

Correlation analysis of motivation and willingness to teach in provincial public-funded normal students

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Abstract: As the "reserve army" and "talent pool" of teachers in primary and secondary schools, public-funded normal students play a key role in revitalizing rural education and promoting the development of education in my country. The motivation of the provincial public-funded normal students to apply for the examination plays a predictive role in their expectation of engaging in the teaching profession in the future. Accordingly, through a questionnaire survey of 122 provincial public-funded normal students in Qufu Normal University, it is found that there is a close relationship between the motivation of public-funded normal students to apply for the examination and their willingness to teach. This provides detailed and reliable first-hand data for the next step of the implementation and improvement of the public-funded normal student policy, as well as a reference for the future public-funded normal students to apply for the examination and the training of public-funded normal students.

Keywords: Public-funded normal students; Motivation to apply for the examination; Willingness to teach

1. Introduction

On the basis of the successful pilot reform of free education for normal students in normal universities directly under the Ministry of Education, in 2012, the General Office of the State Council issued the "Notice on Forwarding the Opinions of the Ministry of Education and Other Departments on Improving and Promoting Free Education for Normal Students". Shandong Province actively responded to the call of the state, and in 2016 issued the "Measures for the Implementation of Free Education for Normal Students in Shandong Province", and decided to implement the "Public Expenses Normal Students Training Program" in Shandong provincial universities from 2016 (renamed "Public Expenses Normal Students" in 2018. Training Program").

The policy of public-funded normal students is an important reform measure for the country to strengthen the construction of rural teachers. It is of great significance for realizing the balance of urban and rural education and improving the quality and level of rural education. However, in order to achieve the goal of this reform and achieve the goal of "getting on, keeping, and teaching well", the premise is to ensure the quality of every link from enrollment to training and employment. Judging from our investigation in a certain school, the admission scores of public-funded normal students in this school are obviously generally higher than those of other students in the same major, indicating that the implementation of this policy has indeed attracted more high-quality students. However, according to some professional public-funded normal student counselors, these students are not easy to manage, and generally have problems such as not studying hard, and weak motivation for achievement. Obviously, in this situation, it is difficult to guarantee the high quality of culture. There may be two reasons. One is that he feels that his future is guaranteed, so he lacks motivation to study hard; the other is that he is unwilling to become a teacher, but he chose public-funded normal students for other reasons, and he feels that his future career is not ideal. The motivation to learn is not strong. This study is mainly aimed at the second question, trying to comprehensively understand the motives and willingness to teach of the provincial public-funded normal students through investigation, and analyze the correlation between the public-funded normal students' expectations for the future teaching profession and the motivation to apply for the test, so as to provide a foundation for the public-funded normal school The reform and improvement of the health policy provide empirical support.

2. Manuscript Preparation

The author uses the title of "Free Normal Students" to retrieve a total of 1,365 domestic journal papers, master's thesis and academic conference papers from 2007-2018 in "CNKI". Rising, peaking in 2011, with a total of 229 research papers. Since the free education policy for subordinate normal students has been on trial for just four years, the first batch of free normal students began to work, so the number of free normal students' papers in 2011 increased significantly and reached the highest level. Since 2011, the number of studies has declined year by year.

In the existing papers on the research on free normal students, the research is mainly carried out from three aspects: the first aspect is the research on the policy of free education for normal students, such as the research on the problems existing in the policy of free normal students; The research on the cultivation of free normal students, such as the study of the curriculum and training mode of free normal students; the third major aspect is the research on the free normal students themselves, such as the study of free normal students' learning motivation, professional identity, and willingness to teach.

The author retrieved a total of 14 papers on the motivation of free normal students to apply for the exam on CNKI. Among them, Li Gaofeng found through a survey of 546 free normal students in Shaanxi Normal University that "the three main motivations for free normal students to apply for free normal majors are 'two exemptions and one subsidy', 'realizing teachers' professional ideals' and 'secure employment'. Among them, the motivation of 'secure employment' is the strongest, followed by 'two exemptions and one subsidy', and 'realizing teachers' professional ideals' is relatively weak" ^[1]; Zhang Lichang, Yan Chun, and Li Zhenggen selected 2,400 free normal students to conduct It was found in the survey that "the most frequently chosen option among the motivations for applying for the exam is 'employment security', followed by 'parents' will', while 'the influence of teachers or others', 'economic reasons', and 'love of the teaching profession' are the most important reasons. Teng Zhenzhen conducted a questionnaire survey and personal interviews with more than 100 students from Southwest University, and through investigation and analysis, "the motivation for applying for the test is divided into factors from the family, students themselves, national policy factors and other factors. "^[3]; Wang Ling selects free normal students in new free normal colleges and universities as the survey objects, and divides the motivation of free normal students into four dimensions: "personal characteristics, social incentives, employment occupation, and the influence of relationships with others"^[4]; Qiu Yue took the free normal students of Chengdu Normal University as a sample, and investigated the motivation of free normal students from the two dimensions of internal motivation and external motivation ^[5]; Zhang Guoqing investigated and analyzed the free normal students of Liaocheng University. , "The motives for free normal students to apply for the exam can be divided into serving the country, work needs, parental requirements, and blindly applying for the exam" ^[6].

3. Methods

3.1. Research objects

The subjects of this study are 145 public-funded normal students in three grades of primary education major in a provincial normal university. A total of 145 questionnaires were distributed, 133 questionnaires were recovered, and the questionnaire recovery rate was 92%; there were 122 valid questionnaires, and the questionnaire effectiveness rate was 92%.

(1) The composition of the sample grades: 49 public-funded normal students in the first year, accounting for 33% of the total; 52 public-funded normal students in the second year, accounting for 43% of the total; 30 public-funded normal students in the third year, accounting for the total 24%.

(2) Gender composition of the sample: The proportion of male students applying for public-funded normal schools is much lower than that of female students. There are 19 boys, accounting for 15% of the total; 103 girls, accounting for 85% of the total.

(3) The composition of the sample families: 25 public-funded normal students living in cities, accounting for 20% of the total; 47 public-funded normal students living in county towns, accounting for 39% of the total; 50 public-funded normal students living in rural areas, accounting for 41% of the total %

3.2. Research tools

The research tool is based on Wang Ling's "Xinjiang Public-funded Normal Students' Enrollment

Motivation Scale"^[1], and self-compiled "Provincial Public-funded Normal Students' Application Motivation and Teaching Willingness Questionnaire", which consists of three parts and 36 items. The first part is basic information, with a total of 8 items; the second part has a total of 20 items, each of which is a possible motivation for students to apply for the provincial public-funded normal school, and the options are "completely consistent", "relatively consistent", "uncertain", "relatively inconsistent" and "completely inconsistent"; using a 5-point scale, assigning values 5, 4, 3, 2, and 1, respectively. The third part has a total of 8 items, each item is the student's willingness to teach in the future. The 5-point scale is assigned 5, 4, 3, 2, and 1, respectively.

4. Results

4.1. Motivation to apply for the exam

Table 1: Motivation to apply for the exam

| | N | AVE | σ |
|-----|-----|------|----------|
| Q4 | 122 | 4.38 | .720 |
| Q5 | 122 | 4.16 | .875 |
| Q11 | 122 | 4.39 | .809 |
| Q19 | 122 | 4.08 | 1.103 |
| Q20 | 122 | 4.47 | .706 |

As shown in Table 1, among the 20 items in the second part of the "Questionnaire on the Motivation and Intention to Teach the Provincial Public-funded Normal Students", the five items with the highest scores are ranked from high to low as Q20, Q11, Q4, Q5 and Q19, respectively represent "like the double rest and winter and summer vacations of the teaching profession", "the employment of public-funded normal students is guaranteed", "the teaching profession is relatively stable", "thesocial status and social recognition of teachers are constantly improving", "public funding" Normal students are exempt from tuition fees, accommodation fees, and have living allowances" motivation to apply for the exam.

First of all, 96% of the public-funded normal students chose the teaching profession with better treatment conditions, and the motivation to apply for the exam with weekends and winter and summer vacations. This shows that with the rapid development of the social economy and the improvement of people's living standards, people pay more attention to the treatment and conditions of their future occupations when considering their future occupations. Therefore, the teaching profession with better treatment conditions has become an important choice.

Secondly, the second major motivation for college students to apply for public-funded normal students is to have guaranteed employment. This may be related to the expansion of diplomas in today's society, the expansion of college enrollment, and the difficulty of graduate employment. Many college students have low willingness to engage in ordinary and ordinary jobs with poor pay, which leads to 40% of college graduates facing employment difficulties every year. Therefore, a job with guaranteed employment has become a consideration for many college students.

At the same time, 96% of public-funded normal students have moderate or poor family economic conditions. Most of them do not want to bring pressure on their families' economic conditions and hope to start working as soon as possible; "Two exemptions and one subsidy" policy is conducive to reducing the burden on families.

Finally, in recent years, the Ministry of Education has frequently introduced important measures to reform the teacher's salary system and improve the treatment of teachers, which reflects the country's emphasis on the teaching profession. All of these have promoted the improvement of teachers' professional identity in the whole society, which has also become an important motivation for public-funded normal students to apply for the examination.

4.2. Willingness to teach

As shown in Tables 2, 3, and 4, we divide the willingness to teach of public-funded normal students into three levels, whether they are willing to engage, whether they are willing to engage in long-term employment, and whether they are willing to engage in the teaching profession for life. In the comparison of the number of 122 public-funded normal students who are willing to teach, it is found that the public-

funded normal students who are willing to engage in the teaching profession account for 83.6% of the total, while 20 are unwilling to engage in the teaching profession, accounting for 16.4% of the total; Professional public-funded normal students accounted for 71.3% of the total, and 35 were unwilling to engage in the teaching profession for a long time, accounting for 28.7% of the total; public-funded normal students who were willing to engage in the teaching profession for life accounted for 47.5% of the total, but were unwilling to engage in teaching for life. There are 64 occupations, accounting for more than half of the total.

Table 2: Would you like to pursue a teaching career?

| content | answer | number | percentage |
|---|-----------|--------|------------|
| Would you like to pursue a teaching career? | willing | 102 | 83.6% |
| | unwilling | 20 | 16.4% |

Table 3: Are you willing to pursue a long-term teaching career?

| content | answer | number | percentage |
|--|-----------|--------|------------|
| Are you willing to pursue a long-term teaching career? | willing | 87 | 71.3% |
| | unwilling | 35 | 28.7% |

Table 4: Are you willing to pursue a lifelong teaching career?

| content | answer | number | percentage |
|---|-----------|--------|------------|
| Are you willing to pursue a lifelong teaching career? | willing | 58 | 47.5% |
| | unwilling | 64 | 52.5% |

From this, it can be seen that there are a small number of public-funded normal students who lack the belief in teaching when they apply for the exam, are unwilling to engage in the teaching profession after graduation, and even try to break the contract after graduation. This is a waste of the limited quota of public-funded normal students. At the same time, most public-funded normal students lack the will to teach for life, which is not conducive to the realization of the policy purpose.

4.3. Correlation analysis of various dimensions of motivation to apply for the exam and willingness to teach

Table 5: Correlation analysis of various dimensions of motivation to apply for the exam and willingness to teach

| | | professional identity | significant other | policy incentives | career motivation |
|--------------------------|-----------------------|-----------------------|-------------------|-------------------|-------------------|
| whether long-term | Pearson's correlation | .376** | .030 | .230* | .336** |
| | Sig | .000 | .740 | .011 | .000 |
| Whether to work for life | Pearson's correlation | .479** | .051 | .231* | .266** |
| | Sig | .000 | .580 | .010 | .003 |

As shown in Table 5, by analyzing the correlation between the motivation of public-funded normal students and their willingness to teach, we found that there are significant correlations between the willingness to teach and the motivation of public-funded normal students to apply for the test in many dimensions. Whether public-funded normal students are willing to engage in the teaching profession for a long time and whether they are willing to engage in the teaching profession for life has the highest correlation with the dimension of personal professional identity of the motivation to apply for examinations, followed by the dimension of employment occupational motivation, which has a lower correlation with the incentive dimension of the teacher exemption policy, and is related to important

others. There is no significant correlation between dimensions.

At the same time, the correlation between lifelong teaching career and personal professional identity dimension (0.479) of public-funded normal students is significantly higher than the correlation between long-term teaching career and personal professional identity dimension (0.376), and the correlation with employment occupation motivation dimension (0.266) is lower than the correlation (0.336) between long-term teaching career and employment motivation. This shows that the public-funded normal students who are willing to engage in the teaching profession for life are mostly due to their higher sense of identity with the teaching profession when they apply for the examination, and are less affected by the professional motivation of employment.

5. Conclusions

5.1. The motives of public-funded normal students to apply for the exam are mainly extrinsic motives

It is worth noting that, even though the general sense of recognition of the teaching profession in the society is constantly improving, the main motivation of public-funded normal students when applying for the examination is still external motivation (for example, the employment is guaranteed, and the "two exemptions and one subsidy" policy support) is. host. This is in line with Li Gaofeng's investigation on the motivation of public-funded normal students in Shaanxi Normal University to apply for the examination, "employment guarantee' is the strongest motivation, 'two exemptions and one subsidy' is the second, and 'realizing teachers' professional ideals' is relatively weak. "[2], Zhang Lichang, etc., in the survey on the motivation and policy attitude of public-funded normal students to apply for the examination, the conclusion that "the main reason for choosing public-funded normal students is 'secure employment' rather than 'love of the teaching profession'" [3] is similar.

The influence of extrinsic motivation on people is relatively passive and short-term. Under the influence of extrinsic motivation, public-funded normal students have a more utilitarian purpose, rather than their own professional love and expectations.

Therefore, it is necessary to transform the external motivation of public-funded normal students into internal, more lasting and stable motivation through the implementation of supporting countermeasures, so as to enhance their own teachers' professional identity and establish teachers' professional ideals.

5.2. There is a close relationship between the willingness to teach and the motivation to apply for the examination of public-funded normal students

The survey shows that there is a close relationship between the motivation of public-funded normal students and their willingness to teach, and the motivation to apply for the test has a great impact on their future willingness to teach. There is a significant correlation between planning and planning" [4], Guo Jing et al.' s research results on public-funded normal students of East China Normal University "individual motivation to apply for the exam will affect the employment intention of public-funded normal students in the future" [5] is consistent.

Most of the public-funded normal students who have a high sense of professional identity as teachers when applying for the examination are willing to engage in the teaching profession for a long time or even for life after graduation; while the public-funded normal students who are unwilling to engage in the teaching profession for life are greatly influenced by the professional motivation of teachers when they apply for the test, and some of them lack support for teachers. The identity of the profession itself, which may lead to the lack of enthusiasm and passion for the work of these public-funded normal students after teaching in the future. For these students, it is necessary to give correct guidance in the training stage, cultivate personal teachers' professional identity, and establish teachers' professional ideals.

6. Suggestions

6.1. In the admissions stage, increase the assessment and interview process

Among the 122 public-funded normal students surveyed, 16.4% clearly expressed their unwillingness to engage in the teaching profession after graduation after applying for the examination. This is a great waste for the limited quota of public-funded normal students, which makes some families have poor

economic conditions. And those who really love the teaching profession have not been able to enter the ranks of public-funded education for normal students; at the same time, this small number of public-funded normal students will have problems such as breaking the contract or lack of work motivation after graduation.

In order to reduce the number of public-funded normal students with low willingness to teach, we can add assessment and interview links in the enrollment stage to review students' teacher quality and psychological quality, and eliminate students with low willingness to teach in a timely manner. However, for some psychological qualities and comprehensive qualities that are difficult to pass the interview test, measures such as targeted training should be carried out in the training stage.

6.2. In the training stage, formulate a reasonable entry and exit mechanism, and establish a teacher's professional ideal

At the same time, college students from other majors who intend to engage in the teaching profession and are willing to take root in rural education for a long time are allowed to enter the public-funded normal student major through assessment.

Finally, professional ideals of teachers are essential to a qualified teacher. For students who are studying at public-funded normal schools, they should strengthen their self-cultivation through various forms and establish their professional ideals as teachers. For example, setting up future career planning courses, providing integrity education to public-funded normal students, and organizing public-funded normal students to conduct educational apprenticeships and teaching support. In this way, it will strengthen the educational feelings of public-funded normal students and take root in the rural teaching belief.

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6.3. During the work phase, improve the working environment of teachers

In a questionnaire survey of 122 public-funded normal students, it was found that the willingness of public-funded normal students to teach for a long time was higher than the willingness to return to the teaching area stipulated by the policy after graduation. Poor, and some public-funded normal students are opposed to this.

The government should improve the teaching and living environment of teachers, increase the investment of special funds in education, and optimize the construction of infrastructure and basic teaching conditions in township schools, such as multimedia classrooms, teachers' dormitories, playgrounds, etc.

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