional development is an inherent and continuous process and should therefore be evaluated holistically.

Literature review

Through reviewing domestic and international literature, I found that research on teachers' professional development has gradually become richer, and I have gained the following insights.

First, the subjectivity and initiative of teachers in professional development has gradually been emphasized, and research on teachers' autonomous professional development has deepened, from the macro-theoretical level to the micro-practice level, gradually moving deeper into the deeper areas of teachers' professional development.

Secondly, the research covers a number of aspects, mainly including research on the current situation of teachers' professional development, research on strategies to promote teachers' professional development and research on factors influencing teachers' professional development.

Thirdly, in terms of the research pairs, they mainly include university teachers, primary and secondary school teachers and kindergarten teachers, etc. In general, the research objects are gradually enriched, diversified and hierarchical.

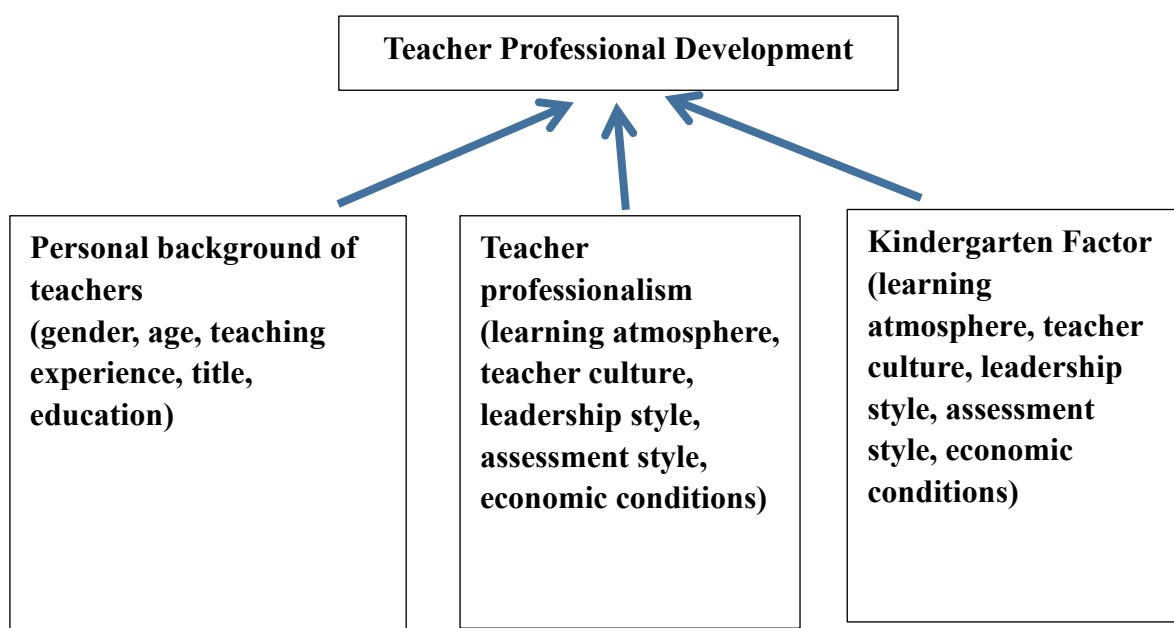
Fourthly, in terms of research methods, the existing research methods are gradually enriched and diversified, mainly case studies, narrative studies, questionnaires and interviews, etc. Researchers have begun to shift from focusing on theoretical analysis to focusing on empirical research.

Although teacher professional development has gradually attracted the attention of domestic scholars in recent years, and relevant research has become more abundant, compared with foreign countries, relevant research in China has started late and has a low starting point. The majority of existing studies have been conducted with university and primary and secondary school teachers as their subjects, while fewer studies have been conducted with early childhood teachers as their subjects. Although researchers have gradually begun to focus on empirical research on teachers' professional development, most of them have only conducted descriptive analyses of the data obtained, combined with interviews and their own experiences, to further analyse the factors and issues affecting teachers' professional development, preferring theoretical discernment and intuition, and lacking further analysis of issues related to teachers' professional development. Therefore, based on practice, this study uses a combination of qualitative and quantitative research methods to understand the professional development of teachers, and also uses relevant data analysis to analyse the factors influencing the professional development of kindergarten teachers from three aspects: the background of

kindergarten individuals, the quality of kindergarten teachers' professional development, and the kindergarten, in order to enrich the theory in this area. The study also uses data analysis to analyse the factors that influence the professional development of kindergarten teachers in terms of their background, the quality of their professional development and the kindergarten.

Conceptual framework

This study used professional development as a mediating variable. A questionnaire was used to analyse the influence of teachers' personal background, professional quality and kindergarten factors on teachers' professional development in X city, Henan Province. Through the analysis of the study results, relevant countermeasures and suggestions for teachers' professional development are proposed.



Research findings

Basic characteristics of the current state of professional development of kindergarten teachers

Based on the above analyses and the results of the interviews, this study concluded that the following characteristics exist in the current situation of professional development of kindergarten teachers in X city, Henan Province.

The overall situation of the professional development of kindergarten teachers is relatively good, and the scores show that the level of professional development of kindergarten teachers and the specific dimensions of their professional development are in the middle to high level, which indicates that kindergarten teachers recognize the value of professional development and can take the initiative to demand their own professional development. However, we should also note that there are still some gaps in the autonomy of kindergarten teachers' professional development and in the various dimensions of their professional development, so there is still room for further improvement.

Although most early childhood teachers are able to actively seek professional development, there are still some early childhood teachers within the teacher community who are confused, unwilling to acknowledge or do not recognize the value of professional development, and do not have a clear plan for their own professional development, let alone being able to reflect on and effectively regulate their professional development process in a timely manner.

Overall characteristics of the role of each influencing factor on the professional development of ECE teachers

The role of these factors in the autonomy of teachers' professional development and their characteristics are manifested in the following ways.

The main factors that influence the professional development of kindergarten teachers in terms of their personal background are age, years of teaching experience, education, job title, and level of kindergarten institution. The gender of the kindergarten teacher, the type of institution and the location of the kindergarten had little impact on the overall professional development of kindergarten teachers.

Age has a significant impact on the professional development of kindergarten teachers. In general, the overall level of professional development of kindergarten teachers increases with age, although it decreases between the ages of 35 and 40, but begins to increase again after the age of 41.

Age has a certain degree of influence on the professional development of kindergarten teachers. However, the overall level of professional development of kindergarten teachers fluctuates with age. After 11-15 years of service, teachers experience burnout and their level of professional development decreases. After 15 years of service, the total level of professional development tends to rise again.

Education has a significant impact on the professional development of early childhood teachers. Although the dimensions of total autonomy, reflection on professional development, and regulation of professional development of early childhood teachers increase with education, we should also see that the awareness of professional development of early childhood teachers tends to decrease with the increase of education,

Job title has a significant impact on the professional development of early childhood teachers. With the exception of professional development awareness and professional development planning, which are less affected by changes in job title, the other three dimensions, including the total autonomy of early childhood teachers' professional development, are affected by changes in job title, and overall, the total autonomy of early childhood teachers' professional development increases as their job title increases.

The different levels of kindergarten have an impact on the professional development of teachers. In particular, there is a clear impact on teachers' awareness of professional development and on their actions, and in general the total autonomy of teachers' professional development increases with the level of the kindergarten.

Motivation for professional development, professional identity, perceptions of professional development and feelings of efficacy in professional development are core factors that influence teachers' autonomy in professional development and are direct and significant predictors of teachers' total autonomy in professional development.

Interest motivation and value motivation can effectively improve teachers' professional development, and certain crisis motivation can enhance teachers' professional development awareness, professional development actions and professional development reflection. This suggests that the use of external incentives to promote teachers' professional development may be counterproductive.

Professional identity is an important factor that influences the professional development of early childhood teachers, and a high level of professional identity is conducive to the improvement of their professional development autonomy. I am improving my professionalism because I like my job and I feel that I should make myself better so that I can be better at my job and teach the children well". From the interview with Z, we can also see that when teachers love and believe in their profession, they will actively and spontaneously pursue their own professional development.

Professional development efficacy and perceptions of professional development are highly positive predictors of teachers' professional development, and teachers' confidence in their own abilities and a lifelong learning outlook on professional development are also conducive to increased levels of professional development autonomy.

The learning climate, teacher culture, leadership style, evaluation style, economic conditions of the kindergarten and the support of the kindergarten have a significant impact on the professional development of early childhood teachers.

The learning atmosphere and teacher culture in kindergartens have an important impact on the level of autonomy of kindergarten teachers' professional development. A good learning atmosphere and a teacher culture of cooperation, sharing and mutual support are conducive to the enhancement of kindergarten teachers' autonomy in professional development. During the interview, Ms. L also said, "Actually, I feel that the learning atmosphere is quite important. We can also see from Ms L's response that a good learning environment has a positive impact on teachers, and that when they are in an environment with a strong learning environment, they will actively pursue their own development under the influence of the group.

In terms of leadership styles, different leadership styles have different effects on teachers' professional development, with democratic leadership styles being more conducive to enhancing teachers' professional development autonomy. Strict leadership does not enhance teachers' professional development, but rather reduces their autonomy.

The developmental evaluation had a significant positive effect on teachers' professional development and was more conducive to the improvement of teachers' professional development autonomy. Summative evaluation did not have a significant impact on teachers' professional development.

Discussion and conclusions

Discussion on the current state of professional development for kindergarten teachers

This indicates that although teachers have formed correct professional development values, set professional development goals, formulated professional development plans and taken the initiative to reflect on and control their own professional development process, they are less able to carry out professional development activities, implement professional development plans and achieve their professional development goals. However, teachers'

performance is poor in terms of carrying out professional development activities, implementing professional development plans and achieving professional development goals. Although teachers have a good sense of development and a strong capacity for reflection and planning, the lack of practice has always led to a lack of satisfactory results in their own professional development. It is therefore important to provide teachers with guidance and training on the practical aspects of their professional development activities.

Discussion of the results of the role of various influencing factors on the professional development of early childhood teachers

The results of these studies, combined with previous research, show that the behavioural profile and competencies of teachers' professional development vary considerably, and are influenced by a variety of factors, including the individual teacher and the environment.

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