Pisco Med Publishing

Original Research Article

A Comparative Study of the Views on Abilities and Teaching Instructions between Japanese and Chinese Physical Education Teachers

Jiayuan Deng, Hisashi Furuta

Saitama University, 333-0861

Abstract: School teachers are directly involved in the students' learning progress and carry out educational activities, so it is important to know their thoughts about teaching. This paper will comprehensively compare the the views on abilities and teaching instructions between Japanese and Chinese physical education teachers and find their differences and characteristics through the questionnaire surveys.

Keywords: Individualized physical education; Talents; Teaching instructions

PE teacher as performer of school sports activities, their views of abilities and teaching instruction can reflect on their educational behaviors. So in order to reconsider individualized physical education that draws out the talents of students and develops their individuality, it is important to investigate the views of abilities and teaching instructions of teachers between Japan and China, and to clarify their differences and characteristics by using questionnaire surveys.

1. Research targets

The questionnaire used both the web questionnaire by MS Forms and the paper questionnaire. The number of respondents in Japan is 165, and among them 82 are elementary school teachers, 83 are secondary school teachers. And there are 182 Chinese respondents and among them 78 are elementary teachers, 104 are secondary school teachers.

2. Analysis methods

The Chinese version of IBM SPSS 25.0 was used to analyze the collected questionnaire data through using ANOVA (one-factor ANOVA, two-factor ANOVA), ANOVA iteration, and $\chi 2$ test.

3. Results

Table 1. the number of people selected for the most important of the eight abilities in Japan and China

	linguistic ability	mathematical ability	musical ability	physical ability	spatial capacity	Inter-personal ability	self-reflective ability	natural observation ability	Σ
Japan	30	7	2	10	4	90	21	1	165
China	29	17	6	18	4	59	42	7	182
Σ	59	24	8	28	8	149	63	8	347

Table 1 shows the number of people selected for the most important of the eight abilities in Japan and China. By using Fisher's exact test, we analyzed whether there was a difference in the proportion of each ability and found a significant difference ($p < .001$). As a result of multiple comparison by using the $\chi 2$ test with the significance level modified using the Bonferroni method, Japan had a significantly higher proportion of interpersonal ability than China, and China had a significantly higher proportion of introspective ability and natural observation ability than Japan.

Table 2. the number of people in ability views regarding the development of sports ability in Japan and China

	Fixed view of ability	Increasing view of ability	Σ
Japan	21	144	165
China	70	112	182
Σ	91	256	347

Table 2 shows the number of people in ability views regarding the development of sports ability in Japan and China. As a result of analyzing whether there is a difference in the ratio of the view of ability regarding the development of athletic ability using the $\chi 2$ test, a significant difference was found ($\chi 2 = 29.623$, $df = 1$, $p < .001$). China had a significantly higher proportion of fixed capacity views than Japan, and Japan had a significantly higher proportion of augmented capacity views than China.

Table 3. the number of people in sports talent elements in Japan and China

	excellent sports ability	continuous working on tasks	creativeness and uniqueness that no one else has	Σ
Japan	13	119	33	165

doi: 10.18282/l-e.v10i2.2267

China	21	100	61	182
Σ	34	219	94	347

Table 3 shows the number of people in sports talent elements in Japan and China. As a result of using the $\chi 2$ test to determine whether there was a difference in the proportion of sports talent elements, a significant difference was found ($\chi 2 = 11.065$, df = 2, $p < .001$). As a result of multiple comparison using the $\chi 2$ test with the significance level modified using the Bonferroni method, it was a significant difference between Japan and China in "continuous working on tasks" and "creativeness and uniqueness that no one else has". Among them, Japan was significantly more than China in the "continuous working on tasks", and China was significantly more than Japan in the "creativeness and uniqueness that no one else has".

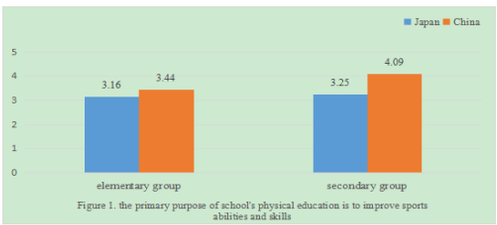

Figure 1

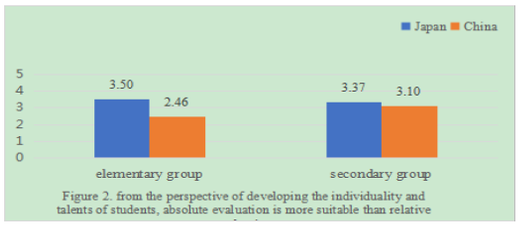

Figure 2

Figure 1 shows the average value of approval (5 levels) for the view of "the primary purpose of school's physical education is to improve sports abilities and skills" in Japan and China. As a result of analysis of variance (no correspondence between the two factors) of country (Japan, China) and school type (elementary, secondary) with the degree of approval as the dependent variable, the interaction effect of country and school type was significantly difference ($F(1,343) = 7.946$, $p < .01$). As a result of simple main effect analysis using ANOVA of one factor, there was no significant difference between Japan and China in the elementary group ($F(1, 344) = 3.81$, $p > .05$). On the other hand, in the secondary group, China was significantly higher than Japan ($F(1,344) = 40.80$, $p < .001$).

Figure 2 shows the average value of approval (5 levels) of "from the perspective of developing the individuality and talents of students, absolute evaluation is more suitable than relative evaluation." in Japan and China. As a result of analysis of variance (no correspondence between the two factors) of country (Japan, China) and school type (elementary, secondary) with the degree of approval as the dependent variable, the interaction effect of country and school type was significantly difference ($F(1, 343) = 10.528$, $p < .01$). As a result of simple main effect analysis using one-factor analysis of variance, Japan was significantly higher than China in the elementary group ($F(1, 344) = 35.72$, $p < .001$). On the other hand, there was no significantly difference between Japan and China in the secondary group ($F(1, 344) = 2.45$, $p > .05$).

4. Conclusion

Focusing on the point of ability, both Japanese and Chinese respondents thought that interpersonal ability was the most important ability. When a student goes out in society, he or she may be involved in any situation. Communication skills are very important in communicating one's feelings, cooperating with others, helping each other, and being helped. And it is worth to notice that physical ability is the fourth most important ability in both Japanese and Chinese teachers. In addition, Japanese teachers have a more strong view of increasing ability that sports ability can be greatly improved through practice and learning than Chinese teachers. Nakane (1971) also said that Japanese society has a strong view of equal ability. There is a deep-rooted view of equal ability that "anyone can do it". For the three talents of Renzulli, Japanese teachers and Chinese teachers both strongly value "continuous working on tasks" compared to "creativeness and uniqueness that no one else has" and "excellent sports ability". However, the view of "continuous working on tasks" is more important in Japan compared with China. And in China, "creativeness and uniqueness that no one else has" is more important than in Japan. Regarding the point of teaching instructions, Chinese respondents had more importance view on improving sports abilities and skills than Japan in middle school and high school. School's physical education in Japan emphasizes the development of qualities rather than athletic abilities and skills based on the philosophy of "fun physical education". However, in China, due to the influence of the examination system, the scores of sports abilities and skills are used as a reference for admission. Therefore, more and more PE teachers have the main purpose to improve the sports abilities and skills so that their students can get good grades on PE test. In addition, regarding the evaluation method, Japanese teachers think that absolute evaluation is more appropriate than relative evaluation, while Chinese teachers think that relative evaluation is more appropriate than absolute evaluation. Because China has a large population base, there is fierce competition in everything, and I often hear teachers say, "compared to A, you are…". Especially at the end of each term, there is a grade ranking table for each term. This relative evaluation remains deeply rooted in China. While with the constant improvement and development of the education system, Japan gradually shifts from relative evaluation to absolute evaluation.

References:

[1] Iro Izutsu, Fumitaka Uetsuki, Toshiro Odogahira, Motonobu Tomioka (1991) Consideration on elective classes in physical education at high school. Nippon Sport Science University Note 28, No. 2: 153-162.

[2] Jin Linxiang (2010) Introduction to Pedagogy. East China Normal University Press, Shanghai.

[3] Tian Jingzheng, Liu Liming (2016) Thoughts of Chinese and Foreign Educational Experts. East China Normal University Press.

[4] Shao Weide, Li Qidi (2015) Research on Physical Education Views of Famous Foreign Educators in Modern Times. Beijing Sport University Press.

[5] JS Renzulli (2003) The Three-Ring Conception of Giftedness Its Implications for Understanding the Nature of Innovation.

[6] Junko Kawai (1997) About the formation process of the view of ability-Reconsideration: Japanese view of ability in education.

[7] Ministry of Education, Culture, Sports, Science and Technology (2017) Elementary School Learning Guidance Guidelines Physical Education.