

# *The Influence of Educational Practice on the Teaching Intentions of Students in Non-Public Preschool Education Institutions*

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**Abstract:** The As a key link in the career growth of non-public preschool education normal students, the quality of educational practice directly affects the teaching willingness and career choice of normal students. Based on the questionnaire survey data of preschool education students in private colleges and universities, combined with relevant theoretical research, this paper systematically analyzes the influence mechanism of educational practice on the willingness of non-public preschool education students to teach, and explores the role of core variables such as internship support system, internship experience, professional efficacy and professional identity. The study found that high-quality educational practice positively enhances the willingness to teach through the three paths of perfect support guarantee, positive practical experience and strengthened professional efficacy, while the dilemma in practice will weaken professional identity. Based on this, some suggestions are put forward, such as optimizing the practice support system, enriching the practice content, and strengthening the cultivation of professional quality, so as to provide reference for improving the teaching willingness of non-public preschool education normal students and improving the training system of preschool education talents.

## **1. Introduction**

As the cornerstone of the national education system, the high-quality development of preschool education is inseparable from the guarantee of sufficient high-quality teachers. The Central Committee of the Communist Party of China and the State Council 's opinions on carrying forward the spirit of educators and strengthening the construction of high-quality professional teachers in the new era ' clearly put forward that ' focus on training teachers at undergraduate and above levels for kindergartens ', rather than non-public preschool education normal students have become an important reserve force for preschool education teachers. However, the current preschool education field is facing the realistic dilemma of high teacher turnover rate and weak willingness of

undergraduates to teach. The change of students' source and the lack of career development expectation caused by low fertility rate further aggravate this problem.

As a key link between theoretical learning and professional practice, educational practice is the core link of shaping professional identity, improving practical ability and clarifying career choice. Compared with public-funded normal students, non-public-funded pre-school education normal students have higher autonomy in career choice, and their willingness to teach is more susceptible to factors such as internship experience and employment prospects. As the main position for the cultivation of non-public preschool education normal students, private colleges and universities provide unique advantages for internship practice due to their market-oriented operation characteristics and flexible education system, but they also face challenges such as insufficient integration of internship resources and uneven quality of guidance. Based on this, this paper focuses on the influence mechanism of educational practice on the teaching willingness of non-public preschool education normal students, and combines the questionnaire survey data and related research results to reveal the key influencing factors and action paths, so as to provide practical basis for optimizing the practice training mode and improving the teaching willingness.

## 2. Research design and sample characteristics

### 2.1. Research object

This study takes the non-public preschool education majors in private colleges as the research object, and uses the questionnaire survey method to collect data. A total of 350 questionnaires were distributed and 319 valid questionnaires were recovered, with an effective recovery rate of 91.14 %.

### 2.2. Sample characteristics

From the perspective of gender distribution, there are 62 boys (19.44 %) and 257 girls (80.56 %). The number of girls is greater than that of boys, which is in line with the current enrollment status of preschool education students. From the perspective of grade distribution, there are 63 freshmen (19.75 %), 57 sophomores (17.87 %), 101 juniors (31.66 %) and 98 seniors (30.72 %), covering the complete training cycle of preschool education; from the perspective of professional choice motivation, college entrance examination score limit (51.72 %), professional interest matching (45.77 %) and employment prospect consideration (36.99 %) are the main influencing factors, reflecting the diversity and reality of non-public normal students' professional choice.

*Table 1 Sample gender distribution*

Choice	Subtotal	Proportion
Male	62	19.44%
Female	257	80.56%
Number of valid responses	319	

*Table 2 Sample grade distribution*

Choice	Subtotal	Proportion
Larger one	63	19.75%
Sophomore year	57	17.78%
Junior year	101	31.66%
Senior class	98	30.72%
Number of valid responses	319	

Table 3 The motivation of major selection

Choice	Subtotal	Proportion
College entrance examination score limit	165	51.72%
Interest-major congruence	146	45.77%
Consideration of employment prospects	118	36.99%
Convenient location	107	33.54%
Peer recommendations	116	36.36%
Number of valid responses	319	

### 2.3. Research tools

This study refers to the existing mature scales and research results, and designs questionnaires based on the characteristics of private universities. It mainly includes the following dimensions : school internship support (combination of curriculum setting and practice, on-campus training resources, school-enterprise cooperation resources,etc.), internship experience(practical participation, guidance quality, professional role adaptation, etc. ), professional ability confidence, professional identity and willingness to teach. The scale uses Likert 's 5-point scoring method. After testing, the internal consistency coefficient of each dimension is above 0.7, which has good reliability and validity.

### 3. An analysis of the mechanism of educational practice affecting the willingness of non-public preschool education students to teach.

#### 3.1. Internship support system : the basic guarantee of teaching willingness

Table 4 Factors Influencing Internship Willingness

1	2	3	4	5	Average score
	The degree of combination of curriculum setting and practice				
27(8.46%)	29(9.09%)	24(7.52%)	141(44.2%)	98(30.72%)	3.8
	On-campus training conditions and resources				
36(11.29%)	14(4.39%)	50(15.67%)	81(25.39%)	138(43.26%)	3.85
	The guidance level of professional teachers				
27(8.46%)	26(8.15%)	37(11.6%)	130(40.75%)	99(31.03%)	3.78
	Resource richness of school-enterprise cooperation				
28(8.78%)	27(8.46%)	50(15.67%)	71(22.26%)	143(44.83%)	3.86
	School 's organizational support for internships				
33(10.34%)	17(5.33%)	39(12.23%)	122(38.24%)	108(33.86%)	3.8
	Sharing of others ' internship experience				
20(6.27%)	38(11.91%)	53(16.61%)	93(29.15%)	115(36.05%)	3.77

The internship support provided by the school is a key external factor affecting the quality of normal students ' internship and their willingness to teach. The survey data show that private colleges and universities show the characteristics of good overall but still have room for improvement in internship support : special training before internship (58.62 %), stable internship base (56.43 %), and double tutor guidance system (52.04 %) are the most important forms of support, while the richness of school-enterprise cooperation resources ( average 3.86), on-campus training conditions and resources (average 3.85) have the highest evaluation of the impact on internship willingness.

*Table 5 Support provided by the school for pre-school education internships*

Choice	Subtotal	Proportion
Stable practice base	180	56.43%
Special training before internship	187	58.62%
Double tutor guidance system	166	52.04%
Internship funding subsidies	133	41.69%
Practice Information Platform	148	46.39%
Not obvious / unclear	12	3.76%

The flexible education system and market-oriented operation mode of private colleges and universities enable them to quickly meet the needs of preschool education industry, and provide diversified internship opportunities for normal students by establishing cooperative relations with local kindergartens and early education centers. This kind of industry linkage not only helps normal students to understand the actual needs of the profession, but also improves their professional ability through practical operations in real teaching scenarios[5]. The research shows that the support of college internship instructors can significantly and positively predict the professional identity of normal students. Among them, functional support such as teaching guidance and psychological support such as emotional care can effectively alleviate the 'reality anxiety' in the internship and bridge the gap between theory and practice [2].

*Table 6 Normal students think that the school needs to strengthen the content of the internship support most*

Choice	Subtotal	Proportion
Expand high-quality practice base	144	45.14%
Improve the quality of practice guidance	154	48.28%
Increase internship funding support	128	40.13%
Strengthen the management of internship process	112	35.11%
Improve the practice evaluation system	111	34.8%

However, the survey also found that 48.28 % of the students believe that the most important thing for the school to strengthen is to 'improve the quality of internship guidance', and 45.14 % of the students want to 'expand the high-quality internship base', reflecting the current internship support system. There are still deficiencies in the pertinence of guidance and the quality of resources. Some students mentioned the lack of personalized guidance in the internship process, which made it difficult to solve practical problems in a timely manner. At the same time, the coverage of high-quality internship bases is limited, making some students unable to access a variety of teaching environments and advanced educational concepts. [6] The existence of these problems not only affects the students' internship experience, but also weakens their confidence in future career development to a certain extent. Therefore, further improving the internship support system, especially improving the professional ability of instructors and expanding the supply of high-quality internship resources, has become an important issue to be solved urgently.

### 3.2. Practice experience: the core intermediary of teaching willingness

As the subjective feeling and experience accumulation of normal students in the process of practice, internship experience is the core intermediary variable connecting internship support and teaching willingness. According to the survey, students who have participated in more than two

kinds of social practice scored significantly higher than those who have not participated in social practice, and the mediating effect of internship experience accounted for 52.38 % of the total effect, which is much higher than other paths.

Positive internship experience mainly enhances the willingness to teach through three aspects : first, the improvement of practical ability. Normal students participate in the daily life organization of kindergartens, the design of educational activities, home-school communication and other work in the internship, and transform theoretical knowledge such as child psychology and pedagogy principles into practical skills, which enhances the professional confidence of ' being able to teach and being able to teach '. The second is the cultivation of professional emotion. The positive interaction with children, the successful implementation of educational activities, and the positive feedback of instructors can enable normal students to feel the professional value and sense of achievement, and strengthen professional love. The third is the deepening of professional cognition. Through the infiltration of real professional scenes, normal students can fully understand the work content, responsibility requirements and career development path of preschool teachers, and form objective and rational career expectations.

On the contrary, negative internship experience will weaken the willingness to teach. At present, the main difficulties faced by normal students in practice include : the disconnection between theory and practice (some students only participate in basic work such as care and cleaning, lack of opportunities for participation in teaching design ), insufficient communication ability between home and school (it is difficult to effectively deal with parents ' doubts and differences in educational concepts ), lack of professional adaptability (lack of experience in dealing with children 's emotional problems and emergencies ), unreasonable arrangement of practice tasks ( more formal tasks, less core teaching participation ) [4]. These problems not only affect the quality of internships, but also lead to doubts about the professional suitability of normal students and reduce their willingness to teach.

### **3.3. Professional efficacy and professional identity : the internal drive of teaching willingness**

Professional efficacy (teachers ' ability to judge their own teaching work) and professional identity (value recognition and emotional acceptance of preschool education) are the core internal variables that affect the willingness to teach, and the two promote each other and work together in the internship process. The survey shows that 33.54 % of the students are " very confident " in their professional ability, and 35.42 % of the students are " relatively confident, " while professional identity is significantly positively correlated with their willingness to teach.

Educational practice significantly improves professional efficacy by accumulating 'mastery experience'. The experience of successful design and implementation of teaching activities, effective management of class order and proper handling of children 's conflicts in the practice of normal students can directly enhance their affirmation of their own teaching ability, classroom management ability and problem solving ability. The research shows that the support of college internship instructors indirectly improves professional efficacy through internship experience, and professional efficacy further positively predicts professional identity [2].

The influence of professional identity on the willingness to teach is direct and lasting. The survey shows that the professional identity and willingness to teach of students who choose to volunteer completely independently are significantly higher than those of students majoring in dispensing. Educational practice further strengthens professional identity by letting normal students verify the rationality of professional choice and feel the social value of specialty in practice. The improvement of professional identity will encourage normal students to take a more active part in internship practice, accumulate more positive experience, and form a virtuous circle. In addition, learning satisfaction plays a partial mediating role between professional identity and willingness to

teach. Good teaching support, resource guarantee and interpersonal interaction in the process of practice can improve learning satisfaction and strengthen the willingness to teach[3].

#### **4. Suggestions on improving the willingness of non-public pre-school education normal students to teach**

##### **4.1. Optimize the practice support system and build a solid foundation for practical education.**

Strengthen the integration of internship resources : expand high-quality internship bases, establish a ' university-kindergarten ' in-depth cooperation mechanism, and arrange internship positions according to the development needs of normal students ; enrich the form of school-enterprise cooperation, introduce modern educational technologies such as virtual reality (VR), augmented reality (AR), and AI, simulate teaching scenarios and emergencies, and enhance the interest and effectiveness of internships.

2.Improve the dual-tutor guidance system : establish a collaborative guidance mechanism between college internship instructors and kindergarten instructors, and clarify the guidance responsibilities and communication frequency ; strengthen the construction of guidance teachers, give priority to hiring teachers with profound theoretical basis and rich practical experience as guidance teachers, regularly carry out guidance ability training, and improve the pertinence of functional support and psychological support.

3.Strengthen the management of the internship process : simplify the formal internship tasks, reduce the repetitive work such as filling in the internship manual, observing and recording, and ensure that normal students focus on core teaching practice ; to establish a whole-process monitoring mechanism of ' preinternship-internship-postinternship ', to timely understand the internship dilemma and psychological state of normal students, and to provide targeted support and intervention.

##### **4.2. Enrich the content of internship practice and improve the quality of internship experience**

1. Build a hierarchical and progressive internship system : the freshman stage is mainly based on professional cognition, and arranges internship activities such as kindergarten observation and children 's behavior observation ; the sophomore and junior stages are mainly based on ability improvement, and increase the participation opportunities of core tasks such as teaching design, class management, and home-school communication. In the fourth stage of college, professional adaptation is mainly carried out, and practical activities such as post practice and special skill strengthening are carried out.

2. Strengthen the cultivation of key abilities : set up special training such as home-school communication, children 's behavior guidance, and emergency handling, and improve the practical ability of normal students through case teaching and role-playing ; encourage normal students to participate in characteristic projects such as gamification teaching and special needs children 's education, and broaden the boundaries of professional ability.

3. Create an atmosphere of active support for internships : kindergartens should clarify the teacher 's role of normal students and eliminate their use as cheap labor ; instructors should give more positive feedback to help students accumulate successful experience. Establish a peer-to-peer mutual assistance mechanism for normal students to promote experience sharing and emotional support.

### **4.3. Strengthen the cultivation of professional quality and stimulate the internal motivation to teach.**

1. Deepen professional identity education : integrate professional value guidance into the whole process of internship, and let normal students understand the development trend and career development prospects of preschool education industry through activities such as industry expert lectures and excellent preschool teachers ' sharing ; guide normal students to pay attention to the national preschool education policy support and social status improvement, and establish a good career vision.

2. The implementation of advantage-oriented guidance : teachers should pay attention to the individual differences of normal students, discover and tap their professional advantages, and guide them to accumulate relevant successful experience in practice ; through reflection logs, growth files and other forms, it helps normal students clearly perceive their own ability improvement and career growth.

3. Improve career development support : provide accurate employment guidance and career planning services to help normal students understand the employment needs and development paths of different types of kindergartens ; establish a connection mechanism between internship and employment, recommend excellent interns to stay in internship units, and improve employment certainty.

### **5. Conclusion**

Educational practice has a significant impact on the willingness of non-public preschool education students to teach. The internship support provided by the school is the basic guarantee, which directly affects the quality of internship experience. Positive internship experience strengthens professional efficacy and professional identity by improving practical ability, cultivating professional emotion and deepening professional cognition ; as the core internal drive, professional efficacy and professional identity ultimately determine the strength of the willingness to teach.

As an important carrier for the cultivation of non-public preschool education normal students, private colleges and universities should give full play to their advantages of flexible system and market-oriented operation, and constantly improve the quality of educational practice by optimizing the practice support system, enriching the content of practice practice, and strengthening the cultivation of professional quality. At the same time, it is necessary to pay attention to the problems existing in the practice, such as the disconnection between theory and practice, the lack of guidance quality, and the unreasonable arrangement of tasks, so as to improve them pertinently. Only in this way can we effectively enhance the teaching willingness and professional competitiveness of non-public preschool education normal students, and provide more high-quality professional teachers for the high-quality development of preschool education.

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