



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

by

CAIWEI BAO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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ABSTRACT

The objectives are analyzing personal background of early childhood teachers is positively related to teachers' professional development, quality of early childhood teacher professional development and correlation kindergarten factors with teachers' professional development the methods of literature analysis, statistics, questionnaires and interviews are used to make statistics and analysis on the current situation of preschool teachers' professional development in 170 public kindergartens. 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,

Keywords: early childhood teachers; professional development; relevance

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This thesis can be successfully completed, I would like to thank my lecturer, Dr. Supot Rattanapun for their care and care for me. I encountered many obstacles in the process of writing my thesis, and I would like to thank my teacher for giving me a lot of valuable advice, giving me confidence and help. I would also like to thank Asst.Prof.Dr. Chanprapar Polachart, and Assoc. Prof. Dr. Napaporn Khantanaphafor giving me valuable advice and suggestions at every stage of my thesis, so that I have a broader idea of the thesis. In addition, I would like to thank every teacher who taught me during my studies and thank them for accumulating a rich knowledge base. Finally, I would like to thank my family and friends for supporting and encouraging me by my side and allowing me to dare to face difficulties and challenges. Thank you!

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Chapter 1

Introduction

1.1 Statement of the problems

As people's understanding of early childhood education deepens, there is a greater demand for early childhood education. In order to adapt to the development of education and to meet people's demand for early childhood education, the state has gradually accelerated the development of early childhood education, and in October 2007, at the 10th National Congress, it was proposed for the first time that "emphasis should be placed on preschool education". In July 2010, the National Medium and Long-term Education Reform and Development Plan (2010-2020) was officially promulgated, proposing "basic universal pre-school education". Subsequently, the state has issued policy documents to promote the development and construction of early childhood education, such as the Kindergarten Education Guideline, the Professional Standards for Kindergarten Teachers and the Professional Competency Standards for Teacher Trainees in Pre-school Education (for trial implementation). While the state's emphasis on early childhood education has accelerated the development of preschool education, it has also challenged the training of teachers for early childhood teachers, and how to build a professional, high-quality early childhood teacher team 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, ignoring the subjectivity of teacher development and not fully mobilising teachers' awareness of their own development, so the results have not been very satisfactory. In today's accelerated development of the early childhood teaching profession, 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.

1.2 Research questions

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 have to use their professionalism to influence and educate young children, promote their development and lay a good foundation for their future. The essence of early childhood teacher development is the independent development of early childhood teachers, and in order to solve the problem of early childhood

teacher professional development, in addition to relying on adequate external support, we must also stimulate the awareness of early childhood teachers and their own independent development, so that early childhood teachers are willing to take responsibility for professional development and can take the initiative and consciously. In addition to relying on adequate external support, it is also necessary to stimulate the awareness of early childhood teachers and their own professional development, so that they are willing to take responsibility for their own professional development and can actively and consciously seek their own professional development.

Three questions were asked based on the above.

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. Does good kindergarten affect the professional development of teachers?

1.3 Research objectives

This paper analyses the internal and external factors affecting the professional development of kindergarten teachers through three aspects: the context of the individual kindergarten, the quality of the professional development of kindergarten teachers, and the kindergarten. On this basis, suggestions are made to address the problems in the professional development process of kindergarten teachers identified

in the study. It is hoped that this will draw the attention of kindergarten teachers to their own professional development and raise their awareness of it.

(1) The personal background of early childhood teachers is positively related to teachers' professional development

(2) The quality of early childhood teacher professional development is positively correlated with teacher professional development

(3) Kindergarten factors show a positive correlation with teachers' professional development

1.4 Research hypothesis

(1) The relationship between the personal background of early childhood teachers and teachers' 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

1.5 Limitation and Scope of the study

(1) Scope of the study

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 mobilize 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.

(2) Limitations of the study

In this study, because of the short time of the author's research, not much relevant information was available, so the depth of the research on the factors affecting early childhood teachers' development was insufficient, and at the same time, the depth of various research theories needed to be further deepened in the process of the study.

1.6 Research Terminology

(1) Teacher Professional Development

The professional development of a group of teachers refers to the process by which a group of teachers continuously achieves professional standards through their efforts, that is, the professional development of the teaching force. In a narrow sense, professional development of teachers refers to the professional development of individual teachers. Based on this, the author defines professional development of teachers in this paper as the process of teachers themselves becoming skilled teachers through continuous learning to improve their professional quality, expertise

and professional skills.

(2) Professional Development for Early Childhood Teachers

The professional development of early childhood teachers is not a short-term process, but one that evolves along with the development of their teaching careers. In the process of professional development, teachers need not only to possess certain knowledge and skills, but also to master certain professional norms and embody certain professionalism.

(3) Personal Background of Early Childhood Teachers

The personal background of an early childhood teacher includes age, gender, etc.

1.7 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 mobilize 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.

Chapter 2

Theory and Literature Reviews

2.1 Concept and theory

Maslow's Hierarchy of Needs Theory

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-actualization needs. The basic ideas of Maslow's Hierarchy of Needs.

(1) The five human needs progress like a ladder from lower to higher levels, but this order is not fixed, it can change.

(2) Lower-level needs are the basis for satisfying higher level needs, and when a certain level of needs is satisfied it moves to a higher level, and the pursuit of higher levels of development becomes the driving force.

(3) There are differences in human needs, i.e., there are higher needs and lower needs. Of the five levels of needs, three are low-level needs: physiological needs, security needs, and the need to belong and love. Aesthetic and self-actualization needs belong to the higher levels. The satisfaction of the lower-level needs is

achieved through the satisfaction of external conditions. Higher level needs, on the other hand, are often satisfied by internal factors, provided that the external conditions are met. In contrast to lower-level needs, people's higher-level needs are endless.

(4) Human needs are divided into higher and lower levels, and needs are gradually released from the lower to the higher levels, and the lower needs must be satisfied before the higher needs can be satisfied. Starting from the lowest level of needs, the hierarchy progresses to the highest level of self-fulfillment.

(5) In individual growth, lower-level needs emerge earlier, and higher-level needs emerge later.

(6) The proportion of human needs at each level decreases from the lower to the higher levels, and the lower the needs, the more common they are to most people.

(7) The role of the various levels of human needs diminishes from low to high. The first four stages of needs belong to the basic level of needs, also called deficit needs, while the last three levels of needs belong to growth needs. Missing needs are those that are of great physical and psychological importance for the survival of the individual. Growth needs are not essential to the individual, but they promote healthy growth. Growth needs do not diminish with their fulfilment but are enhanced by their acquisition. Higher needs are less intense, but the more advanced they are, the more human they are.

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.

The theory of stages of teacher career development

The study of career development stages in teachers has its roots in the theory and practice of career development, which is simply an exploration of the laws of a specific stage of development throughout a teacher's career. This theory is based on adult development theory and incorporates a wide range of research methods from different disciplines such as psychology, physiology and human life sciences.

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. That is, 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.

Year 1 of teaching: This is the survival period when teachers are concerned with their adaptability in terms of maintaining class control, teaching the subject, improving their teaching skills and understanding the content. These issues take personal processing time from the teacher. Teachers therefore consider whether to persist in the profession.

Year 2 to 4 of teaching: a period of adjustment when teachers have a better understanding of teaching, are more comfortable with subject matter and using new teaching techniques, and at the same time have to implement different teaching methods for different age groups and find the right way to teach them according to their needs. In addition, the relationship between teacher and pupil should be one of equality and cooperation, where both teacher and pupil are caring and respectful of each other. But they feel that they are not yet able to deal well with any problems in the classroom.

After 5 years of teaching: After up to 5 years of teaching, the teacher's teaching skills and classroom management skills have improved qualitatively. The teacher's ability to deal with classroom emergencies has also improved. The teacher continues to explore new teaching methods to suit the abilities of different students. They also appear to be comfortable in dealing with students. However, there is concern that they are not meeting school regulations and educational expectations.

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 methods, and teachers with the same teaching experience or title may have different teaching abilities and require different external support. Teacher professional development is an inherent and continuous process and should therefore be evaluated holistically.

2.2 Literature Reviews

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 the target audience, while fewer studies have been conducted with early childhood teachers as the target audience. 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 personal background, the quality of their professional development and the kindergarten.

2.3 Conceptual framework

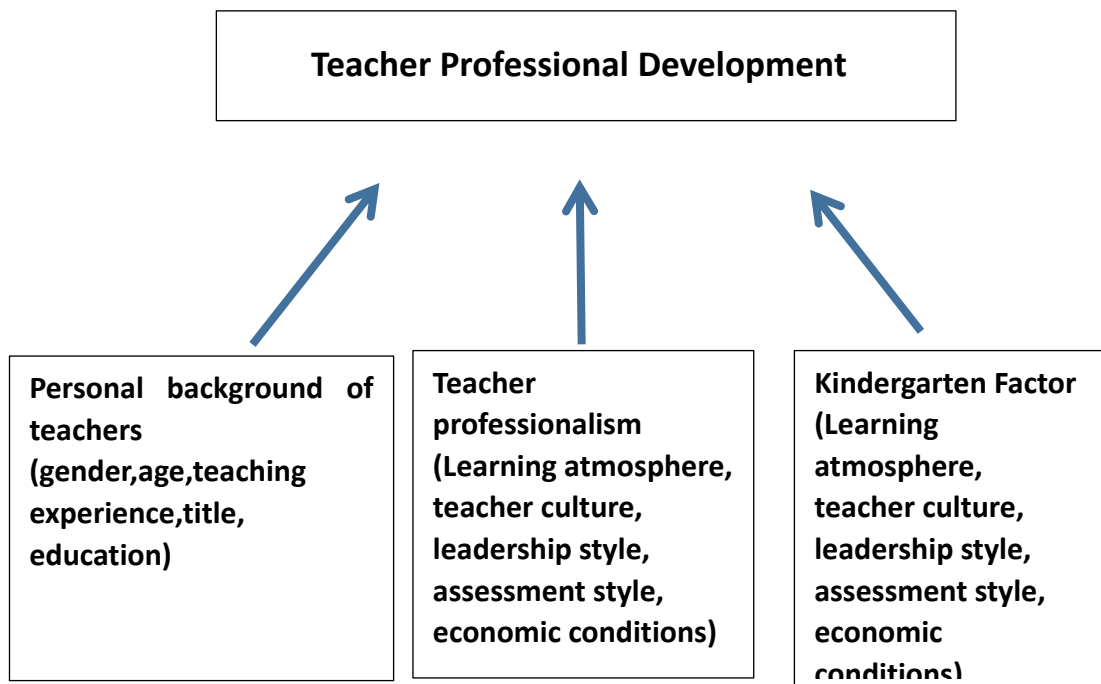
2.3.1 Teacher professional development

Since 1966, when UNESCO proposed in its Recommendation concerning the Status of Teachers that the teaching profession should be regarded as a specialized profession, professional development of teachers has gradually become a hot topic of concern and research for scholars in China. Some scholars see teacher professional development as a long-term, complex and systematic process of teachers' own knowledge and skills enrichment and proficiency, moving from non-professionals to professionals. Other scholars see teacher professional growth as the growth of the professional field that teachers acquire in their teaching work. Li Xiaobo, on the other hand, sees teacher professional development as the process by which individual teachers' professional qualities, including knowledge, competence, ideology, morality

and quality, continue to mature in the process of professional development, and as a gradual movement from a novice teacher to an expert, educator-type teacher. From the expressions of scholars on the meaning of teacher professional development, teacher professional development is seen as a process in which teachers continuously enhance their professional knowledge and skills, improve their professional quality and gradually move towards professional maturity. In the light of the views of scholars, I believe that professional development refers to the process by which individual teachers acquire new knowledge, improve their teaching, enhance their professionalism, develop professional qualities and ethics, and gradually move towards professional maturity through conscious learning, regular reflection and continuous inquiry.

2.3.2 Early childhood teachers' Professional development

The research on 'teacher professional development' and 'teacher professional development' is comprehensive. The author defines professional development for early childhood teachers as follows: early childhood teachers are aware of their own development, are able to take the initiative to develop their own professional development, make their own professional development plans, reflect on their own professional development process, and are able to make flexible adjustments and changes to their professional development activities and plans according to their actual needs.



Chapter 3

Research Methodology

3.1 Methods of study

(1) Literature method: Through reading relevant books, consulting China Knowledge Network and browsing relevant books and newspapers, we collect literature related to teachers' professional development, teachers' professional development and early childhood teachers' professional development, and through combing the literature, we summarise, summarise and collate the existing research literature, understand the existing research results, find the shortcomings of the existing research while drawing on the existing literature, and determine the The research direction and purpose of the study are determined.

(2) Questionnaire method: This study mainly adopts the questionnaire method to analyse the current situation and influencing factors of kindergarten teachers' professional development. The questionnaire is divided into three main parts. The first part focuses on the personal background of the kindergarten teachers in terms of age, education, type of kindergarten, and level of kindergarten. The second part is a professional development questionnaire to understand the actual level of professional development of kindergarten teachers and to analyse the specific problems that exist in the professional development of kindergarten teachers. The third part is the Factors Influencing the Professional Development of Early Childhood

Teachers, which is used to analyse the various factors that influence the professional development of early childhood teachers.

(3) Interview method: In order to make up for the shortcomings of the questionnaire survey and to corroborate the results obtained from the questionnaire survey, this study, in addition to using the questionnaire survey method, also used the interview method to further conduct an interview survey with some early childhood teachers, combining the literature, the characteristics of early childhood teachers' professional development and the results of the questionnaire survey to prepare interview outline materials, and a total of 10 early childhood teachers were selected as interviewees in five kindergartens. In order to understand their awareness and development level of teachers' autonomous professional development, and also to gain a deeper understanding of the factors affecting primary teachers' autonomous professional development, some effective suggestions were made.

Moreover, relevant research materials on teachers' professional development and kindergarten teachers' professional development at home and abroad are collected, collated and analysed to establish the research questions of this study and write a literature review. Secondly, to identify the research subjects, research methods and select appropriate research tools for the research questions. Finally, the questionnaire survey results are analysed to determine the current situation and problems of kindergarten teachers' professional development, analyse the factors affecting kindergarten teachers' professional development, and propose feasible

suggestions to promote kindergarten teachers' professional development based on the above research findings.

3.2 Population and Sampling method

The research site of this paper is the kindergarten in X city, Henan province. 200 pieces of research data were collected by completing questionnaires on various aspects of early childhood teachers in X city, Henan province. Early childhood professional development was analysed through questionnaires and interview methods. The time plan was one month, the first three weeks of questionnaire filling for the survey respondents, the second week of survey collection, and finally the analysis and collation of the data.

3.3 Data collection

The research instrument used in this study was mainly a questionnaire, and the questionnaire used was mainly adapted from Dong Yingyin's "Teacher Professional Development" questionnaire from Henan University. In order to make the questionnaire more relevant to the actual professional development of early childhood teachers in X city, Henan province, this study also used the interview method to conduct the survey. 27 early childhood teachers in X city, Henan province, were selected as interviewees, with the main aim of understanding the professional development status of early childhood teachers, their views on professional

development and the factors affecting them. Combining the content of the interviews, relevant literature and suggestions from preschool teachers and frontline teachers, this study identified five dimensions of early childhood teachers' professional development and the factors influencing early childhood teachers' professional development (quality of teachers' professional development, kindergarten factors). Based on this, the Teacher Professional Development questionnaire was adapted and the compiled Early Childhood Teacher Professional Development and Influencing Factors Questionnaire contains three parts. The first part focuses on the personal background of early childhood teachers in terms of age, education, type of kindergarten, and level of kindergarten. The second part is a professional development questionnaire which is used to understand the actual level of professional development of early childhood teachers and to analyse the specific problems that exist in the professional development of early childhood teachers. The third part is the Factors Influencing the Professional Development of Early Childhood Teachers, which is used to analyse the various factors that influence the professional development of early childhood teachers. The second and third parts of the questionnaire are scored on a five-point Likert scale from 1 to 5, indicating not at all, not quite, not at all, not at all, and not at all.

3.4 Data analysis

1) Questionnaire item analysis

Title item	Low grouping (N=84)	High grouping (N=84)	t	p
A1	3.32 earth 1.115	4.26 earth 0.934	-6.087	0.00
A2	3.34 earth 1.118	4.47 earth 0.815	-7.969	0.00
A3	3.08 earth 0.992	4.51 earth 1.007	-10.376	0.00
A4	3.24 earth 1.004	4.73 earth 0.514	-12.507	0.00
A5	3.17 earth 0.985	4.65 earth 0.503	-13.349	0.00
A6	3.29 earth 1.059	4.70 earth 0.461	-12.126	0.00
A7	3.55 earth 1.107	4.45 earth 0.744	-13.338	0.00
A8	3.05 earth 0.982	4.57 earth 0.498	-12.949	0.00
A9	3.34 earth 1.005	4.60 earth 0.610	-10.407	0.00
A10	3.31 earth 0.909	4.53 earth 0.636	-10.335	0.00
A11	3.27 earth 0.922	4.63 earth 0.506	-13.027	0.00
A12	3.18 earth 0.988	4.53 earth 0.563	-11.437	0.00
A13	3.18 earth 0.896	4.59 earth 0.494	-13.189	0.00
A14	3.10 earth 0.835	4.47 earth 0.544	-13.113	0.00
A15	3.23 earth 1.085	4.52 earth 0.564	-10.963	0.00

Table 2-2 shows that all items A1-A15 are significant ($p < 0.050$), indicating a high

degree of reliability in the questionnaire design, and that all 15 items are well differentiated without the need to remove any analysis items.

2) The total question correlation method The total question correlation method is used to determine whether individual items need to be deleted by calculating the correlation coefficient of the product difference between individual items and the total score of the scale. If the correlation coefficient between an item and the total score is greater than 0.400 ($r > 0.04$) and the correlation is significant ($p < 0.05$), then the correlation between the item and the total score is high and the homogeneity of the item is high. The results of the analysis of the questionnaire in this study showed that the correlation coefficient between each question item and the total score of the scale was greater than 0.400 and the correlation reached significance, indicating that the correlation between each question item and the total score of this questionnaire was high, i.e., the homogeneity was high, therefore, there was no need to delete any question item.

Table 3-3 Analysis of questionnaire items

Title	Pearson's correlation	Significance ($p < 0.05$)
A1	0.502	0.00
A2	0.658	0.00
A3	0.634	0.00
A4	0.764	0.00
A5	0.765	0.00
A6	0.796	0.00
A7	0.657	0.00
A8	0.767	0.00

A9	0.696	0.00
A10	0.723	0.00
A11	0.767	0.00
A12	0.744	0.00
A13	0.766	0.00
A14	0.749	0.00
A15	0.749	0.00

As can be seen from Table 3-3: the correlation coefficients between question items A1-A15 and the total score were all greater than 0.4 ($r > 0.4$), and $p < 0.05$, the correlation between each question item and the total score reached significant, indicating the high reliability of the questionnaire design.

(2) Questionnaire validity analysis

Validity analysis is a test of the validity and accuracy of the questionnaire design. The items in the initial questionnaire were tested by KMO and Bartlett's spherical test, with $KMO < 0.5$ indicating that the items were not suitable for factor analysis and $KMO > 0.8$ indicating that the items were suitable for factor analysis, and the larger the value of KMO the more suitable they were for factor analysis.

Table 3-4 KMO and Bartlett's test

The Kaiser-Meyer-Olkin metric for sampling	0.909
Bartlett's test of sphericity approximates the chi-	2650.125
df	105
Sig	0.00

As can be seen from Tables 3-4: the KMO value of the questionnaire was 0.909 and the Bartlett's spherical test reached significance ($p < 0.01$), indicating that the questionnaire is suitable for factor analysis.

Using principal component analysis, factors with characteristics greater than 1 were selected to extract the main factors, and the maximum variance method of rotation was used to rotate the number of public for extraction. The questions with close factor loadings (difference less than 0.1) on two or more common factors were removed; the questions with only one common factor were removed; the questions with factor loadings (the coefficient between the question and the common factor) on the common factor were removed if they were less than 0.4 and the common degree was lower than 0.4. After multiple rotations, a total of 5 fixed factors were extracted, with a cumulative variance contribution of 64.941%.

Table 3-5 Results of exploratory factor analysis

Title	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
A1	0.841				
A2	0.770				
A3	0.600				
A4		0.617			
A5		0.732			
A6		0.738			
A7			0.954		
A8			0.792		
A9			0.743		

A10				0.664	
A11				0.780	
A12				0.785	
A13					0.790
A14					0.728
A15					0.735

(3) Questionnaire reliability analysis

Reliability analysis can also be referred to as reliability analysis, which refers to the consistency of the results obtained when the same method is used to measure the same object repeatedly. The more the value of a coefficient is close to 1, the higher the reliability of the questionnaire. The statistical analysis using SPSS 2.0 shows that the Cronbach's alpha of this questionnaire is 0.906 (Table 3-6), and the reliability of each dimension of the questionnaire is greater than 0.7 (Table 3-7), indicating that the consistency and stability of this questionnaire is good.

Table 3-6 Questionnaire reliability analysis

Cronbach's	Number of items
0.906	15

Table 3-7 Reliability tests for each dimension of the questionnaire

Dimension	Cronbach's Alpha
Awareness of	0.703
Professional	0.814
Professional	0.709
Professional	0.820
Professional	0.815

Chapter 4

Results of Data Analysis

4.1 Analysis of the current state of professional development of early childhood teachers

As can be seen from Table 4-1, the overall mean score of 3.82 on the Teacher Professional Development Questionnaire is above the medium intensity value (scored on a 5-point scale, with 3 being the middle value and 1-5 in increasingly good condition), indicating that the early childhood teachers surveyed were at a medium to high level on the five dimensions of professional development.

Table 4-1 Early childhood teacher professional development profile

Dimensionality	Minimal values		Maximum value	Average	Standard
Awareness of	1.00	5.00		3.84	0.674
Professional	1.66	5.00		3.97	0.583
Professional	2.33	5.00		3.40	0.467
Professional	1.00	5.00		3.96	0.573
Professional	1.77	5.00		3.91	0.554
Overall average	1.27	4.80		3.82	0.663

In addition, the table shows that on the dimensions of professional development for early childhood teachers, professional development planning was the best, professional development reflection, professional development regulation

and professional development awareness were the second best, and professional development action was the worst. The following is a specific analysis of the basic situation of early childhood teachers on each dimension of professional development.

4.1.1 Early childhood teachers' awareness of professional development

As can be seen from Table 4-1, the overall situation of early childhood teachers' awareness of professional development is good, with a mean score of 3.84, which indicates that: most early childhood teachers have a good awareness of professional development, have the concept of self-development of professional development, and are able to recognise the subjectivity of early childhood teachers themselves in professional development, but we need to recognise that this dimension has a low score compared to the other dimensions, and ranks only the second lowest among the five dimensions of early childhood teachers' professional development. However, we need to recognise that this dimension scores low compared to the other dimensions, and is only the second lowest of the five dimensions of the questionnaire.

Table 4-2 Statistical analysis of the current status of early childhood teachers' awareness of professional development

	Fully compliant		More in line with		Uncertainty		Comparisons do not match		Not at all		Average value
	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	
1. I believe that the process of professional growth of teachers is mainly a process of self-improvement for teachers.	76	24.2%	130	41.3%	44	14%	46	14%	16	5.4%	3.74
2. I believe that the key to raising the professional standards of teachers lies in their proactivity.	82	26%	166	53%	32	10%	22	27.1%	8	2.6%	3.94
3. I believe that teachers should strive to learn and improve their quality, and this has nothing to do with the supervision of others.	94	30.3%	132	42.6%	44	14%	26	8.4%	14	4.5%	3.86

From Table 4-2, we can see that 24.2% of the early childhood teachers considered themselves to be 'fully compliant' and 41.3% considered themselves to be 'more compliant' in terms of whether they saw the process of professional growth as a process of self-improvement for teachers. "However, 29.1 per cent of the teachers did not think that they were fully compliant. However, 29.1% of teachers were more likely to choose 'not sure' and 'not quite sure' than to choose 'quite sure'. For the question "I think teachers should study hard and improve their qualifications, not because they are urged to do so by others", 30.3% of teachers said they "fully

conform" and 42.6% said they "somewhat conform". However, 27.1% of teachers still chose "not sure", "not sure", "not sure" and "not at all". This indicates that most teachers recognize the value of their own subjectivity in professional development, see professional development as a process of self-improvement, and recognize that the improvement of teachers' professionalism requires active personal efforts, but some teachers do not recognize their key role in their own professional development and appear passive in the process of their own professional development.

4.1.2 Professional development planning for early childhood teachers

From Table 4-1, we can see that the status of professional development planning for early childhood teachers is relatively good, with the highest score among the five dimensions of the Early Childhood Teacher Professional Development Questionnaire, ranking first with a mean score of 3.97, which is higher than the medium intensity value of 3. This indicates that the overall status of professional autonomy planning for early childhood teachers is good and in the middle to upper range.

Table 4-3 Statistical analysis of the current status of professional development planning for early childhood teachers

	Comparisons do											
	Fully compliant				More in line with				Uncertainty			
	not match				Not at all							
	Number	Proportion	people	value	Number	Proportion	people	value	Number	Proportion	people	value
of	of	of	of	of	of	of	of	of	of	of	of	of
people	people	people	people	people	people	people	people	people	people	people	people	people
4. I have a reasonable plan to improve my education and teaching.	98	31.6%	150	48.4%	40	12.9%	16	5.2%	6	1.9%		4.03
5. I am clear about my professional growth goals.	70	22%	170	55%	48	15.4%	12	3.9%	10	3.2%		3.92
6. I know how to come to enhance my professionalism.	80	26%	170	55%	36	11.3%	12	3.9%	12	3.8%		3.99

From Table 4-3, we can see that 31.6% of the teachers gave a completely positive response, 48.4% gave a relatively positive response, 12.9% chose 'not sure' and 7.1% gave a negative response on whether they had a reasonable plan to improve their teaching. 7.1% of teachers gave a negative answer. On the question of whether they were clear about their professional growth goals, 55% of teachers answered positively, 15.4% answered 'not sure', and 3.2% answered negatively. In terms of whether they knew how to enhance their professionalism, 26% of teachers answered 'fully', 55% answered 'somewhat', 11.3% answered "The above figures show that nearly 4/5 of the teachers have a reasonable plan for their professional development and have a clear understanding of their own professional development. However, we should also note that nearly 1/5 of the teachers do not know how to achieve their professional development and are unsure or do not have their own professional development plan and goals.

4.1.3 Early childhood teacher professional development initiatives

From Tables 4-4, we can see that the professional development actions of early childhood teachers are in a good condition, with a mean score of 3.40, which is higher than the medium intensity value of 3 and is in the middle to upper level, indicating that early childhood teachers are better able to carry out their professional development actions in accordance with the professional development plan they have formulated in the professional development process.

Table 4-4 Paired tests of professional development actions against several other dimensions

	Average	Standard	Standard	t	df	Sig
Awareness -	0.439**	0.821**	0.047**	9.313	309	0.002
Planning -	0.571**	0.676**	0.338**	14.879	309	0.000
Reflection -	0.554**	0.669**	0.038**	14.570	309	0.000
Regulation -	0.510**	0.663**	0.037**	13.549	309	0.007

However, we need to note that ECE teachers' professional development actions scored the lowest of the five dimensions, ranking at the bottom of the five dimensions, and the paired t-test (Table 4-4) between professional development actions and several other dimensions revealed that the means of the other dimensions were higher than professional development actions.

Table 4-5 Statistical analysis of the current status of professional development

initiatives for early childhood teachers

	Fully compliant	More in line with	Uncertainty	Comparisons do not match	Not at all	
Title	People	hundred	People	People	hundred	People
		than	Number	Number	than	Number
7、 If others do not urge me, I will learn professional knowledge and skills less actively.	22	7.1% 30	9.7%	63	20.3%	121 39%
8. I am able to fulfil well the professional growth plan I have drawn up.	65	21% 165	53.8%	48	15.5% 16	5.2% 14 4.5% 3.94
9、 In order to achieve my professional growth goals, I work hard and persevere.	70	23.2% 177	56.6% 38	12.3% 10	3.2%	15 4.7% 3.86

At the same time. As we can see from Tables 4-5, 23.9% of teachers chose 'not at all', 39% chose 'not at all', and 16.8% chose 'not sure'. "20.3% were unsure, while 16.8% chose 'fully' and 'somewhat'. This indicates that most teachers are able to take the initiative to learn professional knowledge and skills, but nearly 2.5 per cent of teachers are unsure or unable to take the initiative to learn professional knowledge and skills. On the question of whether or not they could fulfil their professional growth plan, 21% of teachers chose 'fully compliant', 53.8% chose 'fairly compliant' and 15.5% chose 'unsure'. These figures show that most teachers are able to fulfil their professional growth plans, but there are still some teachers who are sceptical and negative about whether they can fulfil their professional growth plans.

4.1.4 Reflections on professional development of early childhood teachers

As can be seen from Tables 4-6, the score of early childhood teachers' professional development reflection is second only to early childhood teachers' professional development planning among the five dimensions, ranking second among the five dimensions with an average score of 3.96, which is close to the upper-middle level.⁴ This indicates that most early childhood teachers can actively reflect on their professional growth activities and have a good sense of reflection on their own professional growth process.

Table 4-6 Statistical analysis of the current status of early childhood teachers' professional development reflections

Title	Fully compliant		More in line with		Uncertainty		Comparisons do		Not at all		Average value
	not match										
	Number	Number	Number	Number	Number	Number	Number	Number			
	of	of	of	of	of	of	of	of	of	of	
	people	Proportion	people	Proportion	people	Proportion	people	Proportion	people	Proportion	
10. I am good at summarizing the lessons learned from my successes and failures in the process of professional growth	76	24.5%	175	56.4%	36	11.6%	16	5.2%	7	2.3%	3.99
11. I often think about how to improve my professionalism	78	24.8%	160	50%	44	14.2%	14	5.5%	14	5.5%	3.99
12. I often reflect on whether I have improved my professional quality and professional level	70	22.6%	170	54.8%	50	16.1%	12	3.9%	8	2.6%	3.91

Specifically, according to Tables 4-6, 24.5% of the teachers chose "fully conform", 56.4% chose "somewhat conform", 11.6% chose "not sure", 7.5% chose "not sure" and 7.5% chose "not sure". of the teachers selected "not at all", 11.6% selected "not sure", and 7.5% selected "not at all" and "not at all". 7.5% chose "not at all" and

"not at all". For the question "I often think about how to improve my professionalism", 74.8% of teachers answered positively, 14.2% answered "not sure" and 11% answered negatively. In the question "I often reflect on whether I have improved my professionalism and professionalism", 22.6% of the teachers chose "completely", 54.8% chose "somewhat", and 16.1% chose "not at all". "16.1% of teachers were unsure, and 6.5% of teachers chose "not at all" and "not at all".

The above data show that most early childhood teachers have a good sense of reflection and are able to reflect on their own professional growth process, and constantly summarise their experiences in their own professional development process, always thinking about how to improve their own professionalism. The teachers' reflections on their own professional development process can in turn support and lead them in setting their own professional development goals, formulating their professional development plans and carrying out their professional development actions.

4.1.5 Early childhood teacher professional development moderation

According to Tables 4-7, early childhood teachers' professional development moderation is at an intermediate level among the five dimensions, slightly lower than professional development planning and professional development reflection, but better than professional development awareness and professional development consciousness. The mean score of 3.91 for the surveyed teachers on this dimension

is close to the upper-middle level⁴, which indicates that most early childhood teachers are able to flexibly adjust their professional development activities according to their actual situation and continuously optimise their professional development.

Table 4-7 Statistical analysis of the current status of professional development moderation of early childhood teachers

Title	Fully compliant		More in line with		Uncertainty		Comparisons do not match		Not at all		Average value
	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	
10. I am constantly revising my professional plan to make it better	68	21.5%	179	58.1%	42	13.5%	12	4.2%	9	2.7%	3.93
11. When there are several tasks, I first ensure that I accomplish my professional growth goals	63	19.6%	160	50%	62	20%	12	4.9%	13	5.0%	3.87
12. I can carry out professional growth activities flexibly according to actual needs	76	24.1%	170	54.8%	36	11.6%	16	5.2%	12	3.9%	3.95

Specifically, as shown in Tables 4-7, 21.5% of teachers chose "fully conform", 58.1% chose "somewhat conform", 13.5% chose "not sure", and 6.9% chose "somewhat conform" and "not at all conform" to the question of whether they could adjust their professional growth plans. "13.5% were unsure, while 6.9% chose "not at all" and "not at all". In terms of whether they could organise their tasks appropriately and take the lead in achieving their professional growth goals, 70.1% of teachers thought they could do so, 20% were unsure if they could, and 9.9% thought they could not. On the question of whether they could flexibly adapt their professional

activities, 79.3% of teachers answered in the affirmative, while 20.7% were unsure if they could do so and 20.7% said they could not. These figures show that the majority of teachers are able to make adjustments and interventions to their professional growth plans, although we cannot ignore the fact that there are still 10-20% of teachers who are at a loss as to whether they can make adjustments to their professional growth plans, and there are also some teachers who explicitly state that they are unable to make good adjustments and interventions to their professional growth plans.

4.2 Analysis of factors influencing the professional development of kindergarten teachers

4.2.1 The relationship between the personal background of early childhood teachers and their professional development

In order to examine the impact of teachers' basic personal circumstances on teachers' autonomous professional development, this study conducted correlation tests, independent samples t-tests and one-way ANOVAs on the dimensions of gender, age, teaching experience, title, education, type of kindergarten, location of kindergarten and level of school, and multiple comparisons by LSD method for items that reached significance, as detailed below.

4.2.1.1 The impact of gender on the professional development of early childhood teachers

The results of the independent sample t-test, with gender as the independent variable and total autonomy of early childhood teachers' professional development and each dimension as the dependent variable, are shown in Tables 4-8.

As shown in Tables 4-8, there was no significant difference in the overall level of professional development between the genders ($p > 0.05$), and there was no significant difference in the sub-dimensions between the genders ($p > 0.05$).

Table 4-8 Tests of differences in professional development of early childhood teachers by gender

Dimensionality		Male		Women		T	P
		N=16		N=294			
		M	SD	M	SD		
Awareness of professional							
development	4.042	0.437	3.836	0.834	-1.724		0.099
Professional Development Planning	3.792	0.860	3.989	0.751	1.1013		0.312
Professional development initiatives	3.813	0.688	3.828	0.781	0.076		0.939
Professional Development Reflections	3.667	0.596	3.977	0.730	1.671		0.096
Professional development moderation	3.708	0.556	3.930	0.750	1.162		0.246
Overall level of professional							
development	3.804	0.547	3.912	0.653	0.647		0.518

Note: ** $p < 0.01$ * $p < 0.05$

According to the results of the analysis in Tables 4-9, there is no significant correlation between the gender of teachers and the overall level of professional development of teachers, and specifically, there is no significant correlation between the gender of teachers and the five dimensions of professional development of teachers, which indicates that gender is not a factor affecting the professional development of teachers.

Table 4-9 Correlation analysis between teacher gender and professional development of early childhood teachers

		Awareness	Planning	Actions	Reflection	Regulation	Overall level
Gender	Relevance	-0.056	0.058	0.004	0.095	0.066	0.038
	Significance	0.328	0.312	0.939	0.096	0.246	0.505

4.2.1.2 The impact of teaching age on the professional development of early childhood teachers

According to the ANOVA results in Tables 4-10, it can be seen that there are significant differences in the total level of professional development between teachers of different teaching ages, significant differences in the other dimensions of professional development reflection, slight differences in professional development regulation, and no significant differences in professional development actions, professional development awareness, and professional development planning between teachers of different teaching ages.

Table 4-10 Differences in professional development of early childhood teachers by teaching age

	0-5 years		6-10 years		11-15 years		More than 15 years		F	LSD
	N=126		N=81		N=52		N=51			
	M	SD	M	SD	M	SD	M	SD		
Awareness of professional development	3.83	0.88	3.86	0.66	3.82	0.89	4.059	0.74	2.43	No significant difference

Professional Development Planning	3.92	0.85	4.02	0.61	3.93	0.81	4.111	0.655	0.94	No significant difference
Professional development initiatives	3.71	0.84	3.86	0.63	3.85	0.79	4.021	0.736	2.15	No significant difference
Professional Development Reflections	3.78	0.84	40.2	0.59	4.03	0.57	4.203	0.650	4.86	1 < 2* < 1 < 3* 1 < 4**
Professional development moderation	3.83	0.84	3.92	0.65	3.86	0.64	4.177	0.742	2.75	1 < 4*3 < 4*
Overall level of professional development	3.81	0.84	3.92	0.65	3.86	0.64	4.177	0.742	2.75	1 < 4*3 < 4*

Note: 1=0-5 years; 2=6-10 years; 3=11-15 years; 4=15+ years Note:

(** $p < 0.01$ * $p < 0.05$)

A post-hoc test using LSD found that on the professional development reflection dimension, there was a highly significant difference between teachers with 0-5 years of teaching experience and those with more than 15 years of teaching experience ($p < 0.05$), a significant difference between teachers with 6-10 years of teaching experience ($p < 0.05$), a slight difference between teachers with 11-15 years of teaching experience ($p < 0.05$), a slight difference between teachers with 11-15 years of teaching experience and teachers with more than 15 years of teaching experience ($p < 0.05$). There was no significant difference between the other three groups.

On the dimension of professional development regulation, there was a significant difference between teachers with 0-5 years of teaching experience and teachers with more than 15 years of teaching experience ($p < 0.05$), a slight difference between teachers with 11-15 years of teaching experience and teachers with more

than 15 years of teaching experience ($p < 0.05$), and no significant difference between the other three groups.

In terms of professional development level, there was a significant difference between teachers with 0-5 years of teaching experience and teachers with more than 15 years of teaching experience ($p < 0.05$), a slight difference between teachers with 11-15 years of teaching experience and teachers with more than 15 years of teaching experience ($p < 0.05$), and teachers with 11-15 years of teaching experience and teachers with more than 15 years of teaching experience were slightly. There was no significant difference between the other three groups. There were no significant differences between the other three groups.

As we can see from Figures 4-11, the level of professional development reflection of kindergarten teachers increases with the age of teaching. The trend of professional development level and developmental control level of kindergarten teachers in different teaching ages is generally consistent, although there is a decline in the middle, but the overall trend is upward, we can see that the professional development level and control level of kindergarten teachers will increase with the increase of teaching ages.

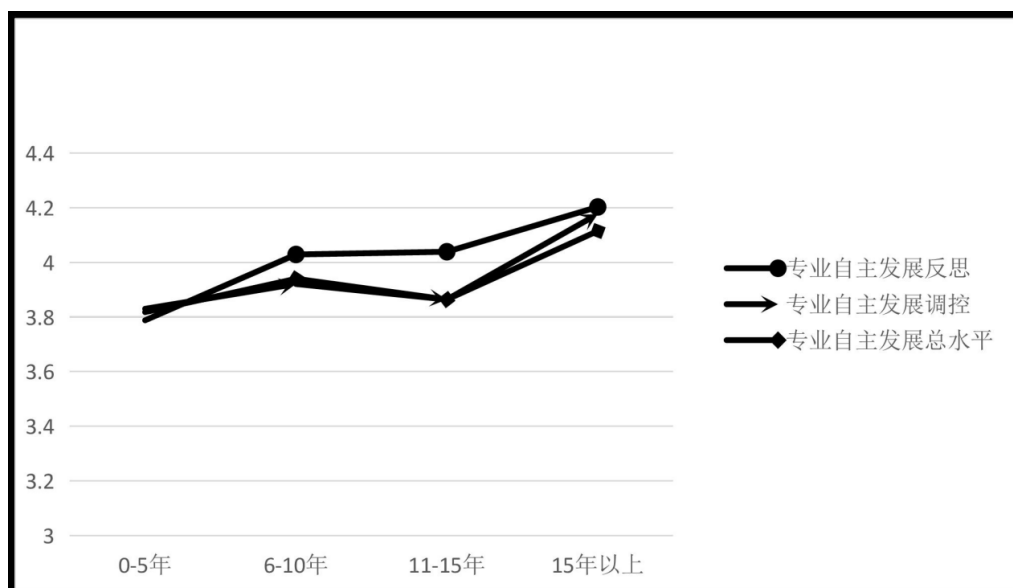


Figure 4-11 Changes in teachers' professional development reflections, moderation, and overall levels over years of teaching

Based on the results of the analysis in Tables 4-11, it is clear that there is a significant correlation ($p < 0.05$) between early childhood teachers' teaching age and teachers' professional development, and across the sub-dimensions, early childhood teachers' teaching age is significantly correlated with professional development actions and professional development regulation ($p < 0.05$), while it is highly significantly and positively correlated with professional development reflection ($p < 0.05$), which indicates that the level of early childhood teachers' professional In each sub-dimension, professional development reflection was most influenced by changes in age, followed by professional development action and professional development control.

Table 4-12 Correlation between teaching experience and professional

development of early childhood teachers

	Awareness	Planning	Actions	Reflection	Regulation	Overall level
Age	Relevance	0.041	0.069	0.138*	0.203**	0.137* 0.141*
	Significance	0.467	0.225	0.015	0.000	0.015 0.013

Note: ** $p < 0.01$ * $p < 0.05$

4.2.1.3 The impact of academic qualifications on the professional development of early childhood teachers

According to the ANOVA results in Tables 4-13, we can see that there are significant differences in the overall level of professional development between teachers with different qualifications, and specifically in each dimension, there are highly significant differences in the awareness of professional development, reflection on professional development and regulation of professional development between teachers with different qualifications.

Table 4-13 Analysis of differences in the professional development of early childhood teachers with different qualifications

	Secondary school and below		Tertiary		Undergraduate		Master and above		F	LSD
	N=74		N=125		N=97		N=14			
	M	SD	M	SD	M	SD	M	SD		
Awareness of professional development	4.176	0.716	3.838	0.663	3.725	0.919	3.381	0.856	2.085	3 <1-4 <1*
Professional Development Planning	3.970	0.578	3.938	0.742	3.894	0.909	4.246	0.935	1.920	No significant difference

Professional development initiatives	3.942	0.865	4.065	0.695	3.882	0.641	3.898	0.888	4.244	No significant difference
Professional Development Reflections	3.142	0.603	3.966	0.799	3.955	0.630	4.081	0.580	4.568	1 < 2** 1 < 3** 1 < 4**
Professional development moderation	3.286	0.652	3.933	0.888	3.893	0.639	4.045	0.536	2.375	1 < 2** 1 < 3** 1 < 4**
Overall level of professional development	3.210	0.452	3.801	0.704	3.871	0.509	3.890	0.323	2.891	1 < 2** 1 < 3** 1 < 4**

A post-hoc test by LSD found that on the awareness of professional development dimension, there was a significant difference ($p < 0.05$) between early childhood teachers with secondary school education or less and those with a bachelor's degree and master's degree or more.

There was a highly significant difference ($p < 0.05$) between the kindergarten teachers with secondary education or below and the other three groups in terms of reflection on professional development, level of professional development regulation and the overall level of professional development of kindergarten teachers, with the other three groups having a significantly higher level of professional development than the kindergarten teachers with secondary education or below.

The change in the level of professional development awareness of kindergarten teachers in terms of education is on a downward trend, with those with secondary school education or less having the highest level of professional development awareness and those with a master's degree having the lowest. The change in the level of professional development reflection and the level of

professional development regulation of kindergarten teachers in terms of age tends to increase, with kindergarten teachers with a master's degree or above being the highest, followed by those with a college degree, then those with a bachelor's degree, and those with a secondary school degree or below being the lowest. The change in the overall level of professional development of kindergarten teachers in terms of education is on the rise, which means that the professional development of kindergarten teachers will increase as their education level rises.

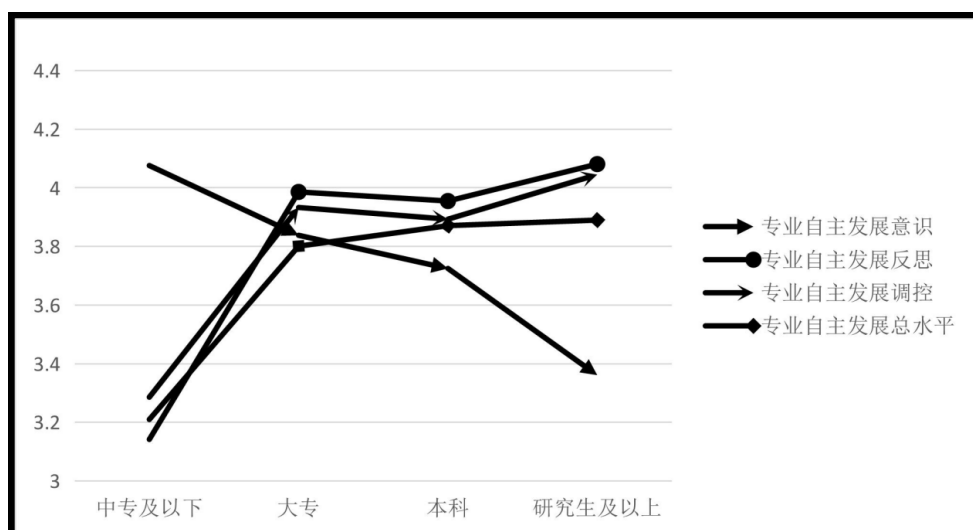


Figure 4-14 Changes in early childhood teachers' professional development awareness, reflection, regulation and overall level of professional development in relation to academic qualifications

According to the results of Tables 4-15, there is no significant correlation between teachers' education and their overall level of professional development ($p > 0.05$). The results of the above analysis indicate that increasing education does not necessarily increase the level of professional development of early childhood

teachers, and in all dimensions, the awareness of professional development of early childhood teachers decreases with increasing education, while the reflection on professional development and professional development control of early childhood teachers increase with increasing education.

Table 4-15 Correlation between early childhood teachers' qualifications and teachers' professional development

		Overall				
		Awareness	Planning	Actions	Reflection	Regulation level
Academic qualifications	Relevance	-0.149*	0.037*	-0.213	0.171**	0.153**
	Significance	0.017	0.499	0.082	0.002	0.007
						0.065

Note: ** $p < 0.01$ * $p < 0.05$

4.2.1.4 The impact of kindergarten type on the professional development of kindergarten teachers

According to Tables 4-18, there was no significant difference in the overall level of professional development between kindergarten teachers of different types of institutions, and there was a slight difference in the awareness of professional development between kindergarten teachers of different types of institutions in each sub-dimension ($p < 0.05$), with private kindergarten teachers being slightly more aware of professional development than public kindergarten teachers, while in the other

four dimensions, There was no significant difference between public and private kindergarten teachers on the other four dimensions.

Table 4-18 Analysis of differences in professional development of kindergarten teachers by type of institution

Dimensionality	Publicly run N=169		Privately run N=141		T	P
	M	SD	M	SD		
Professional autonomy	3.740	0.819	3.935	0.810	-2.098	0.037
Development awareness						
Professional autonomy	3.970	0.781	3.988	0.731	0.205	0.837
Development Planning						
Professional autonomy	3.777	0.806	3.887	0.734	1.238	0.217
Development actions						
Professional autonomy	3.970	0.735	3.950	0.718	-0.242	0.89
Reflections on development						
Professional autonomy	3.907	0.764	3.931	0.719	0.285	0.776
Development regulation						
Professional autonomy	3.912	0.665	3.899	0.629	-0.172	0.863
Overall level of development						

According to the results of the analysis in Tables 4-19, there is no significant correlation between type of kindergarten and professional development of early childhood teachers ($p>0.05$), and for each dimension, there is no significant correlation between type of kindergarten and the other four dimensions, except for a weak negative correlation with awareness of professional development ($p<0.05$). This suggests that the type of kindergarten does not affect the overall level of professional

development, but does have an impact on teachers' awareness of professional development.

Table 4-19 Correlation between type of kindergarten and professional development of early childhood teachers

	Regulation					Overall level
	Awareness	Planning	Actions	Reflection	n	
Relevance of the type of garden	-0.119*	0.012	0.070	-0.014	0.016	-0.021
Significance	0.037	0.837	0.217	0.809	0.776	0.718

Note: **p<0.01*p<0.05

4.2.1.5 The impact of kindergarten level on the professional development of kindergarten teachers

According to the results of the ANOVA in Tables 4-20, there were no significant differences in the level of professional development among kindergarten teachers at different levels, and there were highly significant differences in the awareness and action of professional development among kindergarten teachers at different levels in each dimension, but not in the planning, reflection and regulation of professional development.

Table 4-20 Differences in Professional Development of Kindergarten Teachers
by School Level

	Not rated at garden level		Grade 3		Grade 2		Grade 1		F	LSD
	N=95		N=100		N=67		N=48			
	M	SD	M	SD	M	SD	M	SD		
Awareness of professional development	4.17	0.71	3.83	0.66	3.72	0.91	3.38	0.85	2.08	3 <1- 4 <1*
Professional Development Planning	3.97	0.57	3.93	0.74	3.89	0.90	4.24	0.93	1.92	No significant difference
Professional development initiatives	3.94	0.86	4.06	0.69	3.88	0.64	3.89	0.88	4.24	No significant difference
Professional Development Reflections	3.14	0.60	3.96	0.79	3.95	0.63	4.08	0.58	4.56	1 < 2** 1 <3** 1 < 4**
Professional development moderation	3.28	0.65	3.93	0.88	3.89	0.63	4.04	0.53	2.37	1 < 2** 1 <3** 1 < 4**
Overall level of professional development	3.21	0.45	3.80	0.70	3.87	0.50	3.89	0.32	2.89	1 < 2** 1 <3** 1 < 4**

Note: 1=unrated garden; 2=level 3 garden; 3=level 2 garden; 4=level 1 garden

(** $p < 0.01$ * $p < 0.05$)

Post hoc tests using LSD revealed that on the professional development awareness dimension, there was a highly significant difference between kindergarten teachers in unrated kindergartens and the other three groups in their level of professional development awareness ($p < 0.05$). There was a significant difference between kindergarten teachers in Level 2 and kindergarten teachers in Level 1 ($p < 0.05$). On the action dimension of professional development, there was a highly significant difference ($p < 0.05$) between kindergarten teachers in Level 1 and

kindergarten teachers in unrated, Level 3 and Level 2 kindergartens.

As shown in Figure 4-21, the change in teachers' awareness of professional development at the school level fluctuated and showed an overall upward trend, with teachers at Level 1 having the highest level of awareness of professional development, followed by teachers at Level 3, followed by teachers at Level 2 and teachers at unrated kindergartens. There was an overall downward and upward trend in the change in teachers' professional development actions at the school level, with teachers at Level 1 having the highest level of professional development actions, followed by teachers at unrated kindergartens, followed by teachers at Level 3 and teachers at Level 2.

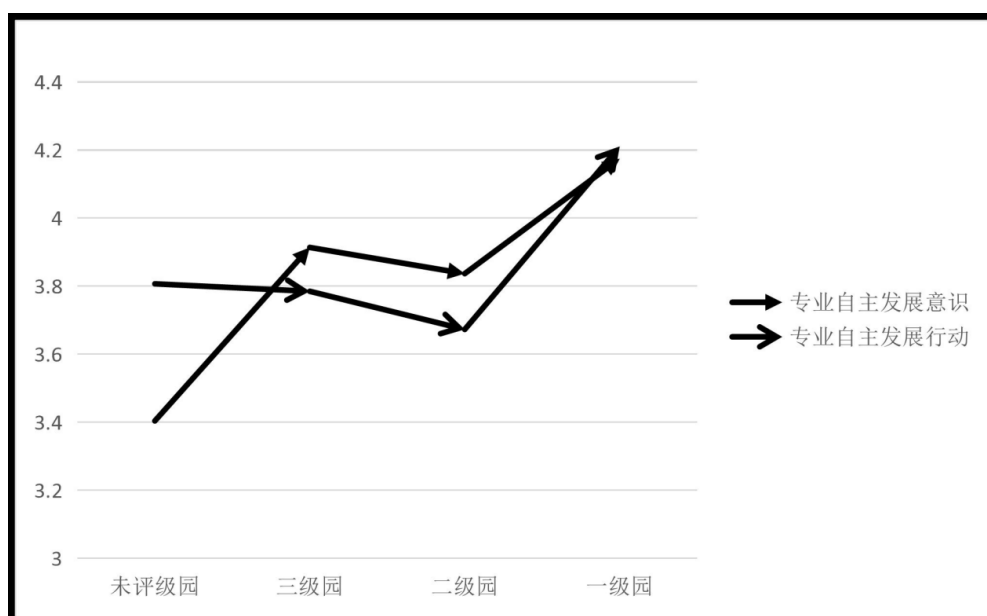


Figure 4-21 Changes in early childhood teachers' professional development awareness and actions at the school level

The results of the analysis in Tables 4-22 show that there is no significant

correlation between the level of kindergarten establishment and the professional development of kindergarten teachers in general, and specifically for each dimension, the level of kindergarten establishment is not significantly correlated with each dimension, which indicates that the level of kindergarten establishment does not affect the professional development of kindergarten teachers.

Table 4-22 Analysis of the correlation between kindergarten level and professional development of early childhood teachers

	Overall				
	Awareness	Planning	Actions	Reflection	Regulation
Relevance of the					
grade of the garden	0.021	0.076	0.103	0.063	0.071
Significance	0.715	0.183	0.070	0.268	0.211

Note: **p<0.01 *p<0.05

4.2.2 Relationship between the quality of early childhood teacher professional development and teacher professional development

This study examines the relationship between early childhood teachers' own professional development qualities and their autonomous professional development in terms of their motivation for professional development, sense of efficacy for professional development, professional value identity, and perceptions of professional development.

4.2.2.1 The impact of professional development motivation on the professional development of early childhood teachers

In this study, teachers' motivation for professional development was divided into two categories: internal motivation and external motivation, which included interest motivation and value motivation, and external motivation, which included interest motivation and crisis motivation.

Table 4-23 Correlation analysis between professional development motivation and professional development of early childhood teachers

		Interest motivation	Value motivation	Profit motive	Motivation for the crisis
Professional Development Level	Relevance	0.395**	0.374**	-0.049	0.127**
	Significance	0.000	0.000	0.426	0.033

Note: ** $p < 0.01$ * $p < 0.05$

According to Table 4-23, professional development motivation was closely related to the level of professional development of kindergarten teachers, specifically, interest motivation and value motivation of internal professional development motivation showed a highly significant positive correlation ($p < 0.05$) with the level of professional development of kindergarten teachers. The external professional development motivation of crisis motivation was significantly related to the

professional development of ECE teachers ($p < 0.05$). Interest motivation had the strongest relationship with professional development (correlation coefficient of 0.395), followed by value motivation (correlation coefficient of 0.374) and crisis motivation (correlation coefficient of 0.127). There was no significant correlation between interest motivation and the level of professional development of ECE teachers ($p > 0.05$).

The regression analysis was conducted with professional development motivation as the predictor variable, while early childhood teachers' professional development was the predicted variable. As shown in Table 4-24, all types of motivation had a significant predictive effect on early childhood teachers' professional development, and interest motivation, value motivation and crisis motivation had a highly significant predictive effect on early childhood teachers' professional development, with the magnitude of their effects being interest motivation, value motivation and crisis motivation in that order, and interest motivation had a significant negative predictive effect on Interest motivation was a significant negative predictor of professional development.

Table 4-24 Regression analysis and t-test of professional development motivation and professional development of early childhood teachers

	Unstandardised		Standardised	t	Sig
	factor		regression		
	Standard		coefficients		
	Coefficient	error			
intercept distance	5.106	0.067		17.085	0.000
Value motivation	0.241	0.040	0.336	5.987	0.001
Profit motive	-0.104	0.024	-0.183	-7.417	0.002
Motivation for the crisis	0.095	0.032	0.252	4.078	0.003

Note: **p<0.01 *p<0.05

Table 4-25 Correlation analysis between professional development motivation and the dimensions of professional development of early childhood teachers

		Interest	Value	Profit	Motivation
		motivation	motivation	motive	for the crisis
Awareness of	Relevance	0.313**	0.374**	-0.192	0.317**
professional					
development	Significance	0.000	0.000	0.003	0.000
Professional	Relevance	0.213**	0.202**	-0.025	0.065

Development Planning	Significance	0.000	0.000	0.790	0.271
Professional	Relevance	0.462**	0.424**	-0.321	0.426**
development initiatives	Significance	0.000	0.000	0.000	0.000
Professional	Relevance	0.534**	0.521**	0.074	0.146**
Development	Significance	0.000	0.000	0.213	0.013
Reflections					
Professional	Relevance	0.548**	0.599**	0.014	0.018
development	Significance				0.740
moderation		0.000	0.000	0.809	

Note: ** $p < 0.01$ * $p < 0.05$

From the results in Table 4-25, it can be seen that among the professional development motivations, interest motivation and value motivation have a significant positive relationship with each dimension ($p < 0.05$), while interest motivation has a significant negative relationship with professional development awareness and professional development action ($p < 0.05$), and does not have a significant relationship with professional development planning, professional development reflection and professional development regulation ($p > 0.05$), while crisis motivation has a significant relationship with professional development awareness, professional development action and professional development reflection ($p < 0.05$), and does not have a significant relationship with professional development planning and professional development regulation. 0.05), crisis motivation was significantly related to awareness

of professional development, professional development action and professional development reflection ($p < 0.05$), while it was not significantly related to professional autonomy planning and professional development regulation.

The above findings suggest that when teachers are motivated by interest and self-fulfilment to carry out professional development activities, they will have higher levels of professional development, while a certain degree of crisis awareness will help to enhance teachers' professional development.

4.2.2.2 Impact of professional identity on the professional development of early childhood teachers

This study measured teachers' professional values in terms of whether they felt proud of being an early childhood teacher and whether they believed that the profession could fulfil their professional aspirations and life values.

The results of the analysis in Table 4-26 show that there is a significant correlation ($p < 0.05$) between the professional identity and the level of professional development of early childhood teachers, and specifically between each dimension, which indicates that when early childhood teachers have a high level of professional identity, the level of professional development of early childhood teachers will also be higher. This indicates that when teachers have a high level of professional identity, the level of professional development is also higher.

Table 4-26 Correlation analysis between professional identity and professional

development of early childhood teachers

	Overall					
	Awareness	Planning	Actions	Reflection	Regulation	Level
Professional identity						
relevance	0.239**	0.346**	0.279**	0.387**	0.433**	0.430**
Significance	0.000	0.000	0.000	0.000	0.000	0.000

Note: **p<0.01 *p<0.05

The regression analysis was conducted with professional identity as the independent variable and professional development of early childhood teachers as the dependent variable. As shown in Tables 4-27, professional identity was a significant predictor of ECE teachers' professional development (regression coefficient of 0.648). That is, for every unit increase in professional identity, the professional autonomy of ECE teachers increased by 0.648 units, without taking into account the influence of other factors.

Table 4-27 Regression analysis and t-test of professional identity and professional development of early childhood teachers

	Unstandardised factor	Standardised	t	Sig
	Coefficient	Standard regression		
	error	coefficients		
intercept distance	1.895	0.132	14.410	0.000

Professional

Identity	0.471	0.032	0.648	14.925	0.000
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Note: ** $p < 0.01$ * $p < 0.05$

4.2.2.3 The impact of professional development efficacy on the professional development of early childhood teachers

The results of the analysis in Table 4-28 show that there is a strong relationship between professional development efficacy and professional development of early childhood teachers (correlation coefficient of 0.430), a significant relationship between professional development efficacy and professional development of early childhood teachers ($p < 0.05$), and a significant relationship between professional efficacy and each dimension ($p < 0.05$). Professional development efficacy was also closely related to professional development regulation (correlation coefficient of 0.393), followed by professional development reflection (correlation coefficient of 0.379). This suggests that teachers' sense of professional development efficacy has a significant impact on their own professional development, especially in the areas of professional development control and professional development reflection, and that when teachers have a high sense of professional identity, their own professional development will increase accordingly.

Table 4-28 Correlation analysis between professional development efficacy and professional development of early childhood teachers

Note: ** $p < 0.01$ * $p < 0.05$

4.2.2.4. Professional development perspectives and the impact of professional development of early childhood teachers

As shown in Table 4-30, there is a significant correlation ($p < 0.05$) between early childhood teachers' perceptions of professional development and teachers' professional development levels, specifically in each dimension. This indicates that teachers' perceptions of professional development can effectively enhance their own professional development, especially the enhancement of professional development reflection and professional development control.

Table 4-30 Analysis of the correlation between perceptions of professional development and professional development of early childhood teachers

	Awareness	Planning	Actions	Reflection	Regulation	Overall
ProfessionRelevanc	0.264**	0.383**	0.343**	0.463**	0.451**	0.482**
Watch	Significan	0.000	0.000	0.000	0.000	0.000

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was conducted with the view of professional development as the independent variable and the professional development of early childhood teachers as the dependent variable. As shown in Table 4-31, the view of professional development of early childhood teachers had a significant predictive effect on the professional development of early childhood teachers (regression

coefficient of 0.679), i.e. for every unit increase in the view of professional development of early childhood teachers, the professional development of early childhood teachers would increase by 0.679 units.

Table 4-31 Regression analysis and t-test of professional development views and professional development of early childhood teachers

	Unstandardised factor Coefficient	Standard error	Standardised regression coefficients	t	Sig
intercept distance	4.492	0.063		12.493	0.000
Professional Development					
Perspectives	0.517	0.032	0.679	16.233	0.000

Note: **p<0.01 *p<0.05

4.2.3 The relationship between kindergarten factors and teachers' professional development

In order to examine the influence of kindergartens on the professional development of early childhood teachers, this study analyzed and tested the correlation between the learning climate, teacher culture, leadership style, evaluation style, economic conditions and kindergarten support in kindergartens.

4.2.3.1 Analysis of the correlation between learning climate and professional development of early childhood teachers

Table 4-32 shows that there is a significant correlation between the learning climate in kindergartens and the professional development of early childhood teachers ($p < 0.05$), and across all dimensions, the learning climate in kindergartens is significantly correlated with all five dimensions of teachers' professional development ($p < 0.05$), with the learning climate being firstly closely related to professional development planning (correlation coefficient of 0.469) and secondly to professional development reflection (correlation coefficient of 0.402). This was followed by reflection on professional development (correlation coefficient of 0.402). The findings suggest that a good learning climate in kindergartens is key to the level of professional development of kindergarten teachers, especially in terms of professional development planning and professional development reflection.

Table 4-32 Correlation analysis between learning climate and professional development of early childhood teachers

	Awareness	Planning	Actions	Reflection	Regulation	Overall
Relevance of	0.225**	0.469**	0.359**	0.402**	0.351**	0.462**
Significa	0.000	0.000	0.000	0.000	0.000	0.000

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was conducted with learning climate as the independent variable and early childhood teachers' professional development as the dependent variable. As shown in Table 4-33, learning climate had a highly significant

positive predictive effect on early childhood teachers' professional development (regression coefficient of 0.668), i.e. when each unit of learning climate increased, early childhood teachers' professional development increased by 0.668 units.

Table 4-33 Regression analysis and t-test of learning climate and professional development of early childhood teachers

	Unstandardised factor	Standard	Standardised	t	Sig
	Coefficient	error	regression		
			coefficients		
intercept distance	4.492	0.063		13.217	0.000
Learning atmosphere	0.525	0.033	0.668	15.769	0.000

Note: **p<0.01*p<0.050

4.2.3.2 Analysis of the correlation between teacher culture and professional development of early childhood teachers

This study examines kindergarten teacher culture in terms of whether kindergarten teachers learn from each other, share and exchange information, and help each other in the process of professional growth, while measuring its impact on the professional development of kindergarten teachers.

The results of the analysis in Table 4-34 show that there is a significant

correlation between teacher culture and kindergarten teachers' professional development, in all dimensions, kindergarten teacher culture shows significant correlation with all five dimensions, among which teacher culture is closely related to the professional development planning dimension and the professional development reflection dimension, which indicates that kindergarten teacher culture is an important factor influencing kindergarten teachers' professional development, especially for This indicates that kindergarten teachers' culture is an important factor influencing kindergarten teachers' professional development, especially for professional development planning and professional development reflection of kindergarten teachers.

Table 4-34 Correlation analysis between teacher culture and professional development of kindergarten teachers

	Awareness	Planning	Actions	Reflection	Regulation	Overall level
Cultural relevance of teachers	0.309**	0.460**	0.413**	0.450**	0.447**	0.426
Significance	0.000	0.000	0.000	0.000	0.000	0.000

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was conducted with teacher culture as the independent variable and early childhood teacher professional development as the dependent variable. As shown in Table 4-35, teacher culture had a significant predictive effect on

early childhood teacher professional development (regression coefficient of 0.706), meaning that for every unit increase in teacher culture, early childhood teacher professional development increased by 0.706 units.

Table 4-35 Regression analysis and t-test of teacher culture and professional development of early childhood teachers

	Unstandardised factor		Standardised	t	Sig
	Coefficient	Standard error	regression coefficients		
intercept distance	1.472	0.163		10.810	0.000
Learning atmosphere	0.587	0.034	0.706	17.506	0.000

Note: ** $p < 0.01$ * $p < 0.05$

4.2.3.3 Analysis of the correlation between leadership styles and the professional development of kindergarten teachers

This study categorises leadership styles into democratic and authoritarian to examine the impact of leadership styles on the professional development of early childhood teachers.

The results of the analysis in Tables 4-36 show that there are different correlations between different leadership styles and the professional development of early childhood teachers, with a strong relationship between democratic leadership style and the professional development of early childhood teachers (correlation

coefficient of 0.372) with a highly significant positive correlation ($p < 0.01$), and a highly significant positive correlation between democratic leadership style and all dimensions in all dimensions ($p < 0.01$). In contrast, there was a highly significant negative correlation between authoritarian leadership style and professional development of early childhood teachers ($p < 0.01$), and a highly significant negative correlation between authoritarian leadership style and all three dimensions ($p < 0.05$), with the exception of professional development reflection, which had a highly significant negative correlation with professional development awareness ($p < 0.01$). The results of the above analysis indicate that leadership style has a significant impact on the professional development of kindergarten teachers. Democratic leadership style is more conducive to the professional development of kindergarten teachers, while authoritarian leadership style, instead of being conducive to the professional development of kindergarten teachers, decreases the professional development of kindergarten teachers, and its impact on the awareness of professional development of kindergarten teachers is the most significant.

Table 4-36 Correlation analysis between leadership style and professional development of kindergarten teachers

		Overall					
		Awareness	Planning	Actions	Reflection	Regulation	level
Democratic							
Leader	Relevance	0.272**	0.347**	0.302**	0.313**	0.345**	0.372**
Guidance	Significance	0.000	0.000	0.000	0.000	0.000	0.000
method							
Proprietary							
collars	Relevance	-0.166**	-0.129	-0.145	-0.108	-0.132	-0.161
Guidance	Significance	0.003	0.023	0.011	0.057	0.021	0.004
method							

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was conducted with leadership style as the independent variable and professional development of early childhood teachers as the dependent variable. As shown in Table 4-37, democratic leadership style had a significant positive predictive effect on the professional development of early childhood teachers, while authoritarian leadership style had a significant negative predictive effect on the professional development of early childhood teachers.

Table 4-37 Regression analysis and t-test for leadership style and professional

development of early childhood teachers

	Unstandardised	Standardised	t	Sig
	factor	regression		
	Standard	coefficients		
	Coefficient	error		
intercept distance	3.230	0.101	32..000	0.000
Democratic leadership style	0.230	0.024	0.473	6.821 0.000
Autocratic leadership	-0.072	0.023	-0.156	-2.246 0.025

Note: ** $p < 0.01$ * $p < 0.05$

4.2.3.4 Analysis of the correlation between evaluation methods and professional development of kindergarten teachers

Analysis of the correlation between evaluation methods and kindergarten teachers' professional development This study categorised kindergarten evaluation methods into developmental and summative evaluations to examine the impact of kindergarten evaluation methods on the professional development of kindergarten teachers.

The results of the analysis in Tables 4-38 show that the different ways of evaluation have different effects on the level of professional development of early childhood teachers. There was a significant positive correlation between developmental assessment and professional development of ECE teachers ($p < 0.05$),

and a significant positive correlation between developmental assessment and each dimension ($p < 0.05$). There was no significant correlation ($p > 0.05$) between summative evaluation and the level of professional development of early childhood teachers, and there was no significant correlation ($p > 0.05$) between summative evaluation and the other three dimensions in each sub-dimension, except for reflections on professional development and actions on professional development ($p < 0.05$). The results of the above analysis suggest that developmental evaluation is more conducive to the enhancement of professional development of early childhood teachers, whereas summative evaluation, although conducive to the enhancement of professional development reflection and action of early childhood teachers, is not conducive to the enhancement of professional development of early childhood teachers in general.

Table 4-38 Analysis of the correlation between evaluation style and professional development of kindergarten teachers

		Awareness	Planning	Actions	Reflection	Regulation	Overall level
Developmental evaluation	Relevance	0.276**	0.357**	0.311**	0.324**	0.334**	0.382**
	Significance	0.000	0.000	0.000	0.000	0.000	0.000
Summative evaluation	Relevance	0.066	0.109	0.168*	0.134*	0.042	0.072
	Significance	0.264	0.061	0.001	0.020	0.515	0.215

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was carried out with the evaluation method as the independent variable and the professional development of early childhood teachers as the dependent variable. As shown in Tables 4-39, the developmental evaluation method had a significant positive predictive effect on the professional development of early childhood teachers, while the summative evaluation method did not have a significant predictive effect on the professional development of early childhood teachers.

Table 4-39 Regression analysis and t-test of evaluation style and professional development of early childhood teachers

	Unstandardised factor		Standardised regression coefficients		t	Sig
	Coefficient	Standard error				
intercept distance	3.923	0.166			14.723	0.000
Developmental evaluation	0.441	0.031	0.426		7.824	0.000
Summative evaluation	0.022	0.027	0.091		0.826	0.410

Note: **p<0.01 *p<0.05

4.2.3.5 Analysis of the correlation between the economic conditions of kindergartens and the professional development of kindergarten teachers

This study examines the impact of economic conditions in kindergartens on the professional development of kindergarten teachers in terms of both their welfare benefits and the conditions of kindergarten facilities.

The results of the analysis in Tables 4-40 show that the economic conditions of kindergartens are closely related to the professional development of kindergarten teachers, and the welfare benefits of kindergarten teachers show a significant correlation with their professional development ($p < 0.05$). Across all dimensions, there is a significant correlation between the welfare benefits of kindergarten teachers and professional development planning ($p < 0.05$), and a negative significant correlation between awareness of professional development and professional development actions ($p < 0.05$). The strongest relationship was found between early childhood teachers' welfare benefits and professional autonomy planning (coefficient of correlation 0.134). Similarly, there was a significant correlation ($p < 0.05$) between the hardware facilities of the kindergarten and the professional development of the kindergarten teachers, and on all dimensions, except for the awareness of professional development and the regulation of professional development, the facilities conditions of the kindergarten were significantly correlated with the other three dimensions. The strongest relationship was found between kindergarten facilities and professional development planning (correlation coefficient 0.182), indicating that good

economic conditions in kindergartens help to improve teachers' professional development, especially when kindergartens can provide good facilities and benefits, and that teachers' professional development planning and reflection are significantly influenced.

Table 4-40 Analysis of the correlation between economic conditions and professional development of early childhood teachers

		Awareness	Planning	Actions	Reflection	Regulatio	Overall
Benefits	Relevance	-0.118	0.134**	-0.116	0.048	0.088	0.111
	Significanc	0.042	0.020	0.047	0.407	0.106	0.040
Hardware	Relevance	0.064	0.182**	0.173**	0.130*	0.078	0.135*
	Significanc	0.270	0.002	0.003	0.017	0.129	0.018

Note: ** $p < 0.01$ * $p < 0.05$

Using economic conditions of kindergartens as the independent variable and professional development of kindergarten teachers as the dependent variable, regression analyses were conducted. As shown in Tables 4-41, welfare benefits had a highly significant predictive effect on professional development of kindergarten teachers (regression coefficient of 0.439) and facilities conditions of kindergartens had a significant predictive effect on professional development of kindergarten teachers (regression coefficient of 0.431).

Table 4-41 Regression analysis and t-test for economic conditions and professional development of early childhood teachers

Unstandardised factor	Standardised	t	Sig
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	Coefficient	Standard error	regression coefficients		
intercept distance	2.549	0.141		18.044	0.000
Benefits	0.039	0.022	0.439	8.578	0.000
Hardware	0.185	0.038	0.431	8.372	0.000

Note: ** $p < 0.01$ * $p < 0.05$

4.2.3.6 Correlation analysis of kindergarten support and professional development of early childhood teachers

This study divides kindergarten support into external support, where kindergartens are able to engage experts to guide teachers' educational and teaching activities, and internal support, where kindergartens themselves encourage teachers to undertake their own professional learning and enhancement activities. This study will examine the impact of kindergarten support on the professional development of early childhood teachers from these two perspectives. The results of the analysis in Tables 4-42 show that there is a strong relationship between kindergarten support and professional development of early childhood teachers, and there is a significant positive relationship between expert guidance and professional development of early childhood teachers ($p < 0.05$), and there is also a significant positive relationship between expert guidance and other sub-dimensions except awareness of professional development ($p < 0.05$), in which expert guidance and professional development

moderation (correlation coefficient of The strongest relationship between expert guidance and professional development regulation (correlation coefficient of 0.388) and professional development action (correlation coefficient of 0.363) suggests that having experts in kindergartens to guide teachers' educational and teaching activities is conducive to improving teachers' professional development, and as the frequency of guidance increases, so does the level of teachers' professional development, particularly in the areas of professional development regulation and professional development action. The support of the kindergarten itself also influences the level of professional development of the teachers. The positive encouragement and support of the kindergarten will increase the level of professional development of the teachers, and will have an important impact on the teachers' reflection on and control of their professional development.

Table 4-42 Correlation analysis between kindergarten support and professional development of early childhood teachers

		Awareness	Planning	Actions	Reflection	Regulation	Overall level
Expert guidance	Relevance	-0.071	0.162**	0.363**	0.348**	0.388**	0.205**
	Significance	0.216	0.004	0.000	0.000	0.000	0.000
Kindergarten	Relevance	0.325**	0.338**	0.247**	0.384**	0.369**	0.233**
	Significance	0.000	0.000	0.000	0.000	0.000	0.000
Encouragement							
	Significance	0.000	0.000	0.000	0.000	0.000	0.000

Note: ** $p < 0.01$ * $p < 0.05$

The regression analysis was conducted with kindergarten support as the independent variable and early childhood teachers' professional development as the dependent variable. As shown in Table 4-43, expert guidance and kindergarten support had a significant predictive effect on early childhood teachers' professional development, but the effect of kindergarten support was significantly greater (regression coefficient) than that of expert guidance.

Table 4-43 Regression analysis and t-test of kindergarten support and professional development of early childhood teachers

	Unstandardised factor		Standardised	t	Sig
	Coefficient	Standard error	regression coefficients		
intercept distance	1.832	0.134		13.624	0.000
Expert guidance	0.122	0.039	0.195	3.597	0.000
Kindergarten					
Support	0.384	0.040	0.516	9.524	0.000

Note: **p<0.01*p<0.05

Chapter 5

Conclusion and Discussion

5.1 Conclusion

5.1.1 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 are able to 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 each of the dimensions, so there is 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.

5.1.2 General 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 tends to decline. 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 several dimensions of professional development, such as total autonomy, reflection on professional development, and regulation of professional development, tend to 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. Except for 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.

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

5.2 Discussion of results

5.2.1 Discussion of the current state of professional development of 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.

5.2.2 Discussion of the results of the role of each influencing factor 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.

5.3 Recommendations

5.3.1 Teachers Aspects

5.3.1.1 Raising awareness of professional development and forming a correct view of professional development

The 'autonomy' of teachers' professional development is mainly reflected in their sense of autonomy in professional development. Awareness of professional development is the driving force behind teachers' professional development, and it is also the core of teachers' professional development. The awakening of teachers' awareness of professional development is not only an important step for teachers to gain a sense of professional well-being and overcome burnout, but it also ensures that teachers are able to continuously learn new knowledge and new ideas, continuously open professional development activities, and promote their own professional growth.

The development of early childhood education today has placed new demands on the quality of early childhood teachers, who are no longer passive recipients of educational reform and disseminators of the results of reform, but are the driving force and mainstay of the development of early childhood education. In the midst of such changes, early childhood teachers can only become active promoters of early childhood education development if they continue to shape themselves and give full play to their subjective awareness.

In today's rapidly developing knowledge economy, with the innovation and

development of network application technology, the dissemination of knowledge and update rate is faster than any previous era, teachers just stay in place, not to learn new ideas, not to contact new ideas, stagnant is far from enough, and ultimately can only lead to their own elimination, in order to adapt to the development of society, teachers should establish the concept of lifelong learning, In order to adapt to the development of society, teachers should establish the concept of lifelong learning, constantly update their knowledge and improve their own quality.

5.3.1.2 Strong educational beliefs and motivation for internal professional development

Educational beliefs are ideological concepts and spiritual pursuits that guide educational and teaching behaviour. Once formed or established, educational beliefs become an important motivating force for teachers to consciously engage in professional development. Teachers' educational beliefs are an important support for teachers' professional development. Firm educational beliefs can stimulate teachers' internal motivation for development, which is an intrinsic motivation to sustain teachers' professional growth behaviour. Early childhood teachers should do the following to strengthen their educational beliefs and stimulate their own internal motivation.

Firstly, teachers need to enhance their professional identity. The professional identity of early childhood teachers is their affirmation of the value and meaning of their profession. Under the guidance of a strong professional identity, early childhood

teachers can take the initiative to learn new knowledge and accept new teaching ideas, whether in the process of education and teaching or in the process of their own professional growth, they are more proactive. Secondly, Early childhood teachers should establish clear development goals, clearly identify professional development goals not only to enable early childhood teachers to clarify their own future development direction, leading the professional development of early childhood teachers, but also for the professional development of early childhood teachers to provide the corresponding evaluation criteria. Finally, early childhood teachers need to learn about educational theories and develop a rational understanding of early childhood education. It is only through the study of educational theories that early childhood teachers can form a clear understanding of the nature and value of early childhood teachers and grasp the methods, theories and principles of early childhood education to guide their own educational practice. It is only through the interaction between practice and theory that early childhood teachers can develop their own conceptions of education.

5.3.1.3 Increase professional confidence and self-efficacy

Professional development efficacy is, to some extent, an expression of teachers' self-confidence in their own professional development abilities. It refers to teachers' subjective judgements and feelings about whether they believe they have the capacity to develop themselves and whether they can complete their own development activities and achieve their professional development goals.

Professional confidence affects teachers' sense of efficacy in professional development, and when teachers have full confidence in their own identity, competence and influence, their own potential and motivation to work are greatly enhanced. Therefore, early childhood teachers should focus on increasing their professional confidence and enhancing their sense of professional development.

Firstly, early childhood teachers should continue to learn. Only in this way can teachers increase their confidence in their own teaching abilities and show full confidence in their own influence and identity when dealing with children and their parents. Secondly, early childhood teachers should learn to appreciate themselves and maintain self-confidence in themselves. Self-appreciation is an inner strength that inspires teachers to feel more effective and to become more proactive in their professional development behaviours. Teachers should learn to find their own strengths and make the most of them in their work, and they should always have sufficient self-confidence in themselves, both when teaching and when dealing with children and parents. Finally, early childhood teachers should learn to reflect and make up for their own shortcomings. Only by reflecting can early childhood teachers correctly understand their own shortcomings and consciously make up for them, so that they can improve themselves, enhance their professional confidence and improve their own sense of professional development effectiveness.

5.3.2 For kindergartens

5.3.2.1 Shaping a collaborative teacher culture and creating a learning organisation for early childhood teachers

The ecological approach to teacher professional development places greater emphasis on the role of the teacher's immediate environment in his or her development. The theory suggests that teachers do not develop in isolation, but rather through the integration of various factors in the environment in which they work on a daily basis, and that teachers can improve and grow within the school community through the mutual influence of each other. According to the ecological approach to teacher professional development, kindergartens should focus on creating a collaborative teacher culture and promoting professional development through the creation of teacher learning organisations.

Firstly, kindergartens need to create a cooperative and open organisational climate. A collaborative culture enables teachers to exchange and share knowledge, information, resources and experience with each other. In a collaborative culture, individual teachers will influence each other in terms of beliefs, attitudes and values, and under the influence of a collaborative culture, teachers will develop more educational wisdom. Secondly, it is important to establish a common goal for the early childhood teachers' organisation. The establishment of common goals can stimulate the initiative of early childhood teachers, so that they can work hard to achieve common goals, and it can also provide directional guidance for the

development of early childhood teachers, helping them to clarify their future development path and leading them to the path of independent development. Finally, a variety of teaching and learning activities can be developed to provide opportunities for teachers to collaborate and exchange ideas. Kindergartens can promote cooperation and exchange between teachers through teaching salons, group lesson preparation, lesson listening and lesson evaluation, and strengthen communication and dialogue between teachers, so that they can truly share their experiences and knowledge with each other.

5.3.2.2 Support professional development of early childhood teachers and establish developmental evaluation mechanisms

Kindergarten support is an essential external condition for early childhood teachers to achieve professional development

Kindergarten is the main workplace for early childhood teachers, and it provides the necessary resources to support their professional development activities. In order to facilitate professional development, kindergartens should provide the necessary resources to support teachers.

Firstly, kindergartens must provide teachers with the material resources to support them, giving them reasonable material entitlements and providing them with the necessary educational and teaching facilities. Secondly, kindergartens should provide teachers with learning resources, including a wealth of online learning resources, professional books and journals, and regular outbound training and

retraining, so that teachers can learn anytime and anywhere. Once again, kindergartens need to rationalise their teaching time, reduce unnecessary activities and give kindergarten teachers the space to learn on their own. Finally, kindergartens should also pay attention to providing psychological support for kindergarten teachers, because in their daily work and teaching kindergarten teachers need to make changes not only in their behaviour but also in their psychology in order to take good care of young children, and this continuous physical and spiritual exertion is likely to be the cause of kindergarten teachers' burnout of their work. Counselling to help nursery teachers overcome their difficulties. It is important that nursery schools provide timely counselling to help teachers overcome their difficulties so that they can always have a positive attitude towards their work.

The independent development of early childhood teachers does not mean that early childhood teachers develop independently from kindergartens, rather, it depends on the support of kindergartens, and the independent development of early childhood teachers is not only beneficial to early childhood teachers themselves, it can also lead to the development of kindergartens, so kindergartens should support the professional development of early childhood teachers from various aspects, and provide material and spiritual support for early childhood teachers.

Developmental assessment is necessary to achieve professional development of teachers

Kindergarten teacher evaluation refers to the process of making comprehensive,

objective and fair value judgements on the quality and teaching of kindergarten teachers, guided by correct educational values and in accordance with national education policies and educational objectives. According to different evaluation criteria, kindergarten teacher evaluation can be divided into two types: summative evaluation and developmental evaluation. Compared to summative evaluation, developmental evaluation focuses on the whole process of teachers' professional development, including not only the evaluation of teachers' current state of development, but also the evaluation of teachers' past performance.

Therefore, kindergartens should establish evaluation mechanisms that are appropriate for the professional autonomy of early childhood teachers. Firstly, it is important to focus on the plurality of evaluation subjects. The subjects of developmental evaluation are diverse, including teachers, children and parents. The evaluation of early childhood teachers should be based on dialogue and communication between the evaluation subjects, and the development of teachers should be promoted through the joint participation of the evaluation subjects. Secondly, it is important to focus on the differences between individual teachers. There are differences between people, and between teachers, and each teacher has his or her own areas of expertise, which requires that evaluation should be targeted and implemented in a differentiated and personalised way according to the individual differences between teachers. Finally, it is important to focus on the content of the evaluation. Evaluation is not only about the results of the teacher's teaching, but also

about all aspects of the teacher's teaching process, such as the teacher's teaching design, the methods used in teaching, and the interaction between teachers and children. Evaluation should be multi-faceted and holistic in its assessment of the teacher.

Implementing a democratic leadership style to create a suitable environment for teacher development

American psychological research has found that teachers are more productive under democratic leadership styles, that they are united in their efforts to work towards a common goal, and that they have a higher sense of achievement. This research suggests that the type of leadership in kindergartens is an important factor in the professional development of teachers, and that under a democratic leadership style, kindergarten teachers are able to devote their primary attention to professional growth activities and are able to engage in spontaneous learning and reflection. Therefore, kindergarten leaders should focus on practising a democratic leadership style to create an environment conducive to the professional development of kindergarten teachers.

Firstly, kindergarten leaders should respect and trust each and every teacher. Respect and trust are prerequisites for practising democratic leadership. This can be demonstrated by listening to teachers' suggestions in their daily lives and work and by establishing good interpersonal relationships with them. Secondly, kindergarten leaders should establish an equal relationship with teachers. Equality is the basis for

a democratic leadership style, and kindergarten leaders should lead by example, both in their work and in their lives. When it comes to important decisions, kindergarten leaders should actively communicate with their early childhood teachers, engage in dialogue on an equal footing and share their decision-making views with each other. Finally, kindergarten leaders should respect the professional autonomy of teachers. Respect for teachers' professional autonomy is an important expression of practising a democratic approach to leadership. Only when teachers have real autonomy in their teaching can they demonstrate their enthusiasm and potential to develop a rich and varied and child-friendly curriculum.

A democratised leadership style in kindergartens is essential for the professional development of early childhood teachers. A democratised leadership style creates a relaxed, harmonious and professional development environment for early childhood teachers. It promotes greater communication between teachers, between teachers and kindergarten leaders, and

5.3.4. Social aspects

5.3.4.1 Establishing sound preschool education policies and regulations to support early childhood teachers professional development

Pre-school policy and regulations have a significant impact on the development of pre-school education, both at a macro and micro level. The lack of specific legislation on pre-school education not only affects the speed and scale of pre-school development, but also makes it impossible to guarantee the interests of

teachers themselves.

Therefore, the education sector should pay attention to the establishment of sound pre-school education regulations and policies. Firstly, the education department should formulate and implement special regulations for preschool education as soon as possible. It should protect the legitimate rights and interests of early childhood teachers, provide every early childhood teacher with opportunities for further training, ensure that every early childhood teacher can be fairly evaluated for their titles, and help early childhood teachers improve their working environment and living conditions. Secondly, we should improve the entry system for early childhood teachers. Strictly examine the professional quality and ethics of early childhood teachers to prevent unqualified non-professionals from entering the early childhood teaching force and to ensure the quality of early childhood teacher training.

Teacher professional development is long-term and complex, and the government education department can only achieve the independent professional development of early childhood teachers by establishing sound and preschool education regulations and policies, and providing an education policy system to guarantee the professional development of early childhood teachers.

5.3.4.2 Establishing an organisational system to guide the professional development of early childhood teachers

Professional development for teachers in China has long been in a spontaneous state, lacking strong guidance and effective planning, which has led to a slow process

of professional development for teachers, making it difficult to achieve the desired results. Although the professional development of early childhood teachers emphasises the initiative of teachers, this does not mean that there is no need for the government education department to play a role. For the professional development of early childhood teachers to be truly realised, government departments must be actively involved.

Firstly, the government education department should establish a corresponding organisational system for the professional development of early childhood teachers. This organisational system should guide, organise and plan policies, regulations and systems for the professional development of teachers, ensure the implementation of policies and regulations to promote professional development, provide guidance for the professional development of early childhood teachers and help them to resolve difficulties in their professional development. Secondly, we need to empower early childhood teachers to develop professionally and expand their professional autonomy, which is a guarantee of their professional development. Teachers who have professional autonomy will not only actively participate in decision-making about the reform and management of education and teaching in schools, but will also actively learn the knowledge and skills to improve their professionalism, update their view of children and understand their interests and hobbies, so that they can design activities that promote their holistic development.

5.3.4.3 Improving the material benefits and social status of kindergarten teachers

Although the State has proposed in the Guidance on the Reform and Development of Early Childhood Education that the Law of the People's Republic of China on Teachers should be conscientiously implemented and that early childhood teachers enjoy the same status and treatment as teachers in primary and secondary schools. However, the reality is that with the exception of a few regions, there is still a gap between the social status and material treatment of most early childhood teachers and primary and secondary school teachers across the country. One study shows that the salary and benefits of early childhood teachers in China in 2020 was RMB 6,102.32 per month, while those of primary school teachers had reached RMB 10,820 per month in 2016. The disparity in material benefits not only affects the stability of the early childhood teacher workforce, but also causes some early childhood teachers to drift to primary schools or even other professions. Therefore, improving the social status of early childhood teachers and establishing a fair material distribution system are necessary to consolidate the early childhood teacher workforce, promote their professional development, and achieve high-quality and high-speed development of preschool education. Government departments should put into practice the need to improve the social status of early childhood teachers and establish a fair material distribution system, and should not just pay lip service to it. They should effectively address the difficulties that early childhood teachers face in their work and life, and fundamentally improve the social status of early childhood teachers, so that they can devote themselves to their work in early

childhood education, and so that they can actually feel the pride that comes with their profession, so that they can actively and proactively seek self-development.

5.3.4.4 Strengthen the promotion of early childhood education and increase the social recognition of early childhood teachers

Foreign research has found that individuals who are not adequately supported by society are twice as likely to be psychologically damaged by sudden stressful stimuli. When early childhood teachers have high expectations of themselves and hope that their profession will be recognised and supported by society, if they do not receive public recognition and support, then this can reduce their interest and confidence in their profession. This can lead to negative feelings of disapproval and a reduced willingness to develop professionally.

Some scholarly research has also shown that kindergarten teachers' perceptions of their own professional recognition are influenced by social support. The recognition, support and respect of the early childhood profession by the community will give early childhood teachers moral encouragement and make them feel cared for and respected in their hearts and minds, resulting in positive emotional experiences that will stimulate their interest and confidence in their profession and enhance their sense of professional development. Therefore, the education sector and early childhood education institutions should increase the publicity of the importance of early childhood education and the professionalism of early childhood teachers through various means and channels, so that the public can understand the

importance of early childhood education to the growth of young children and realise that early childhood teaching is not simply 'coaxing children', but is a specialised profession that not just anyone can do. It requires not only professional knowledge and skills, but also a sensitive and professional approach, and is a profession that deserves the respect of all. Education authorities and early childhood education institutions can promote early childhood education and early childhood teachers to the community at large through home-based cooperation, preschool education awareness months and symposia to strengthen social recognition of early childhood education.

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