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Teaching and Soccer Training: basis for Career Development for Teachers in China

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Abstract: This study seeks to explore the correlation between the pre-service teaching preparation of respondents and their actual practice in the field, with a focus on soccer education through utilizing qualitative correlation research design. Specifically, it aims to assess respondents' perceptions of their pre-service preparation and actual practices in terms of technique, game intelligence, physical fitness, and proper mindset. The result highlights that there are strong correlations between pre-service preparation and actual teaching practice in terms of technique ($r=.513$, $p<.001$), game intelligence ($r=.536$, $p<.001$), physical fitness ($r=.498$, $p<.001$), and proper mindset ($r=.455$, $p<.001$). These findings imply that the quality of pre-service preparation influences teachers' performance in these areas during actual teaching practice. Finally, this study endeavors to provide insights into the optimization of pre-service training and the formulation of targeted career advancement strategies in the domain of soccer coaching within the Physical Education context.

Keywords: Pre-service Teaching; Soccer Education; Technique; Game Intelligence; Physical Fitness; Proper Mindset.

1. Introduction

"Mens sana in corpore sano" translated in English as "a healthy mind in a healthy body" had its roots from a Roman poet Juvenal (British Journal of General Practice, 2017) but more importantly used as a motto of the Liverpool Athletic Club in 1861 by the Englishman John Hulley. This motto from there has been utilized in sports highlighting the duality of keeping both the mind and body healthy. This principle remains as an element in the existence of Physical Education as part of the curriculum where sports is integrated as means to train the body.

Sports has been around for over 3000 years until the first Olympic Games in 776 BC (Bellis, 2019). For this long a time, sports established the reasons for keeping it in the curriculum and eventually in the school systems. For instance, the growing participation in sports are reflected in the continuous development of sports programs of various institutions in the world. Sports is regarded as means to improve physical and mental health, empower students with life skills, learn time management and discipline, improve leadership and team building qualities, and boost self-confidence (Daffodil School, 2023) among others.

This growing regard for sports in the curriculum allowed for various inclusion of sports activities in Physical Education classes. Among the sports employed in the teaching of Physical Education are gymnastics, athletics and ball games where soccer, along with basketball, hockey, cricket and others, is regarded with overwhelming global appeal. As a matter of fact, most sites had identified soccer or football as number one (1) ball sports in the world.

Before spreading to other parts of the world, soccer evolved and became popular all over Europe (WorldAtlas, 2022). The global appeal that soccer had its hold even in schools as well. As a matter of fact, FIFA has established the F4s Programme, a sports-based initiatives aiming to build life skills among young people. The objectives of this program are to build among learners personal understanding (intrapersonal and cognitive skills), relationships (interpersonal skills), living in the wider world (active citizen skills), and health and well-being (healthy behavior) (FIFA, 2023). There are also football clubs or soccer academies where students can be a part of a team of players or enthusiasts of the soccer and even learn formally how to play soccer.

In China, soccer as sports, also magnets overwhelming support from the public. This is not surprising as FIFA has actually recognized ancient China as the historical origin of the game in the practice of cuju (kicking a ball) as early as the Han Dynasty (Simons, 2008). As a matter of fact, President Xi himself, who was said to be an "ardent football fan" was reported to have expressed his desire for China "to become a top footballing global force by 2050" (Duerden, 2023). By 2016, the detailed plan to achieve this dream has been laid out. It launched the "football development plan in the medium and long term (2016-2050)" where the key goal is to make the country a worldwide football superpower. This idea was not new to China as it had successfully pulled of the so called "Olympic Strategy" implemented in 1980 when in Beijing 2008 Olympic Games, the county has won 51 gold medals against 36 of United States (Rodrigues, 2017).

To achieve this goal, the country needed people to practice the sport who shall then be selected for the World Cup, as well as for the sport to be popular by making it a daily practice of the children and young people in the country creating a soccer culture. Therefore, schools were ordered to introduce soccer into the physical education curriculum (Chinese Soccer reform and Development Program, 2015). Furthermore, it will "promote the strengthening of grassroots football and community football, talent training, increasing the scale of youth participation in football, developing football schools to promote interest and cultivating fans (Rodrigues, 2017).

Soccer definitely established an appeal that would allow teachers of Physical Education to work on developing themselves to teach or coach students of the country to play soccer. In countries such as New Zealand, teachers of PE who

are hired to teach Physical Education to secondary schools are actually graduates of certain degrees such as Bachelor of Sport Coaching (BSpC) or the Bachelor of Health Sciences (BHSc) (University of Canterbury, n,d.). Eventually, being a former athlete is not really a requirement to becoming a Physical Education teacher (Sports Management Degrees, 2023).

In China, the requirement for applicants to a teaching or coaching position to teach or coach soccer includes a degree in sports or related subject with a coaching certificate with minimal requirements of international experience and preferably western trained (i.e. USA, UK, Scotland, Ireland etc.) (SeekTeachers.com). The China Football Club on the other hand has several requirements including mandatory requirements such as two year or more full-time coaching experience, exceptional experience of coaching degree, ACRO/CRB but coaching education or PE teaching is just desirable but not essential (British Football Coaches, 2023). These requirements were basically geared towards recruiting according to standards set for those who would want to enter the country to secure a job for coaching.

Nevertheless, requirements for teaching particularly of Physical Education runs a different context in China which uses PETE system. The PETE curriculum in China is a standard established by the General Office of the Ministry of Education. Preparation starts from being in teacher training institutions called Normal Universities or Sport Universities. Then, teachers are trained primarily as content specialists where pre-service teachers in their first or second year participate in a variety of sports until they specialize in one or two sports during their physical education teacher training. In this system, physical education teachers train in 3-5 semester on specific content making them focused on knowing and performing which is concentrated in Common Content Knowledge or CCK (He, Ward, Wang, & Li, 2017).

In the study of He et al. (2017), they have identified Content Knowledge as the key for successful teaching of soccer. They differentiated CCK from SCK or Specialized Content Knowledge. They claimed that measuring the content knowledge of teachers is important in designing professional development. In examining the depth of specialized content knowledge or SCK of teachers, they found out that majority of the them had low SCK and that such knowledge may not be easily obtained from experience.

In terms of the program offered to players of soccer, Ertheo, an educational agency on soccer camps and academies, identified key soccer skills that can help players reach their full potential and achieve success in football. It further grouped these skills into four categories namely: technique, game intelligence, physical fitness and proper mindset (Ertheo, n.d.).

Despite the country-wide program started by the government in China, there is still a dearth of research which look into the practices of the Physical Education teachers in relation to their preparation for job as provided in the PETE system. This is the gap that this current research aims to address. As the country prepares for the big dream come 2050, it is then imperative that those who are the catalyst – the teachers at that – are definitely instilling the soccer culture in the grassroots. That empirical data be provided for the study of the relationship between the preparation of Physical Education teachers and their actual practice in the field is now a need to provide accurate basis for crafting measures to develop them professionally and in effect advance their careers. The perceptions and practices will then be the basis of creating a career development plan for teachers teaching soccer in China.

2. Statement of the Problem

This study aims to investigate the relationship between the respondents' pre-service teaching preparation and their actual practice in the field with the desire to create career development plan towards teaching or coaching soccer.

Specifically, this study will answer the following questions:

1.What is the assessment of the respondent's pre-service preparation of soccer in terms of

1.1. Technique

1.2. Game Intelligence

1.3. Physical Fitness

1.4. Proper Mind Set;

2.What is the assessment of the respondents on their actual practices in teaching:

2.1. Technique

2.2. Game Intelligence

2.3. Physical Fitness

2.4. Proper Mind Set;

3.Is there a significant relationship between the pre-service preparation and the actual practice in the field of soccer?

4.What Career Plan can be developed for Physical Education Teachers who plan to progress in their coaching in soccer?

3. Hypotheses

There is no significant relationship between the assessment of the respondents in their pre-service preparation and their actual practice in the field of soccer.

The following null hypothesis were tested in this study:

4. METHODOLOGY

4.1. Research Design

The proposed study will be using the quantitative design specifically correlational research. Correlational research describes an existing relationship between variables by describing the degree to which two or more quantitative variables are related through the correlation coefficient (Fraenkel & Wallen, 2012). In the current study, the variables to be compared are the perceptions of the respondents by assessing their pre-service preparation of soccer teaching and their actual teaching practices in the field. It tries to identify the relationship between theory and practice.

4.2. Instrumentation

To achieve the research objectives, the research instrument includes the creation of a questionnaire to gather data on the assessment of the respondents of their preparation and their actual practice of teaching soccer. The instrument shall be created on the four categories identified in Ertheo (n.d.) which include the following in training soccer: technique, game intelligence, physical fitness, and proper mindset. Each category has 15 items in its initial use for the pilot testing to make room for items which shall be culled in the process of validity and reliability tests. Furthermore, the questionnaire shall be a 4-point Likert scale stating whether an item has been strongly experienced or practiced to never. Hence, the scale shall have the following descriptions: 4- strongly agree, 3-agree, 2-disagree, 1-strongly disagree.

4.3. Data Gathering Procedures

Following the conceptual framework and the design of this study, the researcher will adhere to the following steps that will lead to the achievement of the main aim of this study which is to explore the management practices in mentoring pre-service teachers. The result of the exploration will be used as a basis for developing Career Plan for Physical Education Teachers who plan to progress in their coaching in soccer. Further, the following steps shall be undertaken:

Writing letters to the deans of the chosen universities to inform them about the aim and significance of the study, and to invite PE teachers involved in teaching soccer to take part in the study;

Distributing the self-created questionnaire to the participants;

Securing responses from the respondents;

Analyzing and interpreting of data; and

Developing Career Plan for Physical Education Teachers who plan to progress in their teaching to coaching in soccer.

5. RESULTS, ANALYSIS, AND INTERPRETATION

This chapter discusses the findings generated from the gathered data which underwent analysis using appropriate statistical methodologies to yield reasonably accurate responses to the research inquiries. Following this introduction, subsequent sections present tabular representations, accompanied by interpretations and analyses of the participants' feedback obtained during the investigation. All data were imported and treated using a licensed version of IBM® SPSS™ Statistics 27 and Bootstrapped Pearsons' R to enable precise comparisons across variables.

1.Pre-service Preparation Assessment

Even though it is argued that being a PE teacher does not require one to be a former athlete (Sports Management Degrees, 2023), China requires its applicants who ought to teach and coach soccer to meet the following sets of standards to secure a coaching job: a degree in sports or related subject; a coaching certificate; a minimal requirement of international experience; and preferably western training. Moreover, as stated earlier, the country uses the PETE curriculum that equips pre-service teachers through undergoing sports training for three to five semesters. These standards are established in order to recruit highly qualified teachers for the attainment of their goal of becoming a worldwide football superpower. The following tables in this section illustrate the respondents' assessment of their pre-service preparation derived from the prearranged questionnaires they have responded in terms of soccer techniques, game intelligence, physical fitness, and proper mindset that they gained in their training in their college universities. These factors encompass fifteen pertinent indicators each, designed to assess the retrospective viewpoints of the respondents regarding their collegiate training.

5.1. Technique

Table 1 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Technique

Indicators	Mean	SD	Verbal Interpretation	Rank
I have been taught how to collect soccer ball and gain control of it.	3.37	0.78	Highly Evident	1.5
I learned how to use my feet, legs, chest, and head to collect and control a soccer ball.	3.29	0.81	Highly Evident	6
I have adequate knowledge of receiving passes on the ground and even out of the air.	3.32	0.79	Highly Evident	3.5
I learned how to maintain possession of the ball and protect it from opponents.	3.20	0.85	Moderately Evident	10
I have knowledge on how to move the ball in the field.	3.37	0.78	Highly Evident	1.5
I learned how to keep control of the ball as it is moved around the field.	3.26	0.84	Highly Evident	8.5
I was taught how to move the ball in different directions at different speed.	3.31	0.78	Highly Evident	5
I have learned how to maneuver or move the ball without losing it from opponents.	3.19	0.83	Moderately Evident	11
I was taught how to use either of my foot in passing the ball.	3.07	0.88	Moderately Evident	14
I have learned how to accurately send the ball to where I want it when passing.	3.26	0.82	Highly Evident	8.5
I was taught how to pass the ball with power and precision to another player.	3.32	0.78	Highly Evident	3.5
I know how to use both feet in passing the ball to a desired place or player.	3.04	0.88	Moderately Evident	15
I learned how to move my body fluidly when playing soccer.	3.18	0.83	Moderately Evident	12
I know how to use long strides, correct running form, and gravity when playing.	3.15	0.86	Moderately Evident	13
I know how to determine correct form (i.e., appropriate physical form when playing) when I see one.	3.27	0.83	Highly Evident	7
COMPOSITE MEAN	3.24	0.56	Moderately Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 1 depicts the respondents' evaluation of their pre-service preparation concerning soccer techniques including ball control, passing and receiving, movement, body coordination, positioning, running, maneuvering, precision, and correct formation. The data reveals their agreement on the given indicators which resulted into a weighted mean of 3.24, with a standard deviation of 0.56. The mean scores assigned to the specific techniques range from 3.04 to 3.37, indicating a spectrum from moderately evident to highly evident qualitative descriptions. This suggests a consensus among the respondents regarding the acquisition of the indicators encompassing soccer technicalities during their college or university schooling. It is also important to note the highest indicators which are "I have been taught how to collect soccer ball and gain control of it." and "I have knowledge on how to move the ball in the field." garnering weighted mean of 3.37 with standard deviation of 0.78, equally. This proves the argument of Armstrong (2018) that mastering ball control is crucial for success in soccer (pp. 45-50). He further reiterates the mechanics of soccer to gain control of the ball in order to get the ball down the field into the opponent's goal. Johnson and Davis (2020), also discussed the importance of improved ball control skills for enhancing the soccer performance, hence, it is essential for players to master this specific skill. Two indicators which garnered the second highest weighted mean are the knowledge of receiving passes on the ground and even out of the air (M = 3.32, SD = 0.79), and the passing of the ball with power and precision to another player (M = 3.32, SD = 0.78), of which both concern the mastery of the ball. The respondents reflect their strong agreement that they have been taught and mastered this skill even before their teaching service.

On the contrary, the indicator related to the proficiency in using both feet to pass the ball to a desired place or player reaped the lowest mean score of 3.04, indicating a relatively lower level of agreement among respondent. This finding, coupled with a standard deviation of 0.88, suggests a notable variability in responses regarding this particular skill. Some soccer players find it difficult to manipulate the ball using both the right and the left feet. Another related issue on indicator 9 shows a low mean score of 3.07 (SD = 0.88) with the statement that the respondents were taught touse either of their foot in passing the ball. This strengthen the claim of Smith (2018) in his book entitled "Improving Soccer Passing Skills: Strategies and Drills," that passing the ball with both feet that can be challenging for players. Meanwhile, the United States Soccer Federation (USSF), explained that this problem should not hinder the players in their soccer matches, including their practices. With these, in mind, respondents perceive their pre-service preparation in soccer technique to be moderately evident. This indicates that while they acknowledge some level of preparation, there may be room for improvement or areas that are not as well-addressed.

5.2. Game Intelligence

Table 2 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Game Intelligence

Indicators	Mean	SD	Verbal Interpretation	Rank
I have learned how to be aware of the playing field in soccer.	3.31	0.81	Highly Evident	1.5
I trained how to determine proper position of the ball in relation to my teammates and the opponents.	3.26	0.82	Highly Evident	5
I am capable of identifying how players react in the field.	3.21	0.85	Moderately Evident	8
I was taught how to anticipate movements of players in the field.	3.28	0.83	Highly Evident	4
I have learned how to identify angles in positioning players in the field.	3.19	0.85	Moderately Evident	10
I know how to anticipate moves of opponents and counter the same.	3.23	0.83	Moderately Evident	6
I have learned to determine the right moment to make a move in the game.	3.31	0.84	Highly Evident	1.5
I know how to create opportunities to destroy the defense of an opponent.	3.22	0.88	Moderately Evident	7
I was taught how to perform defense in the field.	3.16	0.88	Moderately Evident	12
I have been taught of various soccer formations.	3.07	0.90	Moderately Evident	15
I learned how to manage risk in decisions during playing.	3.17	0.84	Moderately Evident	11
I know how balance aggressive decisions with careful ones.	3.20	0.84	Moderately Evident	9
I learned how to respond to results of aggressive decision.	3.09	0.91	Moderately Evident	14
I know how to respond when a cautious decision turns negatively for the team.	3.11	0.90	Moderately Evident	13
I know how to determine whether a decision shall be good or bad for the team.	3.29	0.80	Highly Evident	3
COMPOSITE MEAN	3.21	0.60	Moderately Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 2 illustrates the factor which is the game intelligence aspect assessment in which the respondents agree that they were equipped with the abilities encompassing field awareness, player positioning, anticipating opponents' movements, and decision-making during play ($M = 3.21$, $SD = 0.60$). It involves the players' capacity to analyze game situation rapidly and accurately, make effective decisions under pressure, and execute them efficiently to play smart, conserve energy, and achieve optimal outcomes. The quantitative description of the responses ranges from 3.07 to 3.31 weighted mean, with 0.90 to 0.81 standard deviation.

According to Smith (2020), soccer intelligence involves a deep understanding of the game. That is why, the teachers of coaches of this sport bring awareness to students regarding this facet. As evident in the table, the respondents express their strong agreement that they have been taught by their

previous instructors, equipping them with the basics of game intelligence. As a matter of fact, they rated indicators 1 and 7 as the highest to gain 3.31 average with standard deviations of 0.81 and 0.84. The first one conveys that they have learned how to be aware of playing soccer, and the second one declares that they have learned to determine when to make the right move in the game which both procured highly evident qualitative description. Conversely, the lowest rated indicator pertained to being taught of various soccer formation acquiring only a mean score of 3.07, with a standard deviation of 0.90, drawing a moderately evident description. Another indicator that could be improved is learning how to respond to results of aggressive decision since it only obtained a weighted mean of 3.09. This discovery paves way to both the strengths and weaknesses of teaching soccer intelligence to pre-service teachers which could improve on the parts where they lack since this factor is crucial in the game.

5.3. Physical Fitness

Table 3 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Physical Fitness

Indicators	Mean	SD	Verbal Interpretation	Rank
I have trained to play long periods in the field.	3.32	0.80	Highly Evident	4.5
I have trainings for strong stamina in playing.	3.35	0.81	Highly Evident	2.5
I have learned how to last for 90 minutes playing in the field.	3.48	0.71	Highly Evident	1
I learned how to overcome my physical fatigue mentally.	3.28	0.81	Highly Evident	7
I have trainings on how to move effectively even in tight spaces when playing.	3.30	0.82	Highly Evident	6
I learned how to get through defense or defenders of opposing team.	3.14	0.85	Moderately Evident	14
I was taught how balance with my feet when moving the ball.	3.23	0.82	Moderately Evident	9.5
I have learned how to use altogether my balance and speed when playing.	3.35	0.78	Highly Evident	2.5
I was taught how to be agile and move through defenses quick.	3.25	0.81	Moderately Evident	8
I have learned how to move fast to beat opponents to the ball.	3.32	0.79	Highly Evident	4.5
I was taught how maximize the use of speed in beating offense and defense of opponent team.	3.18	0.80	Moderately Evident	13
I know how to used speed in covering great distance to defend the ball.	3.10	0.85	Moderately Evident	15
I learned how to strengthen my legs for long distances movement.	3.23	0.81	Moderately Evident	9.5
I have adequate training for upper body strength and core strength in my pre-service years.	3.20	0.81	Moderately Evident	11.5
I have been taught how to shield and steal the ball using the strength and power of my upper and lower body.	3.20	0.84	Moderately Evident	11.5
COMPOSITE MEAN	3.26	0.55	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 3 exhibits the physical fitness in soccer in which the respondents strongly agree that the training adequately prepared them in aspects such as stamina, overcoming physical fatigue, agility, and strength for both defensive and offensive plays. The mean score for this consensus is 3.26 with a standards deviation of 0.55, indicating a relatively high level of agreement among the respondents. The responses underscore the effectiveness of the training in developing strong stamina (M = 3.35, SD = 0.81) and the utilization of balance and speed in playing (M = 3.35, SD = 0.78). Both of the indicators, including the majority of the indicators fell to the bracket of highly evident qualitative description. The American College of Sports Medicine (ACSM) has underscored the substantial impact of physical fitness on athletic performances in sports and games. To effectively excel as an athlete, individuals should prioritize a long-term objective of enhancing not only their prowess within the realm of games but also their overall physical fitness. In this context, respondents have demonstrated the ability to sustain their physical fitness levels during their pre-service period through the structured training imparted by their instructors or coaches, thereby mitigating the emergence of significant challenges.

However, some of them earned low mean scores resulting into moderately evident description, especially the statement about knowing how to use speed in covering great distance and defending the ball (M = 3.10, SD = 0.85). Another example is they learned how to get through defense or defenders of opposing team as they are in match that contends 3.14 mean score, with 0.85 standard deviation. This implies that the indicators which received lower scores should be the focus of the teachers in teaching soccer to the future trainers and coaches of the game so that the players could be equipped with the standard of being physically fit as they involve themselves with soccer. Nevertheless, this indicates that respondents generally found the training beneficial in enhancing these skills and contributing to the result of their ability to last for 90 minutes playing in the field (M = 3.48, SD =0.85).

5.4. Proper Mindset

Table 4 displays the fourth factor which is the proper mindset revealing a strong agreement among respondents regarding the effectiveness of their pre-service preparation in cultivating the aspects such as passion, willingness to engage in extra training efforts, learning from matches, managing pressure and frustrations, and dedication to continuous learning and improvement. The mean scores range from 3.09 (SD = 0.91) to 3.43 (SD = 0.78 and 0.72). Learning how to deal with unnecessary aggression from other people in the field gained the least mean score among the responses of the participants. It includes issues on people who tend to display aggressive behavior towards other people whenever misunderstanding or situations become uncontrollable. Relative to this, the second least scored indicator states that the respondents were taught that criticism is part of learning with a mean score of 3.12, with a standard deviation of 0.86. This result denotes the argument of Johnson and Smith (2020), that controlling aggression poses a significant problem as it requires effective behavior management strategies.

In comparison, the highest scored indicators deal with the respondents' passion in soccer in pre-service and wiliness to learn from teachers on how to improve the game. The first one depicts that the teachers were already passionate and interested in soccer even before their pre-service training (M = 3.43, SD =0.78). The other highest indicator is about the

openness of the respondents to listen to and follow the instructions of their teachers in order to become better in playing the game. Overall, the weighted mean of this consensus is 3.28, with a standard deviation of 0.55, including a notable alignment in perceptions among the respondents.

Table 4 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Proper Mindset

Indicators	Mean	SD	Verbal Interpretation	Rank
Proper mindset				
I have always been passionate about soccer when I was in my pre-service.	3.43	0.78	Highly Evident	1.5
I have extended extra hours in training for soccer when I was in pre-service.	3.40	0.75	Highly Evident	3
I have learned soccer in watching matches, analyzing them and reflecting on the performances of players.	3.31	0.78	Highly Evident	7
I learned soccer by focusing in attending and participating the courses offered by my university.	3.19	0.84	Moderately Evident	12
I have trainings on how to handle myself when faced with pressures.	3.21	0.85	Moderately Evident	11
I learned how to manage frustrations and defeat when learning soccer.	3.26	0.83	Highly Evident	9
I was taught how to deal with unnecessary aggression from other people in the field may it be a teammate or an opponent.	3.09	0.91	Moderately Evident	15
I have learned how to handle rejections and how to improve after these rejection	3.12	0.86	Moderately Evident	14
I have been taught that criticism is part of learning.	3.32	0.81	Highly Evident	6
I have learned to take responsibility of my mistake and failures as a learner.	3.25	0.80	Moderately Evident	10
I was willing to learn from teachers on how to improve in the game.	3.43	0.72	Highly Evident	1.5
I know how to integrate the lessons or things my teacher has taught me about playing soccer.	3.33	0.81	Highly Evident	5
I practiced on my own without being required in the course to improve myself.	3.37	0.80	Highly Evident	4
I have made sacrifices to be better in learning soccer as sport.	3.29	0.79	Highly Evident	8
I have invested resources (i.e. diet, attending sports clinic, etc.) in learning soccer.	3.17	0.87	Moderately Evident	13
COMPOSITE MEAN	3.28	0.55	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

5.5. Technique, Game Intelligence, Physical Fitness, and Proper Mindset

Table 5 Overall Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Technique, Game Intelligence, Physical Fitness, and Proper Mindset

Indicators	Mean	SD	Verbal Interpretation	Rank
Overall assessment of Technique	3.24	0.56	Moderately Evident	3
Overall assessment of Game Intelligence	3.21	0.60	Moderately Evident	4
Overall assessment of Physical Fitness	3.26	0.55	Highly Evident	2
Overall assessment of Proper Mindset	3.28	0.55	Highly Evident	1
COMPOSITE MEAN	3.25	0.47	Moderately Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Overall, the respondents collectively agree that their pre-service preparation in soccer was effective across various domains, including techniques, game intelligence, physical fitness, and proper mindset. the composite mean score across these domains is 3.25, with a standard deviation of 0.47. Notably, the data analysis indicates a slightly higher emphasis on physical fitness (M = 3.26 SD = 0.55) and proper mindset (M = 3.28 SD = 0.55) as the most strongly affirmed areas of pre-service preparation. The third in rank is the overall assessment in technique which garnered 3.24 mean score and 0.56 standard deviation. Lastly, being the fourth in rank, game intelligence reaped 3.21 weighted mean and 0.60 standard deviation. This suggests that the training program successfully addressed key aspects of physical conditioning and mental readiness essential for soccer performance, according to the respondents' perspectives. This result proves the significance of the PETE system when it comes to training physical education teachers in the Normal Universities.

Actual Teaching Practice Assessment

The implementation of soccer into the physical education curriculum represents a crucial step to fulfill the expressed desire of President Xi for China to establish itself as a powerhouse in global football by 2050 (Duerden 2023). This became evident through the investment in the development of young talent and fostering a culture of football from the grassroots level, integrating soccer into the daily routine of students across the country contributes to the normalization of the sport within Chinese society. By exposing children and young people to the sport from an early age within the structured curriculum of physical education, the program instills a passion for soccer and provide fundamental skills and knowledge under the guidance of the physical education teachers. Theses teachers play a vital role in facilitating the learning process, ensuring that the students develop a solid foundation in the sport from a young age. The table below represents the practices employed by the respondents in their actual teaching of soccer. The sets of indicators presented in this table, which outline the skills being taught by the teacher respondents, closely mirror the statements in Table 1 regarding their acquisition of these specific skills during pre-service training.

5.6. Technique

Table 6 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Technique

Indicators	Mean	SD	Verbal Interpretation	Rank
Technique				
I teach students ball control by teaching them how to collect and gain control of the ball.	3.43	0.74	Highly Evident	5.5
I condition students in using their parts of the body (i.e. feet, legs, chest and head) to collect and control a soccer ball.	3.30	0.81	Highly Evident	11
I provide drills in receiving passes on the ground and out of the air.	3.44	0.73	Highly Evident	3.5
I teach students on how to take possession of the ball and protect it from opponents.	3.41	0.74	Highly Evident	7
I give drills for students to skillfully move the ball in the soccer field.	3.47	0.72	Highly Evident	1.5
I drill students to keep control of the ball as it is moved around the field.	3.33	0.78	Highly Evident	9.5
I have drills on moving the ball in different directions at different speed.	3.43	0.74	Highly Evident	5.5
I provide practices on how to maneuver or move the ball without losing it from opponents.	3.33	0.77	Highly Evident	9.5
I teach students to use both feet in passing the ball.	3.26	0.79	Highly Evident	13
I have drills for students where they can accurately send the ball to where they want it to go.	3.44	0.70	Highly Evident	3.5
I train students to pass the ball with power and precision to another player.	3.36	0.76	Highly Evident	8
I train students to use both feet in passing the ball to a desired place or player.	3.17	0.84	Moderately Evident	15
I have drills for students to move their bodies fluidly when playing soccer.	3.29	0.78	Highly Evident	12
I have students practice long strides, correct running form and use gravity when playing.	3.23	0.79	Moderately Evident	14
I could determine a student with correct form (i.e. appropriate physical form when playing) when I see one.	3.47	0.71	Highly Evident	1.5
Overall assessment of technique	3.36	0.50	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 6 intends to display the assessment of the teachers' efficacy in imparting knowledge and skills related to the soccer technique, game intelligence, physical fitness, and mindset to their students. As shown above, the data indicates a high level of consensus regarding the respondents' efficacy of actual teaching practices across all areas (M = 3.31, SD = 0.41). They exhibit confidence in their ability to convey knowledge and skills regarding the aforementioned factors.

Teachers express a strong consensus regarding their efficacy in teaching soccer techniques to their students, as evidenced by a mean score of 3.36 with a standard deviation of 0.50. This encompasses the implementation of drills and practices aimed at enhancing ball control, movement across the field, and proficiency in using both feet for passing. Among the set of indicators, the lowest mean score (3.17, SD = 0.84) states training the students to use both feet in passing the ball to a desired person or place. Same indicator in Table 1 also got the least mean since the respondents convey that they were not able to learn the particular skill. Moreover, the indicator about practicing students ling strides, correct running form, and using gravity when playing received a low score of 3.23, with a standard deviation of 0.79. While this particular descriptor falls within the category of moderately evident, its lower score raises concerns, especially when juxtaposed with the higher ratings assigned to other indicators, all of which qualify for placement in the highly evident section.

On the other hand, both the statements that they give drills to skillfully move the ball in the soccer field and that they could determine a student with correct form when playing, both garnered the highest mean of 3.47, with a standard deviation of 0.72 and 0.71, respectively. The third highest indicator reveals that the teachers give drills for their students to accurately send the ball into where they want it to be, garnering a mean of 3.43. The elevated mean score reflects a high level of confidence in the application of teaching techniques within their actual practice, underscoring their proficiency in imparting fundamental soccer skills to their students.

5.7. Game Intelligence

Table 7 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Game Intelligence

Indicators	Mean	SD	Verbal Interpretation	Rank
I train students to be aware of the playing field in soccer.	3.38	0.73	Highly Evident	1
I train students to determine proper position of the ball in relation to their teammates and the opponents they have.	3.28	0.78	Highly Evident	8
I teach students to identify or "read" players in the field.	3.22	0.87	Moderately Evident	12.5
I train students to anticipate movements of players in the field.	3.31	0.77	Highly Evident	4.5
I provide drills on how to identify angles and players position to their advantage.	3.27	0.79	Highly Evident	9
I provide practices for anticipating moves of opponents and providing counter attacks.	3.30	0.81	Highly Evident	6.5
I teach student to determine the right moment to make a move in the game.	3.34	0.76	Highly Evident	3
I teach students to create opportunities to destroy the defense of an opponent.	3.30	0.78	Highly Evident	6.5
I provide various techniques of defense to students.	3.22	0.79	Moderately Evident	12.5
I teach students various soccer formations including the old and current ones.	3.12	0.88	Moderately Evident	15
I teach students how to manage risk in decisions during playing.	3.24	0.82	Moderately Evident	10
I teach them how to balance aggressive decisions with careful ones.	3.31	0.76	Highly Evident	4.5
I train them to respond positively to when their aggressive decisions result in a failure.	3.23	0.82	Moderately Evident	11
I train them how to handle setbacks when they play cautiously and yet lose a game.	3.13	0.83	Moderately Evident	14
I teach students how to determine between a good or bad decision.	3.37	0.77	Highly Evident	2
Overall assessment of game intelligence	3.27	0.53	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 7 reveals a strong collective agreement among teachers in their approach to teaching game intelligence (M=3.27, SD=0.53). This includes thorough training on crucial aspects such as field awareness, player positioning,

anticipation of movements, and strategic decision-making. Moreover, aside from the physical aspect of the players, game intelligence that concerns the way they think critically. The respondents strongly agree that they train students to be aware of playing soccer in field, as evidence by the highest mean of 3.83 with the relatively lowest standard deviation of 0.73. Additionally, the indicator stating that the teachers teach their students to determine between good or bad decision accumulated an average of 3.37. Conversely, the lowest mean score (M=3.12, SD = 0.88) reflects agreement on statement that they teach students various soccer formations including the old and current ones. The data suggests that teachers excel in fostering a deep understanding of game intelligence among their students, which is essential for success in soccer. This proficiency underscores their dedication to equipping students with the cognitive skills necessary to navigate the complexities of the game effectively.

5.8. Physical Fitness

Table 8 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Physical Fitness

Indicators	Mean	SD	Verbal Interpretation	Rank
I train students over a long period of time in the field (i.e. 90 minutes typical of a game).	3.40	0.75	Highly Evident	3
I give trainings to students for strong stamina when playing.	3.43	0.74	Highly Evident	1
I provide actual immersion in the field for 90 minutes when they can.	3.34	0.77	Highly Evident	6
I have drills provided for students to mentally endure the challenges.	3.23	0.84	Moderately Evident	13
I give drills for students to move effectively in tight spaces when playing.	3.41	0.75	Highly Evident	2
I give drills for players to get through defense or defenders of an opposing team.	3.31	0.78	Highly Evident	8.5
I provide drills on balancing with the feet when moving the ball.	3.32	0.78	Highly Evident	7
I give practices for using altogether their balance and speed when playing.	3.38	0.75	Highly Evident	5
I have drills for agility, and moving quick through defenses.	3.30	0.76	Highly Evident	10
I give drills in running to beat opponents to the ball.	3.39	0.78	Highly Evident	4
I have speed training in beating offense and defense of opponent team.	3.22	0.84	Moderately Evident	14
I give training on speed in covering great distance to defend the ball.	3.11	0.84	Moderately Evident	15
I provide leg strengthening drills for long distances movement.	3.29	0.79	Highly Evident	11
I give adequate training for upper body strength and core strength.	3.26	0.81	Highly Evident	12
I have drills on how to shield and steal the ball using the strength and power of the upper and lower body.	3.31	0.77	Highly Evident	8.5
Overall assessment of physical fitness	3.31	0.51	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

Table 8 manifests the respondents' data expressing strong agreement that their teaching practices involve comprehensive training in physical fitness (M=3.31, SD=0.51). This encompasses a range of components including endurance, stamina, agility, and strength training, all specifically tailored to meet the rigorous demands of a full 90-minute soccer game. In fact, the statement "I give trainings to students for strong stamina when playing" obtained the highest weighted mean of 3.43, accompanied by the lowest standard deviation of 0.74. The second highest mean of 3.41 projects that the teachers train their students to move efficiently in tight spaces when playing. Also, teachers claim that they train students over a long period of time so that they could sustain their strength throughout the entire game. All of the other indicators where highly evident excluding the to statements that follow.

The statement "I give training on speed in covering great distance to defend the ball" yielded the lowest mean score of 3.11 with a relatively high standard deviation of 0.84. The second lowest mean is 3.31, with 0.51 standard deviation which states "I have drills provided for students to mentally endure the challenges". Lastly, with a weighted mean of 3.22, the respondents agree that they give training on beating offense and defense of opponent team. Nevertheless, this emphasis on physical conditioning highlights a dedicated focus on preparing students not only in technical and tactical aspects but also in physical readiness, ensuring they are equipped to perform at their best throughout the duration of a match.

5.9. Proper Mindset

Table 9 highlights a strong consensus among teachers regarding the effectiveness of their methods in cultivating a proper mindset among students ranging from mean scores of (M=3.31, SD=0.50). This encompasses instilling a passion for soccer, equipping students with skills to handle pressure, effectively manage frustrations, and fostering a culture of self-improvement and critical reflection on performances. Among the indicators outlined in this factor, instructing students on fostering passion for soccer garnered the highest mean score of 3.44 (SD = 0.74), signifying strong agreement. Conversely, teaching students how to handle unwarranted aggression from others on the field encapsulated a qualitative consensus, with respondents expressing agreement (M = 3.14, SD = 0.82). This collective agreement underscores the commitment of teachers to not only develop students' technical and tactical abilities but also to nurture their mental resilience and positive attitudes towards the sport, ultimately contributing to their holistic development as soccer players.

Table 10 provides a comprehensive overview of the respondents' assessments regarding their actual teaching practices in four key areas: Technique, Game Intelligence, Physical Fitness, and Proper Mindset. Each indicator is evaluated based on its mean score, standard deviation (SD), verbal interpretation, and rank. The data reveals that respondents perceive their teaching practices as highly effective across all evaluated domains. Technique received the highest mean score and rank, indicating a strong consensus among respondents regarding the effectiveness of teaching techniques. Physical Fitness and Proper Mindset also received high mean scores and rankings, suggesting that respondents believe their teaching adequately addresses these aspects. While Game Intelligence received a slightly lower mean score compared to the other domains, it still falls within

the "Highly Evident" category, indicating overall effectiveness. The composite mean score further confirms the consistent high level of effectiveness across all evaluated areas.

Table 9 Descriptive Statistics of Respondents' Assessment of their Pre-service Preparation in Terms of Proper Mindset

Indicators	Mean	SD	Verbal Interpretation	Rank
Proper mindset				
I teach students how to be passionate about soccer.	3.44	0.74	Highly Evident	1
I encourage my students to give extra hours in training for soccer.	3.35	0.75	Highly Evident	5.5
I encourage my students to watch matches, analyze them and reflect on the performances of players.	3.31	0.74	Highly Evident	8.5
I encourage students to attend relevant trainings of camps to improve their game.	3.25	0.81	Moderately Evident	14
I provide practice on how students can handle pressures.	3.32	0.78	Highly Evident	7
I teach students how to manage frustrations and defeat when learning soccer.	3.31	0.77	Highly Evident	8.5
I teach students how to deal with unnecessary aggression from other people in the field may it be a teammate or an opponent.	3.14	0.82	Moderately Evident	15
I teach students to handle rejections and how to improve themselves to be better.	3.27	0.77	Highly Evident	12.5
I teach students that criticism is part of learning.	3.35	0.75	Highly Evident	5.5
I teach students on how to take responsibility with their mistakes and failures as a learner.	3.36	0.76	Highly Evident	3.5
I give opportunities for students to improve in the game.	3.37	0.71	Highly Evident	2
I teach students how to integrate the lessons or things taught to them about playing soccer.	3.36	0.76	Highly Evident	3.5
I encourage my students to improve themselves even if it they shall not be rated or graded.	3.27	0.80	Highly Evident	12.5
I encourage students to make sacrifices to be better in learning soccer.	3.28	0.79	Highly Evident	10
I encourage students to invest in their diet, attending sports clinic etc. for them to learn soccer.	3.27	0.78	Highly Evident	12.5
Overall assessment of proper mindset	3.31	0.50	Highly Evident	

Legend: 1.00-1.50: Strongly Disagree (Not Evident at All); 1.51-2.50: Disagree (Slightly Evident); 2.51-3.50; Agree (Moderately Evident); 3.51-4.00: Strongly Agree (Highly Evident)

5.10. Technique, Game Intelligence, Physical Fitness, and Proper Mindset

Table 10 Overall Descriptive Statistics of Respondents' Assessment of their Actual teaching Practice in Terms of Technique, Game Intelligence, Physical Fitness, and Proper Mindset

Indicators	Mean	SD	Verbal Interpretation	Rank
Overall assessment of Technique	3.36	0.50	Highly Evident	1
Overall assessment of Game Intelligence	3.27	0.53	Highly Evident	4
Overall assessment of Physical Fitness	3.31	0.51	Highly Evident	2.5
Overall assessment of Proper Mindset	3.31	0.50	Highly Evident	2.5
COMPOSITE MEAN	3.31	0.41	Highly Evident	

3. Assessment of Pre-service Preparation and Actual Teaching Practice

Table 11 Relationship Between the Assessment of Pre-service Preparation and Actual Teaching Practice in Terms of Technique, Game Intelligence, Physical Fitness, and Proper Mindset

		Actual teaching practice							
		T		GI		PF		PM	
		r	p	r	p	r	p	r	p
Pre-service preparation	T	.513***	< .001	.201***	< .001	.135**	.002	.157**	< .001
	GI	.131**	.003	.536***	< .001	.128**	.004	.106*	.016
	PF	.173***	< .001	.217***	< .001	.498***	< .001	.161***	< .001
	PM	.135**	.002	.170***	< .001	.122**	.006	.455***	< .001

Note. Overall correlation: $r = .366$, $p < .001$. The analysis is based on 1000 bootstrap samples. T = Technique. GI = Game intelligence. PF = Physical fitness. PM = Proper mindset. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 11 illustrates the correlations between the assessment of pre-service preparation and actual teaching practice across four domains: Technique (T), Game Intelligence (GI), Physical Fitness (PF), and Proper Mindset (PM). Each cell contains two values: the correlation coefficient (r) and its associated p-value.

The results indicate a positive, moderately strong, and statistically significant correlation between pre-service preparation and actual teaching practice in soccer, according to the respondents' assessment ($r=.366$, $p<.001$). This finding suggests that the level of pre-service preparation significantly influences the approach taken by teachers in their instructional practices within the realm of soccer education.

For instance, the correlation between pre-service preparation in Technique (T) and actual teaching practice in Technique (T) is $r = .513$, $p < .001$, indicating a highly significant positive correlation. Similarly, the correlation between pre-service preparation in Game Intelligence (GI) and actual teaching practice in Game Intelligence (GI) is $r = .536$, $p < .001$, suggesting a strong positive correlation.

In conclusion, while all other pairs also display positive and statistically significant correlations, they are comparatively weaker in strength. These findings underscore the importance of pre-service preparation in shaping teachers' approaches to instruction across various facets of soccer education, with particularly pronounced effects observed in technique, game intelligence, physical fitness, and proper mindset.

6. Conclusion

1.The respondents' feedback indicates a positive perception of their pre-service training in soccer, with an overall agreement that it adequately covered various technical aspects, including ball control, passing, and movement.

2.The findings suggest that the pre-service training adequately equipped respondents with the necessary knowledge and skills related to game intelligence in soccer. The emphasis on field awareness, player positioning, and decision-making demonstrates a comprehensive approach to teaching this aspect of the game. The high level of agreement among respondents further underscores the effectiveness of the teaching methods employed in addressing game intelligence.

3.The findings suggest that the pre-service training effectively equipped respondents with the requisite physical fitness attributes essential for soccer. The emphasis on stamina, agility, and strength, along with the ability to overcome physical fatigue, indicates a holistic approach to physical fitness preparation. The strong agreement among respondents regarding the inclusion of comprehensive physical fitness training further validates the efficacy of teaching practices in this regard.

4.The findings underscore the significance of fostering a proper mindset in soccer education, alongside technical and physical training. The collective agreement among respondents, both from the perspective of learners and educators, emphasizes the importance of instilling values such as passion, resilience, adaptability, and a growth mindset in aspiring soccer players.

5.The data underscores the effectiveness of pre-service preparation and teaching practices in equipping individuals with the necessary tools to excel in soccer.

6.The findings suggest a direct link between the quality of pre-service preparation and the subsequent teaching practices in key areas such as technique and game intelligence.

7.The findings suggest a direct association between the quality of pre-service preparation and subsequent teaching practices in key areas such as physical fitness and proper mindset. To capitalize on this correlation, educators and institutions can implement the following recommendations:

7. Recommendations

1.Prepare educators through training programs for the demands of soccer instructions concerning techniques, game intelligence, physical fitness, and proper mindset.

2.Integrate game intelligence training into pre-service soccer education to enhance players' strategic understanding and performance on the field.

3Integrate comprehensive physical fitness training into pre-service soccer education to enhance players' physical capabilities and overall performance on the field.

4.Include the holistic approach to mindset development which is crucial for preparing individuals to navigate the challenges and opportunities encountered in the dynamic and competitive world of soccer.

5.A strong agreement among respondents should reflect a high level of confidence in the education provided, indicating a positive outlook for the future of soccer education and player development.

6.Educators and institutions should leverage the correlation of technique and game intelligence to enhance teacher training programs and ensure that instructors are well-equipped to translate their own expertise into effective teaching methodologies, ultimately benefiting student learning outcomes in soccer education.

7.Improve pre-service training programs to prioritize physical fitness and mindset development hence educators will be better prepared to address these critical areas in their teaching practices, ultimately benefiting the overall development and performance of soccer players.

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