

The Dilemmas and Countermeasures of Chinese Primary and Middle School Teachers' Educational Belief in the New Era

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Abstract: Teachers' educational belief develops an important role on improving educational work. However, educational belief of primary and middle school teachers is constantly impacted and suffers from crises. In this thesis, by investigating the status of primary and middle school teachers' educational belief in H City and M County in Inner Mongolia, the author knows about the overall level of teachers' educational belief, analyzes the causes for dilemma, proposes the countermeasures on perfecting teachers' educational system, improves school cultural construction and improves teachers' sense of happiness.

1. Introduction

Teachers' educational belief refers to educators' confirmation and affirmation on the concept, educational value and educational thought in the specific culture. It is the inner power for educational action. The sound development of middle and primary schools can't be separated from the guidance and support of teachers' educational belief [1]. With the social development, China's basic education is involved in reformation. Meanwhile, teachers' professional development is widely concerned. As the important constituent part of teachers, teachers' educational belief is increasingly important and it is affected by passive factors. Considering that primary and middle school teachers' educational belief has various chaotic phenomena, it is urgent for us to know about the overall level of teachers' educational belief, analyze the causes for dilemmas and propose countermeasures to improve teachers' educational system.

2. Investigation study on teachers' educational belief

2.1. Investigation objects

In this study, 420 primary and middle school teachers were randomly sampled. The H city and M county in the Nei Monggol Autonomous Region were used as the research regions. 420 questionnaires were granted. 360 questionnaires were recycled. The recovery was 85.7%. There were 310 effective questionnaires. The effective rate was 86.1%, which conformed to the effective principle of statistical treatment.

2.2. The questionnaire setting

The questionnaires used in this study were divided into two parts: The first part included basic information of teachers, including gender, age, education, school age, and title. The second part used the teachers' educational belief questionnaires, which included the belief in five dimensions: teaching objectives, students, courses, teaching and teacher role for a total of 27 questions. These 27 questions used the Lickert's five-point method. After recycling questionnaires, SPSS17.0 statistical software was used to do statistical analysis for investigation data.

2.3. Validity and reliability of questionnaires

Cronbach's Alpha[2] was used for reliability analysis. Cronbach's coefficient of the total scale was 0.84. Therefore, it could be observed that the inner consistency of the questionnaire was good.

Through the correlation factor analysis, it could be observed that there was the highly positive correlation between five dimensions and total value of teachers' educational belief. The correlation coefficient r was greater than 0.70. At the same time, the correlation coefficient between dimensions in the questionnaire ranged from 0.190 to 0.425. This conformed to the low correlation requirements in each low-level factor ($0.10 < r < 0.60$), indicating that each dimension had the good independence and this questionnaire had the good structure validity.

2.4. Research results

2.4.1. The overall status of teachers' educational belief

By recording and analyzing questionnaire data, the overall mean value of teachers' educational belief was 3.74. The average of teaching objectives, students, courses, teaching and teacher role respectively included 3.60, 2.98, 3.93, 4.09 and 4.18, indicating that teachers' educational belief was kept in the medium range.

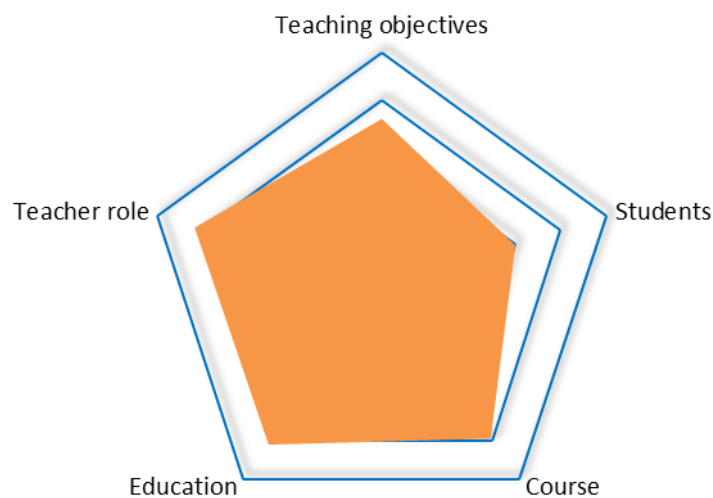


Figure 1 The Overall Status of Teachers' Educational Belief

2.4.2. Teachers' educational belief of different genders

The investigation finds that the belief score of female teachers' teaching purposes, students, courses and teacher role was slightly higher than male teachers, while score of male teachers in teaching belief was slightly higher than female teachers. As a whole. The difference of male and female teachers' educational belief in five dimensions was not significant ($P > 0.05$), indicating that there was no gender difference.

2.4.3. Teachers' educational belief of different ages

The one-way analysis of variance found that teachers of different age groups had no significant difference in students ($P = 0.407$, $P > 0.05$), courses ($P = 0.252$, $P > 0.05$), teaching ($P = 0.478$, $P > 0.05$), teacher role ($P = 0.916$, $P > 0.05$), and overall level of teachers' educational belief ($P = 0.440$, $P > 0.05$). In the dimension of teaching objectives, teachers above 41 years old had the highest score, while teachers in 21-25 years old had the lowest score. Teachers in different age groups had the significant difference in belief of teaching objectives ($P = 0.001$, $P < 0.05$).

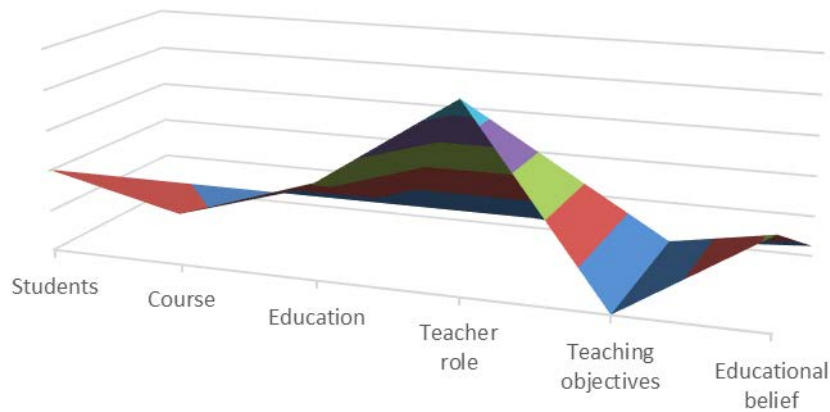


Figure 2 Teachers' Educational Belief in Different Ages

2.4.4. Teachers' educational belief with different education

Teachers with different education had no significant difference in teaching objectives, courses, teaching and teachers, as well as overall level of teachers' educational belief ($P > 0.05$), indicating that education of teachers had no significant correlation with teachers' educational belief. However, in terms of teachers' belief ($P = 0.033$, $P < 0.05$), teachers with the master's degree or above had the highest score, while teachers in the junior college had the lowest score. Teachers with different education had the significant difference in students' belief.

2.4.5. Teachers' educational belief with different titles

Teachers with different titles had no significant difference in students, courses, teaching and teacher role, as well as overall level of teachers' educational belief ($P > 0.05$). In the belief of teaching objectives ($P = 0.002$, $P < 0.05$), teachers with different titles had the significant difference. The first-grade teachers in middle schools had the lowest score, while senior teachers in middle schools had the highest score.

3. Dilemmas of teachers' educational belief

3.1. Practical dilemmas and impact of educational belief

In practical teaching, facing to junior school students in the mental rebellious stage, teachers' educational belief will suffer from numerous problems, especially for new teachers within 5 years. Many primary teachers have good educational belief and they look forward to the occupation of teachers. However, as walking into the educational industry, various practical dilemmas come one after another. They doubt the self-educational belief on the cognitive stage of educational belief, thus educational belief is greatly impacted.

3.2. Ignore the precondition of love and exile the educational belief

"Love" is the most basic precondition in the teachers' industry [3]. If you do not love the teachers' industry, you shouldn't touch it. If you just use this industry as a tool to make money, there is no educational belief. The truth is that teachers' occupation becomes the last choice for most of graduates—"I will become a teacher, if I really can't find out a job." This is the internal monologue of most of graduates. Therefore, it can be observed that many teachers have to set foot in teachers' industry for making a living. "Love" is too luxurious for them. Forced by the employment pressure, they determine to become teachers, thus educational belief naturally will be exiled.

3.3. Educational belief is materialized and utilitarian

The biggest feature of the market is to pursue for benefits. With the development of the marketization, education gradually forgets the original intention of education. They throw away the

public welfare, but turn to pursue for benefits. Until now, education becomes the dependency of economy [4]. Teachers, as one of important elements in education, develop an irreplaceable role in education. Therefore, teachers' educational belief is easy to cultivate a bad habit of "benefit orientation" in the marketized environment. With regards to the social reality, economy of middle school teachers is not "safe". Teachers have low wages and heavy burdens. Therefore, facing to the seduction of benefits, they set up extracurricular cram schools to make money and accept cash gifts of parents. Unfortunately, many teachers forget the educational belief in which they should insist. Until now, educational belief has been materialized.

4. The strategies of solving the crisis of teachers' education belief

4.1. Comprehend and care about teachers' living circumstances

To comprehend and care about teachers' living circumstances is the precondition to solve problems for teachers' educational belief. It can be inspected from two aspects: On the one hand, it is necessary to help teachers to reduce the heavy burdens. In current days, middle school teachers generally have the heavy burdens. After going back home, teachers are still busy with students' work and tedious housework. As time passes, teachers lose the impulsion of work and lose the educational belief. As a result, solving crisis of teachers' educational belief can start with helping teachers to reduce burdens. On the other hand, it is essential to improve teachers' social status. Teachers are not perfect men. The selfless contribution of teachers should be constructed on the basis of the social status. As improving the social status, it is necessary to improve teachers' speaking rights and prevent from infinite expansion of teachers' responsible boundary. Moreover, it is necessary to refuse denouncement on teachers in the social public contradictions.

4.2. Insist in the spiritual support of teachers' educational belief

Teachers' educational belief, in essence" embodies the cultural features of the era. The educational belief is formed in the long-term daily teaching activity for the cultural influences. Rock once said all concepts come from perception and reflection [5]. Comprehended in such a way, construction of the positive teachers' educational belief benefits from the teachers' cultural reflective capacity to a large extent. It refers to meticulous inspection on the spiritual level. The cultural reflection of teachers is a kind of cultural "awakening".

4.3. Collaboration of education and society

Crisis of teachers' educational belief not only depends on educational reform, but also starts from social reform. On the one hand, it is necessary to reevaluate the traditional educational value, abandon the exam-oriented education value fundamentally, and help parents and teachers to get rid of the narrow concept of "score orientation". On the other hand, it is essential to guarantee social justice and teachers' personal freedom. Teachers' living conditions, the development vision on education, sense of achievement and lifetime educational belief will be affected by social environment. Therefore, it is necessary to build the good social atmosphere for teachers and let teachers enjoy freedom.

5. Summary

On the basis of investigating teachers' educational belief, the author drew a conclusion that had the greater influences on the educational belief, analyzed the causes for the educational belief dilemma, proposed the possible solutions, and provided data support for reinforcing school culture construction and improving teachers' sense of happiness.

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