An Analysis on Current Training for PE Teachers in Basic Education—Case Study of Zhejiang Province

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Abstract. Using a questionnaire survey and statistics, this paper summarized PE teachers on job training in primary and secondary schools. The results showed that 1) PE teacher’s training has the contradictions between teacher’s expectancy on the training and the training staff’s experience, teaching level and method between the willingness of learning of the P.E. teaching and the teaching content between improvement of the teaching ability and the lack of time between the theoretical guidance and on-field training 2) The teacher trailing has its own characteristics in Zhejiang Province and it has higher requirement on the training process. On this basis, the paper proposes some countermeasures.

Introduction

Since the establishment of the People's Republic of China, Chinese government attaches great importance to curriculum reform of basic education. In 2001, Guideline for Basic Education Curriculum Reform (Trial) issued by the State Council marks that Chinese basic education curriculum reform has entered a new historical stage. According to the regulations of the Ministry of Education, the curriculum reform adopts the principle of "work after training and prohibit untrained teaching" and provide teachers teaching new curriculum with pre-job training no less than 40 hours. Paying high attention to teaching training, education administrations of all areas input considerable amount of fund and effort into a variety of training, which is in full swing, and have seen satisfactory fruits. However, as the implementation of new curriculum furthers, some problems in training have been exposed, overshadowing training effect. To discuss the actual problems and disputes in training and improve training effect and quality, it is necessary to summarize the experience and lessons of each area in training and conduct typical case study on this basis for the reference of future training.

Object and Methodology of Study

Object of Research

1) Literature study: condition of PE teacher in each province;
2) Typical study: 500 Zhejiang PE teachers who have received provincial teacher training were randomly chosen.

Methodology of Study


Questionnaire. 500 Zhejiang teachers who have received provincial teacher training were randomly chosen. There were 486 valid questionnaires, 277 for men and 189 for women.

Mathematic Statistics. Spss 13.0 statistics software was used. Analysis was done on independent samples. Data was analyzed through variance analysis method.

Conclusion and Analysis

An Analysis on Major Contradictions and Problems Found in PE Teacher Training in Recent Years 10 Papers are Shown after Entering "New Curriculum Training”—and then Searching for
"Sports", and 141 Relevant Papers are Shown after—Entering "Training" and then Searching for "Sports". 151 Papers were Perused to Extract Studies Relevant to this Paper and the Results are as Follows:

During a questionnaire survey targeted at PE teachers in some general high schools in Hunan Province, 300 questionnaires were issued in total and 200 were retrieved. The result: The majority of teachers participated in training with the purpose of learning new curriculum; some teachers hoped that the long-lasting oblivion to PE could be changed through learning and implementation of new curriculum reform in PE. However, they were bored by some experts' and scholars' pedantic academic theories that are not applicable to actual teaching. They were disappointed by the monotonous training content, which was mostly instilling of "profound" theories.

Current problems among middle and primary school PE teachers: 1) Concept not updated. The inertia of traditional concepts and practice prevented some teachers from teaching according to requirements of new curriculum, and curriculum reform is often limited to slogan and recreating of old methods; 2) the goal of training places too much emphasis on the learning of the knowledge of new curriculum. PE teacher training of new curriculum now follows a superficial utilitarian thought. Quite a few training merely regard teachers as "receptors of new curriculum", only teach them relevant knowledge and take the knowledge as means for promoting new curriculum; 3) the form of new curriculum teacher training is monotonous. There exist deficiencies in high-level trainers, and highly targeted training materials, especially lively materials that combine theories and practice.

Current misunderstanding of training[2]; 1) Impractical training content. Teachers avidly signed up for training but were frustrated at last. In most areas, teacher training was done by teachers from organizing higher education institutions, who neglected trainees while teaching. In another word, their lectures of pure theories focused on their researches and ignored current PE practice, without any combination of theory and practice. Some of these teachers' lectures were not up-to-date, and trainees were deceived sometimes; 2) Methods of training were inflexible and dogmatic. Many trainers adopted the "cramming" teaching method, which is to hold forth on podium for hours while trainees were sleepy or chatting; 3) Lose training management As there was no rigid management or effective restriction in place, some teachers idled away time even though they were present or were even not present.

Henan Province had a survey by sampling 700 P.E. teachers from general high school. The survey found the following main factors influencing training: lack of training time, training content without target, formulaic training content, lack of teachers and lack of motivation among teachers.

The following contradictions and problems in training process are discovered in analysis on training in each area:
1) Contradiction between teachers' aspiration for training and trainers' practical experience, teaching level and teaching methods;
2) Contradiction between teachers' desire for knowledge and training content;
3) Contradiction between teachers' capability improvement and insufficient training time;
4) Contradiction between theoretical guidance and practical capability exercising in training.

"Piloting Wild Goose Program", a Training Program for Teachers from Rural Middle and Primary Schools in Zhejiang from 2018 to 2010,—is Taken as the Example of Experience of Zhejiang PE Teacher Training.

Training Time was Prolonged. To ensure the training quality of "Piloting Wild Goose Program", its training for provincial, municipal and country backbones was required to be one-off, off-job, centralized and lasting for no less than 2 months or 320 hours.

Its Training Method Fused Innovative Theoretical Training, Case Teaching, Special Topic Training and Classroom Practice. Double-advisor system was adopted, in which every trainee was instructed by one theoretical advisor and one practical advisor. The guiding function of excellent frontline middle and primary school teachers including provincial award-winning teachers and provincial special-grade teachers in training was brought into full play.
In Training Content, Theories and Practice were Combined. To be remarkably practical, educational practice training should account for no less than 1/2 in total hours. Considering the features of physical education, training content is divided into three parts: theoretical training + disciplinary skill training + educational practice training. The educational training time was determined to be one month.

The Training was Free for Trainees. To ensure that the Program was a success and further increase the input into rural teacher training, Zhejiang financial authority appropriated RMB 6,500 to every trainee for two-month free training.

Survey and Analysis on Existing Problems in Zhejiang PE Teacher Training

Teachers' Low Demand for Training has been Changed

Table 1. Overview of Zhejiang middle and primary school PE teachers' motivations of training (M±SD).

<table>
<thead>
<tr>
<th>Training motivation</th>
<th>Need of professional title acquisition</th>
<th>Performance of task</th>
<th>Listening to experts' opinions</th>
<th>Exchanging with and learning from peers</th>
<th>Expanding knowledge structure</th>
<th>Learning about new things and widening horizons</th>
<th>Going out for fun and gathering with friends</th>
<th>Changing thoughts and updating educational concept</th>
<th>Improving educational techniques and levels</th>
<th>Improving research levels</th>
<th>Requirements of diploma and credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (N=277)</td>
<td>3.56±1.423</td>
<td>3.88±1.256</td>
<td>1.72±0.755</td>
<td>1.63±0.584</td>
<td>1.55±0.604</td>
<td>1.51±1.809</td>
<td>401±1.187</td>
<td>1.61±0.600</td>
<td>1.52±0.791</td>
<td>1.61±0.852</td>
<td>3.10±1.459</td>
</tr>
<tr>
<td>Female (N=189)</td>
<td>3.61±1.565</td>
<td>4.22±1.247</td>
<td>1.55±0.516</td>
<td>1.33±0.682</td>
<td>1.20±0.692</td>
<td>1.96±1.557</td>
<td>1.41±0.733</td>
<td>1.23±0.519</td>
<td>1.18±0.644</td>
<td>2.98±1.340</td>
<td>3.61±1.459</td>
</tr>
<tr>
<td>P</td>
<td>0.436</td>
<td>0.009</td>
<td>0.201</td>
<td>0.017</td>
<td>0.082**</td>
<td>0.218</td>
<td>0.784</td>
<td>0.049*</td>
<td>0.007</td>
<td>0.068*</td>
<td>0.635</td>
</tr>
</tbody>
</table>

* is P<0.05 **P<0.01. All the following tables are the same.

Table 1 suggests that male PE teachers' top five motivations for teacher training are knowing about new trends and opening horizon; improving educational skill and level; expanding knowledge structure and improving education and pedagogical capabilities; advancing research competence; increasing peer exchange and mutual study. Female PE teachers' top five motivations for teacher training are expanding knowledge structure and improving education and pedagogical capabilities; advancing educational skill and level; increasing peer exchange and mutual study; knowing about new trends and opening horizon; improving research competence.

Training for middle and primary school PE teachers has a long history. The past training had many defects, e.g. passivity in study motivation of middle and primary school PE teachers. For example, training was often connected with teacher review, professional title acquisition, employment and promotion. This was the result of past egalitarianism. Middle and primary school PE teachers used to have low social status and be underpaid, and this condition could not be improved no matter how hard they worked. Secondly, the features of physical education decide that the change of its technical content is small and it is common that some learned sports skills can be improved no matter how hard they worked. Secondly, the features of physical education decide that the change of its technical content is small and it is common that some learned sports skills can be improved no matter how hard they worked. However, PE teachers are not exceptional. Secondly, the intensity of new curriculum reform is higher than any of its predecessors and it poses more rigorous requirements on PE teachers, leading to ceaseless improvement of training, stronger and stronger training motivation among middle and primary school PE teachers, and apparent drop in motivation for performing tasks (professional title acquisition and credit) and purpose of traveling. They leave home for training to know about new trends in physical education, open their minds, expand their knowledge, and improve their classroom teaching and research capabilities.

Setup of Teacher Training Curriculum Tends to be Forward-looking and Practical

Table 2. Zhejiang middle and primary school PE teachers' comment on importance of training curriculum setup (M±SD).

<table>
<thead>
<tr>
<th>Comment on training curriculum</th>
<th>Teachers' ethics and education</th>
<th>Pedagogical theories</th>
<th>School physical education theories and knowledge</th>
<th>Practical knowledge of PE classroom teaching</th>
<th>Dynamics of new curriculum development</th>
<th>School PE management</th>
<th>School PE research</th>
<th>Modern educational skill and knowledge</th>
<th>Practical teachers' experience sharing</th>
<th>Classroom teaching viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (N=277)</td>
<td>2.98±1.365</td>
<td>1.94±0.105</td>
<td>1.32±0.105</td>
<td>1.65±0.576</td>
<td>1.67±0.722</td>
<td>2.98±1.022</td>
<td>1.87±1.022</td>
<td>1.95±1.022</td>
<td>1.87±0.886</td>
<td>1.84±1.000</td>
</tr>
<tr>
<td>Female (N=189)</td>
<td>2.38±1.354</td>
<td>1.82±0.233</td>
<td>1.51±0.184</td>
<td>1.58±0.687</td>
<td>1.53±0.697</td>
<td>0.325</td>
<td>4.241</td>
<td>0.75±0.695</td>
<td>1.84±1.000</td>
<td>2.12±1.219</td>
</tr>
<tr>
<td>P</td>
<td>0.790</td>
<td>0.281</td>
<td>0.011</td>
<td>0.014</td>
<td>0.036*</td>
<td>0.021</td>
<td>0.645*</td>
<td>0.568*</td>
<td>0.036*</td>
<td>0.180</td>
</tr>
</tbody>
</table>
Table 2 illustrates that male PE teachers' ranking of importance of training curriculum is: practical teachers' experience sharing; new trends in new curriculum development; practical knowledge of PE classroom teaching; professional theoretical knowledge of school PE; classroom teaching viewing. Female PE teachers' ranking of importance of training curriculum: professional theoretical knowledge of school PE; new trends in new curriculum development; practical knowledge of PE classroom teaching; school sports research; modern educational skills and knowledge.

In the past training, design of teaching content was unreasonable. At first, curriculum content lacked practicality and was not applicable to middle school PE teaching. Some training bodies failed to timely adjust to the trends of teaching reform and lacked the "transiting" content required by middle school PE teaching practice, hindering PE teachers from applying learned knowledge to teaching and solving some practical problems and confusions in teaching. Secondly, the curriculum content was not advanced, without any latest theories. The majority of trainees think the content outdated, banal and incapable of attaining the goal of expanding, enhancing, deepening and updating knowledge. Thirdly, training content was not satisfactory in practicality and neglected the cultivation of PE teachers' capabilities. The survey also reflects middle and primary school PE teachers' preference for practical courses. For example, they hope that they can learn more knowledge by learning from explanation of and exchange with frontline experts or experienced frontline teachers. Besides, basic knowledge of physical education, which includes knowledge of school sports and PE classroom teaching, is also well-received among trainees. Female teachers are also concerned about modern educational techniques and improvement of research capability in addition to the basic knowledge.

**Teacher Training Pays more Attention to Close Interaction with Experts and Case Teaching.**

Table 3. Overview of Zhejiang middle and primary school PE teachers' reviews on training forms (M±SD).

<table>
<thead>
<tr>
<th>Review on training forms</th>
<th>Pure theory lecture</th>
<th>Case teaching</th>
<th>Theoretical material reading and exchange</th>
<th>Guidance by curriculum reform experts</th>
<th>Teaching guidance by newly experienced colleagues</th>
<th>Exchange among colleagues</th>
<th>Learning courses with competitive teachers’ opinions</th>
<th>Giving a class to solicit experts’ and excellent teachers’ comments</th>
<th>Listening to excellent teachers’ courses and experts’ comment</th>
<th>Working with experts in course preparation, studying courses and reviewing courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (N=277)</td>
<td>3.13±1.252</td>
<td>1.97±0.957</td>
<td>2.48±1.081</td>
<td>1.72±0.836</td>
<td>1.86±0.902</td>
<td>1.88±0.994</td>
<td>2.23±1.73</td>
<td>1.97±1.151</td>
<td>1.66±0.899</td>
<td>1.89±1.119</td>
</tr>
<tr>
<td>Female (N=189)</td>
<td>3.28±1.360</td>
<td>1.66±0.799</td>
<td>2.12±1.219</td>
<td>1.36±0.597</td>
<td>1.46±0.720</td>
<td>1.62±0.942</td>
<td>1.88±1.078</td>
<td>1.67±0.955</td>
<td>1.51±0.816</td>
<td>1.67±0.965</td>
</tr>
<tr>
<td>P</td>
<td>0.440</td>
<td>0.022*</td>
<td>0.030*</td>
<td>0.041**</td>
<td>0.056*</td>
<td>0.055</td>
<td>0.037*</td>
<td>0.065</td>
<td>0.227</td>
<td>0.156</td>
</tr>
</tbody>
</table>

Table 3 shows that male PE teachers' ranking of training form is: listening to excellent teachers' classes and experts' review; guidance by curriculum reform experts and experienced teachers; guidance by experienced colleagues in textbook teaching methods; discussion and exchange among colleagues on practical teaching problems; cooperation with experts in course preparation, learning and reviewing courses. Female PE teachers' ranking of importance of training curriculum setup: collaborative guidance by curriculum reform experts and experienced teachers; guidance by experienced colleagues in textbook teaching methods; listening to excellent teachers' classes and experts' review; case teaching; cooperation with experts in course preparation, learning and reviewing courses.

In terms of training form, requirements for middle and primary school PE teachers are increasingly higher. Lectures, reading materials and discussion based on books of pure theories are not popular to trainees any longer. They expect to take part in teaching, review and exchange involving experts with practical teaching insight and experienced PE teachers in order to upgrade their competence and capability.

**Trainers’ Level and Teaching form are the Primary Factors that Influence the Effect of Teacher Training**

Table 4. Overview of factors influencing the effect of training for Zhejiang middle and primary school PE teachers.

<table>
<thead>
<tr>
<th>Factors that influence training effect</th>
<th>Male (N=277)</th>
<th>Female (N=189)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of trainers</td>
<td>1.70±1.095</td>
<td>1.74±1.171</td>
<td>0.795</td>
</tr>
<tr>
<td>Teaching form</td>
<td>1.90±0.955</td>
<td>1.64±0.954</td>
<td>0.065</td>
</tr>
<tr>
<td>Whether training curriculum arrangement is reasonable</td>
<td>1.83±0.981</td>
<td>1.80±1.051</td>
<td>0.836</td>
</tr>
<tr>
<td>Peers’ level and professional</td>
<td>2.14±1.109</td>
<td>1.88±1.219</td>
<td>0.131</td>
</tr>
</tbody>
</table>
Conclusion and Suggestion

Conclusion

1) The following contradictions exist in training for middle and primary school PE teachers: (1) Contradiction between teachers' expectation of training and trainers' practical experience, teaching competence and teaching methods; (2) Contradiction between teachers' desire for knowledge and training content; (3) Contradiction between teachers' capability improvement and insufficient training time; (4) Contradiction between theoretical guidance in training and practical capability exercising.

2) A variety of Zhejiang provincial teacher training, especially "Piloting Wild Goose Program" of Zhejiang Province for rural middle and primary backbone teachers from 2008 to 2010, has gathered some experience and is featured by long training time, enriched training content, zero fee and multitudinous training forms. The survey also finds that trained teachers also have high requirements on training: they want to know about new trends in discipline, widen their horizon, increase knowledge, improve classroom teaching capability, and enhance research capability and hope to listen to frontline experts and excellent frontline PE teachers with plentiful teaching experience, make comment and exchange in order to show their own competence and capabilities.

Suggestion

1) Training time cannot be too short and should be prolonged to ensure that the training is up-to-date. 2) Setup of training curriculum should be professional, functional, practical and forward-looking. 3) Experts with high level and savvy of teaching practice are selected from expert directory as trainers. 4) Instilling of pure theories in teaching should be avoided. Instead, practicality should take precedence and combine with highly practical training forms including case teaching, problem discussion, topic discussion, on-site teaching diagnosis and classroom teaching viewing and analysis. 5) Training management system should be further tightened up and training class management should be strengthened. 6) Interaction and after-class exchange between trainers and trainees should be enhanced so that training effect is long-lasting.

References


