



Teachers' Attitudes Of In-Service / Professional Development In Modern China: A Study On Education In China

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ABSTRACT

Since the Shang Dynasty, China's education system has been renowned. The requirements of society evolved with time, requiring adaptations. Confucianism and Daoism emerged during the Warring States Period. These ideas finally underpinned Chinese educational philosophy and practice. After the Qing Dynasty, education was a priority for everybody. The Chinese government has supported teacher professional development since 1977 to attain universal education. To verify, students were given the online survey during class. Teachers answered the poll 464 times. Question 24 had fewer than 150 responses from instructors. According to additional investigation, the question may have been culturally biased in implying the respondent desired to become supervisor. Kathleen Flanagan-Hudson's Attitude Towards In-service Scale employed a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Tukey's test, one- and two-way ANOVA, and Brown and Forsythe's homogeneity of total variance tests were performed on the data. Statistical research showed no gender difference in instructors' opinions. Male teachers graded their performance 3.76 out of 5. A 0.45-SD variant. Female educators rated themselves 4.03 (SD: 0.38). The study found that teachers' professional development perspectives varied greatly by experience. Teachers with greater experience rated themselves higher. Instructors with 6–15 years of experience had 0.55 standard deviations higher averages than those with 5 years or less. Teachers between 16 and 25 had an average standard deviation of 0.22 while those 26 and older had 4.06. The findings indicated that instructors' perspectives on lifelong learning differed substantially by age. Teachers under 30 had a mean self-rating of 3.45 and those over 30 3.78, with standard deviations of 0.56 and 0.47.

KEYWORDS: Education, Chinese Education, Career Development, Attitudes of Modern Chinese Teachers.

INTRODUCTION

The Confucian philosophy has had a significant and long-lasting impact on China's educational system. In today's society, there is still a strong conviction that the teacher is the highest authority. It is considered that pupils would believe what their teachers say. Asking an educator, a question is an easy way to undermine their authority. Creativity is discouraged by traditional Chinese ideals. Standardized testing encourages mindless memorization of information and language rather than encouraging unique ideas in children. Following ancient customs is highly valued in modern China. These custom honors the importance of family and community by requiring sacrifices to be made on behalf of the group. These might be the origins of some Chinese proverbs emphasizing the importance of following the law. The idea that the tallest tree would get the most wind and that the bird with the most visibility will be shot first represents the idea of being cautious and not taking any risks. In this culture, there is a general dislike for those who don't fit the mold. China has the problem of striking a balance in the modern world between adhering to tradition and accepting innovative educators. In his paper "A Contrastive Study of Chinese or Western Learner Autonomy" (US-China Foreign

Language, 2009, December), Wang Zhe gave a thorough explanation. Wang recommended that we look at the possible advantages of adult education for preparing future educators. Wang conducted a survey among instructors on the subject of student agency. In a study of educators, what proportion of teachers agreed with the statement that children should be allowed the freedom to learn on their own, without teachers' intervention? The majority of instructors who took part in this study said that the current system of assessment restricts students' freedom as learners, and 85.2% of them disagreed with the assertion in a moderate or angry manner (Ashmore, 2018).

According to the research *Comparing the Teaching of Elementary Mathematics in China and the United States*, Chinese elementary math instructors employ textbooks (keben), a manual for educators, and a system for instruction and assessment (jiaoxue dagang). Since textbooks constitute the foundation of Chinese education, educators need to be very knowledgeable in the subjects they teach both analytically and in-depth. Ma claims that the eleven- to twelve-year training program in math instruction is rather short in China. On the other hand, the math instructors are authorities in their domains. Math professors in the United States spend at least 16 years in college, mostly studying theory. In comparison to their American counterparts, Chinese math instructors get a great deal from this kind of hands-on instruction. In July-August 2012, Mingren Zhao published a case study in the journal *Chinese Education and Society*, which included four instructors who had seen notable advancements in their careers. Compared to those who participated in traditional professional development, they have a greater ability for critical and practical reflection on their work. According to the research, there was an increased likelihood of externally regulated professional development procedures for educators who participated in technical reflection. Career success is common among those who carve out time for thoughtful conservatism. Those who used critical thinking as a self-reflection tool on a frequent basis saw success in both their personal and professional life (Bodycott, 2018).

Schools are the finest places to find opportunities for educators to grow professionally. However, the voices of teachers have not received enough attention in studies on the professional development of Chinese teachers. Rather than being imposed upon by external academics, educators in this place cultivate their own professional competence. Professional development should be smoothly interwoven into every facet of a teacher's job (Chi-kin 2018).

BACKGROUND OF THE STUDY

Daoism, which was founded by Laozi in 604 B.C., was the first school of thought during the Warring States Period. The ruling class came to adopt daoism over time. Laozi attracted those who were looking to live forever. Among other things, pharmaceutical mixes, sexual methods, and breathing exercises might aid with this. The Daoists started to worship Laozi as a deity in the second century. In Chinese, the road is spelled as dao. The conflicting energies of yin and yang maintain everything in balance. Key ideas in Daoism include the dualism of light and dark, of man and woman, and of pleasure and agony. The Three Jewels of the Dao—compassion, moderation, or humility—are the cornerstones of Daoist ethics and manners (Chi-kin, 2018). The Daoist philosophy emphasized spontaneity and non-action (wu wei) as means of achieving longevity, immortality, and health. Laozi left on his ox 'from Hangu Pass,' having taught for many years and finished a book of teachings consisting of around 5,000 words. Confucius, often called Kong Fuzi or Master Kong, lived from around 551 to 478 B.C. All sex-oriented guys were welcome at his school. Humanist principles, such as the idea that everyone may learn something new, served as the foundation for the talks. Chinese philosophy has greatly benefited from the ethical and intellectual framework of Confucianism since its founding. Chinese education has always been based on Confucianism. These fundamental ideas form the basis of Chinese culture. Nylan and Wilson (2010) state that Confucius's teachings placed a strong emphasis on the value of education and mutual respect.

The establishment of public service employment standards was a reaction to the need for a knowledgeable bureaucracy. It began with the Four Books, or the Five Great Books, as its pillars and changed throughout time. One may trace the origins of society and governance back to these books. Individual expectations for "behavior" were also given. The Four Books, which are composed of *The Great Learning*, *The Analects of Confucius*, *Mencius*, and *The Doctrine of the Middle*, make up the whole of Chinese philosophy. The *Books of Odes*, *Documents*, *Rites*, *Change*, or the *Spring and Autumn Annals* are the five classic works (Dikotter, 2019). Taken as a whole, they helped to clarify Confucianism. Chinese philosophy and ethics have greatly influenced Confucius's *Analects* (also known as *Analects (Selected Sayings)*). The *Analects*, often known as Confucius' sayings, were really written by Mencius, one of Confucius's pupils (Fang, 2018).

THE PURPOSE OF THE RESEARCH

The purpose of this research is to find out how public school teachers in Guangzhou feel about continuing education for their career.. The government used to have extensive influence over Chinese employees' professional development training programs. Although it's a relatively new development, China's provinces and cities are receiving more authority for education (Xu, 2018). This study might be a very useful tool for professional development project planners and designers. This can also help in learning how administrators and instructors feel about CEUs (Yin, 2018).

LITERATURE REVIEW

• CHINESE TRADITION AND CULTURE OF EDUCATION

The cultural impacts on Chinese schools were examined in Readings in Classical Chinese, edited by Philip J. Ivanhoe and Bryan W. Van Norden, 200 Philosophy. Confucianism has long had an impact on China's educational system. In contemporary culture, the idea that the teacher is the ultimate authority is still prevalent. It is expected of students to accept instruction from their professors at face value. A direct challenge to the instructor's authority is to ask a question of them. The style of living in China suppresses creativity. Standardized testing promotes fact memorizing and rote learning at the price of fostering original thought from a young age. In modern China, following traditional practices is highly esteemed. Such a tradition demands personal sacrifice on behalf of the collective and acknowledges the value of family and community (Zhao, 2018). These sources may be used to understand the meaning of some Chinese proverbs that stress obeying the rules. The adage that the tallest tree will get the most wind and the most noticeable bird will be shot first serves as an example of the mindset that discourages taking chances and plays it safe. People who are different are despised in such a society. China is having difficulty striking a balance in the contemporary world between maintaining tradition and providing cutting-edge teachers with more chances to educate. Wang Zhe conducted an in-depth analysis of the topic in December 2009's US-China Foreign Language publication article titled "A Contrastive Study of Chinese or Western Learner Autonomy". Wang suggested that we examine the potential benefits of adult education for preparing future teachers. Wang polled teachers on their opinions about student autonomy. What proportion of educators surveyed believed that learners should be free to pursue their own learning goals without the help of their teachers? 85.2% of respondents indicated they disagreed or disagreed strongly with the statement. The vast majority of instructors polled for this research said that students' independence was being restricted by the way they are presently evaluated (Yin, 2018).

• MOTIVATIONAL ORIENTATIONS

The cultural impacts on Chinese schools were examined in Readings in Classical Chinese, edited by Philip J. Ivanhoe and Bryan W. Van Norden, 200 Philosophy. Confucianism has long had an impact on China's educational system. In contemporary culture, the idea that the teacher is the ultimate authority is still prevalent. It is expected of students to accept instruction from their professors at face value. A direct challenge to the instructor's authority is to ask a question of them. The style of living in China suppresses creativity. Standardized testing promotes fact memorizing and rote learning at the price of fostering original thought from a young age. In modern China, following traditional practices is highly esteemed. Such a tradition demands personal sacrifice on behalf of the collective and acknowledges the value of family and community. These sources may be used to understand the meaning of some Chinese proverbs that stress obeying the rules. The adage that the tallest tree will get the most wind and the most noticeable bird will be shot first serves as an example of the mindset that discourages taking chances and plays it safe. People who are different are despised in such a society. China is having difficulty striking a balance in the contemporary world between maintaining tradition and providing cutting-edge teachers with more chances to educate. Wang Zhe provided a detailed explanation of it in his paper Article published in December 2009 in the US-China Foreign Language journal titled "A Contrasting Study of Chinese or Western Learner Autonomy". Wang suggested that we examine the potential benefits of adult education for preparing future teachers. Wang polled teachers on their opinions about student autonomy. What proportion of educators surveyed believed that learners should be free to pursue their own learning goals without the help of their teachers? 85.2% of respondents indicated they disagreed or disagreed strongly with the statement. The vast majority of instructors polled for this research said that students' independence was being restricted by the way they are presently evaluated (Xu, 2018).

RESEARCH QUESTION

- 1) When it comes to attitudes, how much does a teacher's age matter?
- 2) To what degree does instructors' views change based on their years of experience?
- 3) To what degree do instructors' views differ based on their gender?
- 4) Does a teacher's gender affect his or her attitude, given the teacher's age?
- 5) Do years of experience influence the attitude of teachers based on the age of teachers?
- 6) Does gender influence the attitude of teachers based on years of experience?

RESEARCH METHODOLOGY

For the objective of evaluating whether or not there are variations that are statistically significant between groups based on gender, participant age, and the number of years of teaching experience, statistical evaluations will be used in this research.

RESEARCH DESIGN

A quantitative method will be used in this investigation. According to Trueblood (1986), the Attitude Towards In-Service Scale was created by Dr. Kathleen Flanagan-Hudson. In order to use the survey, you must first get Dr. Flanagan-Hudson's permission. The University of Arkansas will be utilizing Qualtrics Survey Research Suite to collect survey responses from educators. All of the teachers at the school received the survey once they downloaded it. The first survey had 26 items, including 25 about in-service activities and 6 about

demographics. Conversely, the tool will be translated into Mandarin so that educators fluent in that language may use it.

CONCEPTUAL FRAMEWORK

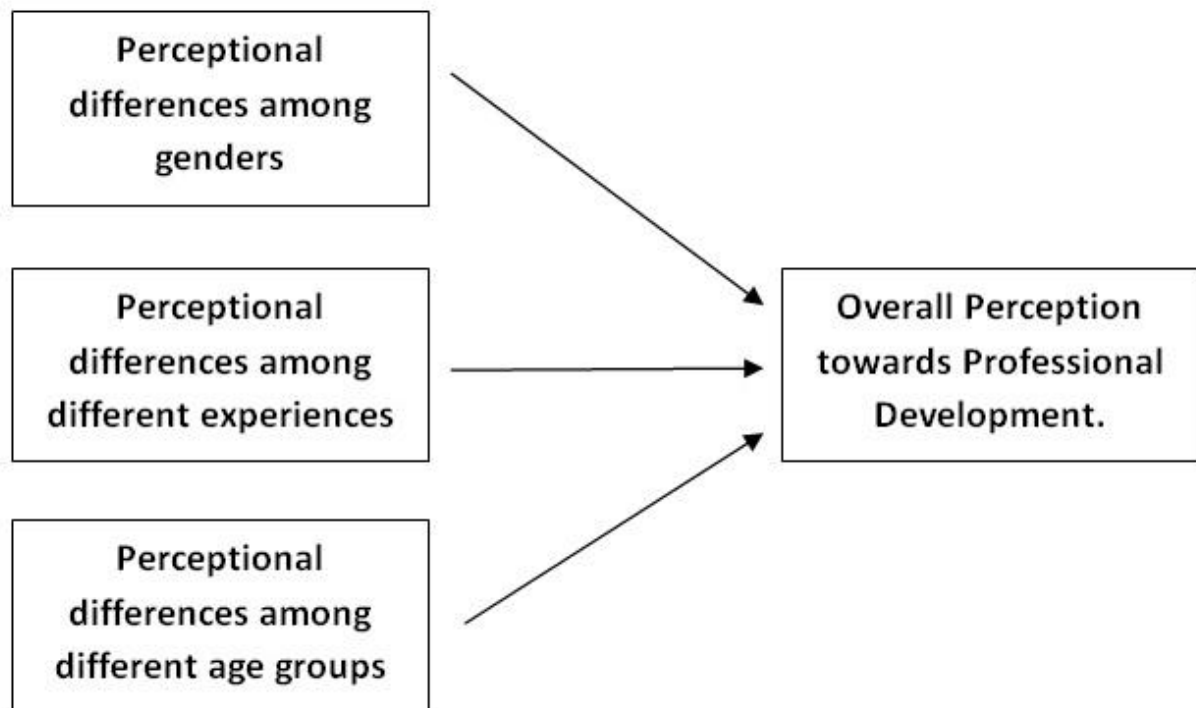


FIGURE 1 CONCEPTUAL FRAMEWORK

RESULTS

The nominal identifier 1 represents educators who self-identified as male. There were 272 educators in all who met this criterion. A hypothetical identifier for the faculty's female lecturers is number 2. 191 educators in all self-identified as such. Based on the total number of years of experience, test participants were divided into four levels. The nominal identity 1 represents the teachers who reported working in the classroom for five years or less. Ninety-one instructors declared themselves to be educators.

Teachers with self-reported experience ranging from six to fifteen years were used as the nominal identification for number 2. 158 educators in all self-identified as such. For the third group, educators who identified themselves as having 16–25 years of experience served as the nominal identification. Ninety-nine academics declared themselves to be teachers. The self-reported experience level of teachers with 26 years or more in the industry is represented by number 4. 105 educators in all self-identified as such. 57 male educators who had worked for five years or less self-identified as such, according to the findings. Their scores had a mean of 3.26 out of 5 and a standard deviation of 0.52%. Eighty-two male educators reported having six to fifteen years of experience. Their scores had a mean of 3.75 out of 5 and a standard deviation of 4.3%.

There were 66 male teachers who said that they had either 16 or 25 years of experience in the classroom. The standard deviation was 0.14 percentage points, with an average rating of 3.96 out of 5. 67 male educators who self-identified as having more than 26 years of experience were present. The mean score was 4.00 out of 5, and the standard deviation was 2.1%. Of the educators, 34 females with five years or less of experience self-identified. Their scores had a mean of 3.59 out of 5 and a standard deviation of 5.55%. 76 women who identified as professors with six to fifteen years of experience were present. 2.8% of the mean made up the variation. Forty-three female professors in all reported having sixteen or twenty-five years of experience. Their scores had a mean of 4.20 out of 5 and a standard deviation of 2.3%. Thirty-eight women recognized as teachers with a minimum of 26 years of experience. There was a 4.17 out of 5 average and a 0.19 percentage point standard deviation.

TABLE 1 DEMOGRAPHICS SEPARATED BY GENDER, EXPERIENCE YEAR, MEAN & STANDARD DEVIATION*Breakdown of Demographics by Gender, Years of Experience, Mean and Standard Deviation*

Gender	Level of Years of Experience	n Percent	Mean of Answers	Std Dev
1	1	57 (0.12)	3.26	0.52
1	2	82 (0.18)	3.75	0.43
1	3	66 (0.14)	3.96	0.14
1	4	67 (0.14)	4.00	0.21
2	1	34 (0.07)	3.59	0.55
2	2	76 (0.16)	4.06	0.28
2	3	43 (0.09)	4.2	0.23
2	4	38 (0.08)	4.17	0.19

*note. n = 463; Numbers rounded to nearest hundredth.***TABLE 2 ANOVA***ANOVA Summary Table for study Investigating Relationship between Gender and Age (Significant Interaction)*

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Gender (A)	1	7.88	7.88	72.69	<.01
Age (B)	3	23.84	7.95	73.36	<.01
A x B Interaction	2	1.22	0.41	3.77	0.01
Within groups	457	49.51	0.11		
Corrected Total	464	84.23			

note. n = 465; Results rounded to nearest hundredth

The teacher's attitude toward in-service development was examined using a two-way analysis of variance (ANOVA) with two between-subjects variables (Table 17). $F(1, 457) = 72.69$; $p.0001$ suggests the existence of a gender main effect. Age was shown to have a substantial influence ($F(3, 457) = 73.36$; $p.0001$) and a medium to moderate impact ($R^2 = .41$). Additionally, it was shown by $F(3, 457)$, ns that there was no statistically significant interaction between age and gender. After the research showed that gender and age had a significant interaction influence, the main impacts were investigated. We were unable to focus just on the primary effects

of age and gender because of the statistically significant interaction between the two (see Figure 1). The findings of the simple main effects demonstrated that, in all age groups, the views of men were significantly lower than those of women. With $F(1, 457) = 157.37$. Across all age groups, men's attitudes improved at a higher pace than women's, indicating that the gender gap is "narrowing."

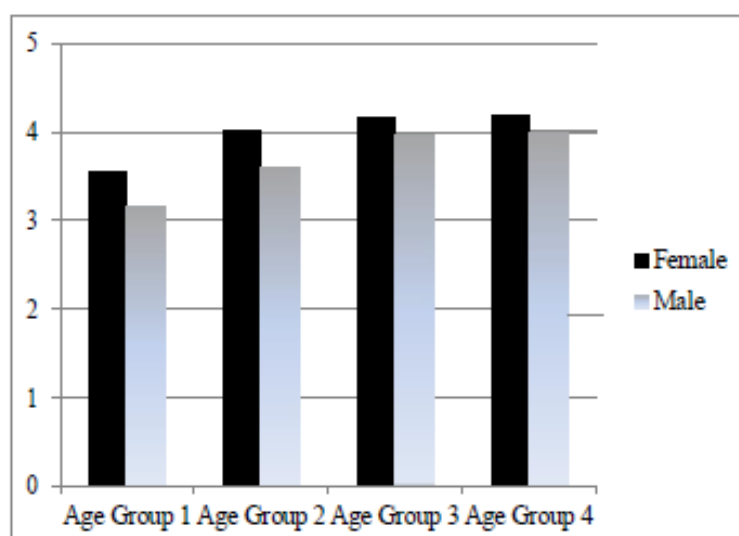


FIGURE 2. MEAN DIFFERENCES IN AGE VERSUS GENDER.

DISCUSSION

Such views formerly dominated education, but their effects on educators are unclear. Given China's rising corruption and recent crackdown on misconduct, morality may need to be taught. Teachers' perspectives were neglected, making research harder. Which field was more optimistic? Compared to science instructors, how did math teachers feel? Faculty attended which university? Most teachers attend local or faraway schools? How high was teacher recidivism? Previous courses must be reviewed before teaching. Thus, educators' professional growth must be considered. Youthful teachers prioritize classroom preparation and professional development. Younger instructors may have covered continual professional development material. More experienced instructors may be satisfied with their professions due to their attitude and experience. More experienced members of each group rated themselves higher and had a lower standard deviation, indicating they thought similarly. Attitudes varied by gender. This suggests that some schools are not addressing gender imbalance via professional development. Differences in teacher gender and age were significant. Leadership wanted everyone a chance. Women may have given themselves higher attitude ratings to show subservience, signaling that culture encourages male dominance. Non-traditional instructors worked less due to a scarcity of seats at regular schools. China has low occupational mobility, especially for teachers. Every national policy stresses recruiting and retaining talented teachers. However, non-traditional teachers were not addressed. The fact that teachers stayed may show their satisfaction with education. This might mean they can't find job. Experienced instructors, regardless of gender, are more positive about graduating (table 18). Professional progress perspectives are strongly influenced by gender. Average grades were higher for women. Women score worse in the first two categories (5 years or less and 6 to 15 years), notwithstanding a little difference. Women gave themselves higher marks at 16-25 and 26+. Female teachers were more hopeful about their career progress than male teachers across all age groups. Although the averages were more consistent, men ranked themselves lower than women in the 41-50 and 51+ age categories. Few job advancements exist. Teaching is a lifetime job. China may have alternative pupils. These colleges only accept traditional students. University changes may affect this. Recently modified university entrance regulations. Standardized college entrance exams used to accept just the best students. New regulations favor local businesses wherever possible. This would divert qualified students from Beijing University but increase enrollment at less competitive regional institutions (Ashmore, 2018). The study found that employing talented teachers, putting them in rural areas, and valuing classroom diversity were key. The linked literature study focused on finding talented teachers. The 1985 CCCPC-State Council Education Reform Decision proposed five-year teacher training and stabilization. To attract talented high school graduates into education, the Central Committee of the Communist Party of China and the State Council launched the National Programmes for Educational Reform and Development in 1993. The 1995 National People's Congress Education Act sought to enhance education. The January 1999 Action Plan to Revitalise Education for the 21st Century requires a three-year teacher quality increase. The 2002 Teacher Education Reform and Development Suggestions include recruiting top high school students for

teacher education programs. Educational Statute The NPC boosted rural schoolteacher salary in 1993. The 1999 State Council Action Plan to Revitalise Education for the 21st Century involved deploying freshly qualified instructors to poor communities. In 2004, the Ministry of Education allowed Revitalise Education 2003-2007 to boost rural teaching. Teacher retention data is limited. Providing statistics by schools is rare. China's economy boosts college grads' possibilities. It makes sense for educators to work elsewhere. Some teachers may be departing, thwarting China's recruitment and retention efforts. China is increasing teacher wages and benefits including healthcare and retirement to attract more teachers. Teachers who are comfortable resign less. Nobody is becoming a teacher. Studies show that most educational programs need teacher recruiting. Under-30 instructors are scarcer than any other age group. Younger educators need professional development due to their various viewpoints. Unlike older educators, they are more open to new ideas and less inclined. Women and men are equally susceptible to vocational skill development. Most teachers like learning. They might change their training. Younger teachers were less assured. Older academics were more alike (Ashmore, 2018).

CONCLUSION

The goal of this study from Guangzhou, China was to find out more about how teachers there feel about their chances to improve their skills. We used the information about their jobs to get in touch with one-third of the teachers and ask them to take part in the study. You should have sent them an email with the survey's URL before they came to school if that's the case. It has been suggested that 479 people take part in the study. All of the teachers who were asked to fill out the poll did so, and the results are now being looked over to make sure they answer all the questions.

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