

Follow - up Investigation Report on the Training Effect of "National Training Plan" in Rural Kindergarten Teachers

—Investigation of Teacher Training in Kindergarten in Mountainous Areas along the Western Border of Yunnan Province

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Abstract: The effectiveness of teacher training in rural kindergartens should be premised on the pertinence of training programs. Scientific development of development standards for kindergarten teachers at different stages can form an anti-driving mechanism to drive the training programs to become teacher-oriented, so as to effectively improve the training quality of rural early childhood education teachers. This study investigated the 260 kindergarten teachers in mountainous areas along the western border of Yunnan Province who participated in the "National Training Plan" from 2012 to 2014 through questionnaires and interviews. The result shows that the working behavior of the training delay effect is not exactly correspondent with the training objective, and the training is not suitable for the actual need of teachers to a certain extent. The survey results show that training pertinence is necessary for training effectiveness. It is necessary to subdivide the development function of "Kindergarten Teacher Professional Standards", establish "Kindergarten Teacher Professional Development Standard" on this basis, and carry out oriented and effective kindergarten teaching training following "Kindergarten Teacher Professional Development Standard" and meet the different needs of kindergarten teachers at different stages of development.

1. INTRODUCTION

Both the "Outline for the National Medium and Long-Term Education Reform and Development Plan (2010-2020)" and the "State Council's Opinions on the Current Development of Preschool Education" emphasize the acceleration of rural preschool education. In the process of promoting the construction of preschool teachers in various parts of the country, widespread attention is paid to various types of training at all levels dedicated to improving the quality of rural kindergarten teachers. Although the state has invested funds for various types of rural kindergarten teachers training at all levels, it still demands a scientific assessment of the effectiveness of training in order to answer the questions such as whether the training has achieved the preset training objectives? Is it effective for teachers' actual teaching and professional growth? And it is worth considering on what kind of evaluation criteria to measure the effectiveness of training.

Some foreign studies are based on the four-level evaluation model proposed by Kirkpatrick (1959). According to the results of behavioral studies, following the change laws from the trainee's conception to the behavior, he analyses the effectiveness of assessment from four levels namely the level of reaction, the level of study, the level of work behavior, and the level of result. It is currently the most widely used training assessment tool in China and has also influenced domestic teacher training assessment activities (Li Fang, 2010). The Teacher Professional Development Standards published by the National Staff Development Council (NSDC) in 2001 described the characteristics of teacher professional development activities. Inspired by the standards, domestic researchers discussed the evaluation criteria for the effective development of teacher professional development (Chen Xia 2007, 2008). In fact, the "results" assessment materials provided by most training institutions reflect the first and second-level indicators for assessing immediate effects and the academic-related research results also focus more on first and second-level indicators. There lack

third or fourth-level delay effects indicators that reflect a comprehensive examination of the effectiveness of the training content. The "National Training Program" has been carried out for seven years since 2010. Researchers conducted a follow-up survey of kindergarten teachers participating in the "National Training Program" (Phase III, 2012-2014 training) in the mountainous areas of western Yunnan border. Currently, the follow-up survey of these trainees can provide relevant information about the training delay effect, and these data can reflect the training effectiveness at the level of work behavior and result. We can grasp the influence factors of assessment results and development direction of the evaluation criteria.

2. METHODOLOGY

2.1 Investigation objects

The researchers selected trainees from a university that participated in Midwestern replacement off-job training of "National Training Program" in three consecutive years from 2012 to 2014. Among them, there are 50 participants participating in the training of 2012, 65 in 2013 and 145 in 2014. Most of these trainees come from the public and all-inclusive private kindergartens in the mountainous areas of western Yunnan (Lincang, Pu'er, Xishuangbanna Prefecture). The economic development in the mountainous areas along the western border of Yunnan Province is lagging behind, with an average number of rural/total population ratio of about 90%. The average kindergarten admission rate for children is 45%. And the average ratio of teachers to children is 1:34. The trainees were selected by each kindergarten based on selection criteria issued by the municipal education administrative department.

2.2 Investigation tool

The "training effectiveness tracking questionnaire of 'National Training Program' trainees" developed by the project team is used. The questionnaire is divided into two parts, the first part is about the basic information of the investigation objects, including the institution, name, gender, date of birth, working years, training time, type of training, and so on. The second part is the content of the survey, including the changes of academic qualifications before and after training, the changes of professional titles before and after training, as well as the teaching achievements and teaching and research results obtained after training.

2.3 Investigation method

In November 2016, the researchers sent a written notification and communicated by phone with the kindergartens of the trainees participating in training from 2012 to 2014, asking the heads of the kindergartens to arrange the participants to download questionnaires online and send them back to the designated e-mail within the deadline. At the same time, we interviewed 6 education administrators (local education chiefs), 12 kindergarten principals and front-line teachers using a combination of individual interviews and focus group discussions.

2.4 Data analysis

A total of 228 valid questionnaires were recovered, with a recovery rate of 88%. Among them, 43 from trainees of 2012 training (recovery rate 86%), 56 trainees of 2013 training (recovery rate 86%) and 129 trainees of 2014 training (recovery rate 89%). We used the EXCEL to analyze all valid questionnaires and obtained the corresponding analysis data.

3. Statistic result

3.1 Academic degree and professional title improvement

Table 1

Year	Person	Academic degree improvement		Professional title improvement	
		Number	Percentage	Number	Percentage
2012	43	6	14%	18	41%
2013	56	8	14%	26	46%
2014	129	22	17%	42	33%
Total	228	37	16%	86	38%

3.1.1 Academic degree improvement

Academic degree improvement refers to the frequency statistics of the number of people who improve their academic degree from secondary normal school (high school) to junior college, and from junior college to undergraduate. If one person continuously ascends from Secondary normal school (high school) to undergraduate after training, only one person is counted.

Table 2

Year	Person	Original academic degree (person)			Present academic degree (person)		
		Secondary normal school (high school)	Junior college	Undergraduate	Secondary normal school (high school)	Junior college	Undergraduate
2012	43	9	23	11	2	26	15
2013	56	10	27	19	2	29	25
2014	129	17	76	36	11	79	39
Total	228	36	126	67	15	134	79

3.1.2 Professional title improvement

Professional title improvement refers to the frequency statistics of the number of people who improve their professional title from basic of intermediate, or from intermediate to advanced. If one person continuously ascends from basic to advance, only one person is counted.

Table 3

Year	Person	Original professional title (person)			Present academic title (person)		
		Basic	Intermediate	Advanced	Basic	Intermediate	Advanced
2012	43	12	21	10	8	22	13
2013	56	18	26	12	11	30	15
2014	129	34	81	14	26	79	24
Total	228	64	128	36	45	131	52

3.2 Teaching achievements

Teaching achievements refer to the awards won by teachers in teaching contests organized by education authorities at all levels, including winning competitions in open classes, teaching design competitions, teaching contests and education toy design contests etc

Table 4

Year	Person	Teaching achievements						Registered person-time	Percentage
		School level	Town level	County level	City level	Province level	National level		
2012	43	15	17	13	10	8	1	22	51%
2013	56	18	14	11	11	6	1	31	55%
2014	129	25	21	19	13	5	0	57	44%
Total	228	58	52	43	34	19	2	110	48%

3.3 Teaching and research results

Teaching and research results refer to winning prize or competitions of teaching and research papers organized by the teaching and research departments at all levels, as well as publishing teaching and research papers in journals at all levels.

Table 5

Year	Person	Teaching and research results						Registered person-time	Percentage
		School level	Town level	County level	City level	Province level	National level		
2012	43	18	15	10	10	6	1	25	58%
2013	56	19	16	13	10	7	2	39	70%
2014	129	35	27	22	17	7	0	78	53%
Total	228	72	58	45	37	20	3	142	62%

4. Analysis and discussion

4.1 Analysis

4.1.1 Training delay effect of academic degree, professional title after training reflected by changes of academic degree and professional title

Professional development status of III phase trainees 3-5 years after training: academic degree and job titles increased by 16% and 38% respectively.

From the characteristics of academic degree improvement, people who have increased the academic degree from junior college to undergraduate are more public kindergarten teachers, and people who have increased from high school education or secondary normal school to junior college are more private kindergarten teachers. It should be noted that current kindergarten teacher training is different from the task of teacher training at the end of the last century and at the beginning of this century. It is no longer a compensation training for academic qualifications, but external drive training whose goal is for the teachers' professional development. However, in the face of the fact that kindergarten teachers in the mountainous areas of western Yunnan, especially those with private education, have low academic degree, special attention should be paid to such teachers and the goal of improving educational degree should be taken into consideration when formulating training policies and setting relevant training courses.

Table 6 Academic Degree Situation of Preschool Teachers in Yunnan Province in 2015 (Ministry of Education, 2015)

Category Statistics	Graduate	Undergraduate	Junior college	High school	Below high school
Total 55130 (people)	133	12131	28942	12520	1584
Percentage	0.2%	22%	52%	23%	2.8%

Table 7 Professional Title Situation of Preschool Teachers in Yunnan Province in 2015
(Ministry of Education, 2015)

Category Statistics	Middle school advanced	Primary school advanced	Primary school first-grade	Primary school second-grade	Primary school third-grade	Unitled
Total 55130 (people)	240	9028	7012	2987	316	35727
Percentage	4.3%	16.4%	12.7%	5.4%	5.7%	65%

From the above statistics updated by the Ministry of Education up to 2015, the percentage of untitled teachers in kindergarten in Yunnan Province is relatively large, and the function of professional grade assessment to promote teachers' professional development is greatly restricted. The title can be regarded as the external scale of the characteristics of teachers' professional development stage. In order to inspire kindergarten teachers' awareness of self-professional development and construct a motivation mechanism for continuous professional development, external policies and measures are a powerful guarantee, especially for the professional development status of private kindergarten teachers in bordering mountainous areas of western Yunnan Province. The state and the Ministry of Education should provide show more favor to job title assessment policies at the same time of more investment in training so as to stimulate continuous intrinsic professional development motivation of trainees and achieve the delay effect of training.

4.1.2 Training impact on the teachers' professional development, seen from the 14% gap of teachers' teaching achievements, and teaching and research results

According to the statistics, the teaching and research results were achieved at the highest level after the third phase of training, accounting for 62%, followed by teaching achievements, accounting for 48%. The data show the inconsistency of the training effect between teaching and research results and teaching achievements. Then how to maximize the transformation of teaching and research results into teaching achievements is an important question to consider in the process of mature teachers' transformation to expert teachers, since it should be fundamental for kindergarten teachers' research activities that teaching and research services teaching.

5. Conclusions and suggestions

5.1 Conclusions

The object of III phase kindergarten teacher training is generally located in the core teacher training. Analyzed from the characteristics of teachers' professional development, these teachers are in the development stage of "exploration period" and "mature period" (Zhong Zurong, 2012), so that the training should provide help to their professional development task. However, the results show that the training is not synchronized with the internal needs of most teachers' professional development. There is a requirement for academic degree improvement, which is based on the basic rigid indicators of qualified kindergarten teachers; there are also requirements for professional title promotion, the conditions training can provide for job promotion inherently become an important motivation for teachers to participate in training.

5.2 Suggestions

5.2.1 Grasp the common requirements of Kindergarten Teachers' Professional Standards (Trial Implementation) and refine the phased objectives of Teachers' Professional Development

The standards in the "Standards for Kindergarten Teachers' Professional Standards" refer to the regulation about what kindergarten teachers should know and what they can do. The basic characteristics lead the value demands of the "Kindergarten Teacher Education Curriculum Standards", "Kindergarten Teacher Education Institution Qualification Standards" "Kindergarten Teacher Education Quality Assessment Criteria", "Kindergarten Teacher Qualification Examination

Standards" (Ministry of Education teacher division, 2013) and other "standards". However, it lacks the professional standards of kindergarten teachers at different stages of development (Guo Yuanyuan, 2015). The developmental functions need to be achieved by the formulation of Professional Standards of Kindergarten Teachers. Researchers believe that it can be judged from the "degree" of "content" of Professional Standards of Kindergarten Teachers, which means using the combination indicators of "content" and "degree" to determine the different development stages of the teachers' professional levels. This can also provide the scientific basis for setting the goal of kindergarten teacher training and the setting of training curriculum standards in different stages. At the same time, we can find out the training needs of individual teachers at different development stages before training, and evaluate the immediate and delay effects of the training.

5.2.2 Strengthen Teacher's Professional Self-development Consciousness and Stimulate Teacher Training Needs Using "Professional Development Standards of Kindergarten Teachers"

As one of the most important external mechanisms that affect the professional development of teachers, the subjectivity and mobility of teachers play an irreplaceable role in transforming the influencing factors of training into the intrinsic requirements of teachers' professional development, especially in the strengthening of teachers' professional self-development awareness (Peng Bing, 2013). In fact, most front-line teachers are only familiar with the external development level indicators such as academic degree and job titles, but have a hazy understanding of the professional development requirements behind the ranks. The training should be closely linked to the needs of teachers' professional development, activate teachers' professional self-development awareness, help teachers to form professional planning corresponding to their professional self-development stage, form the training objectives and courses to meet the needs of professional self-development stages, so as to construct a long-term training mechanism and enhance training effectiveness.

5.2.3 Establish a teacher information base in the region to provide a layered basis for teachers' professional development stage for training

Use today's online cloud storage and instant messaging technology, and establish kindergarten teacher information base in the western border and mountainous areas in western Yunnan. By consulting the teacher's basic information in the data base, we can analyze the professional development status of the teacher, and predict the teacher's training needs according to the "Kindergarten Teacher Professional Development Standard" index, plan and classify the implementation of training based on this kind of collated information. Let the database become the basis of the stratification of teachers' training, realize the customized training of individual teachers, and combine the database with the training planning of training institutions, the training needs of teachers' individual professional development stages and the election of educational administration authorities.

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