Social Support System Analysis on Private Kindergarten Teachers’ Vocational Demands

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Abstract. The paper analyses development dilemma of private kindergarten teachers on the view of social support system. There exist many outstanding problems among private kindergarten teachers. For instance, they have not been affirmed and the team is in chaos. These teachers’ salaries are poor. To improve the teachers’ vocational demands, some measures should be taken to break the "identity system" to improve the teachers' status. For example, education sectors should adopt and apply the administrative conception of other industry, and the government should change the current unitary form of salary payment, and set up a flexible administrative pattern of salary.

Introduction

According to the statistical dates on the website run by the Ministry of Education, there were more than 13,000 private kindergartens in our country in 2013, and 2,000,000 children were enrolled. The private kindergarten has come to a considerable scale. In recent years, the researchers have given attention to policies, rules and regulations, educational investment, faculty training, qualities of private kindergarten. There are two research ideas in the aspect of faculty training. One emphasizes that the core of courses is problem-solving and chose the influence factors as the key research. Others chose the mechanisms of interaction between internal factors and external factors. By contrast, the former has a tendency to separate the support system of teacher troop construction. So, we will agree with the latter. The key issues for private kindergarten teachers must be supported by a variety of interrelated systems, which includes kindergarten, family, children parents, community, government, administration and so on. In this paper, we study on vocational demands of private kindergarten teachers with the view of social support system analysis.

Vocational Demands of Private Kindergarten Teachers

Based on the result of the investigation the study proposed that kindergarten, family and children parents constitute microsystem that have a direct relationship with private kindergarten teachers. Community, administration and labor market are usually regarded as ecosystems that have a direct relationship with private kindergarten. Governmental functions, regional culture ideas, rules and regulations constitute macrosystem that have an impact on families and kindergartens.

In reality, though the factors in the microsystem have frequent contacts, there are still problems in their work. Moreover, relevant institutional environment in the macrosystem need to improve whose impact has already felt in private kindergarten teachers. So, we can understand why they have to face on so many occupational development stresses. To resolve these issues, we need to clarify and assess the status of these factors.

Private kindergarten teachers attempt to get social recognition for professional identity

By the end of 2012, there are 129,000 private kindergarten teachers; they are responsible for almost half of all kindergarten teachers. Temporarily employed kindergarten teachers have already accounted for half of the kindergarten teaching staff. The treatment towards temporarily employed kindergarten teachers must be improved in time. At present, they are facing dilemma in
terms of professional development. It happened mainly due to teacher administration policies and financial investment in preschool education. The staffing level leads to lower social recognition for professional identity. Some of them think “they are the kind of men who work as nannies, draw their salaries as cleaners.” This is the reality of being private kindergarten teachers to some extent. Under average conditions, their salaries are paid by the private kindergartens. There is a considerable disparity between regular teachers and them, because their salaries are not covered by establishment, even in many economic developed regions such as Beijing, Shanghai and other places. For example, in 2016 the annual salary of the regular teacher is about RMB 80,000, but the private kindergarten teacher’s salary is about RMB 30,000 for the same period. The private kindergarten teachers cannot get the same pay with the same work as the regular teachers in reality.

For the temporarily employed kindergarten teachers it is very hard to move forward when they have barriers in the aspects of teacher training and technical post promotion. The job title is a symbol of academic identity. The teacher technical post promotion means a raise in salary, but above all it means they are affirmed and recognized in professionalism and occupational discipline. But along, the kindergarten teacher’s technical professional title follows the primary school teacher’s. Even so, the percentage of technical professional title is lower than the primary school teachers. The temporarily employed kindergarten teachers have no occasion to take part in title assessment in most areas.

**Preschool education needs a stable private kindergarten teacher rank**

These difficulties in salary, professional development and social welfare have a big impact on the stability and quality of private kindergarten teacher rank. Frequent transfer of intellectuals is a familiar event under the rapid economic development and the living rhythm quicken. There is the same situation in the development of preschool education. But, one-way flow dominates, especially outstanding young teachers. Talent-flowing is becoming a major challenge for private kindergartens. The main contributing factors are lower social status, heavy work, temporary employment, title assessment, no opportunity for a raise etc. Wage gap between public and private kindergarten is even greater. So, most teachers’ after-service would entry public kindergarten by passing the examination, or starts a local kindergarten for kids. And some of them will change career. The problem of the teachers flow is one of the most important parts and the hot topics of the teacher administration policies.

In addition, the skewed sex ratios in private kindergarten teacher rank are higher than other occupations. The rare male teachers are in urban kindergartens only. The losses of childcare workers are more severe. As a result it is difficult for the private kindergartens to provide high quality protection and education services.

**Private kindergarten teachers need a higher social support**

The research conclusions about the difference of kindergarten teachers’ social support show that the level of regular teachers’ social support is higher than private. For a long time, public kindergarten teacher’s social position is satisfactory; they have a sense of superiority and accomplishment. As it came to be known, the kindergartens must get all the support and cooperation from children’s parents if they want to achieve the expected educational results. A private kindergarten teacher said, “Our children’s parents most are men of small business with lower academic qualifications and obsolete educational values. It is difficult to order them to provide some waste materials and products, not to mention to join in activities. Some of them even cannot pick their kids in time because of playing Mahjong. Principal of kindergarten who often panders the parents for recruiting more students take it for granted about extending work hours. Not so in regular kindergartens in the same way. The leaders of regular kindergartens often pay attention to organizational learning to improve teachers’ professional quality. Children’s parents are willing to cooperate with teachers; they would like to prepare material for kindergarten.

On social security they’ve got it a lot worse off than regular teachers. More than 40 percent private kindergarten teachers said that they are not covered by insurance. Although they are pleasant for work
and management of the kindergarten, there are things that should make us think such as questions about kindergarten principal. Principal of kindergarten who directly confronted teachers and managers should provide direct support to them. In the survey found, principal of kindergarten is the last one in the rank of kindness with teachers. In the rank of recognition opportunity, they also are the last. At present, many private kindergartens adopt the family management format. Private kindergarten and his family members work in the same kindergarten. The family management format may influence carrying out rules and regulations fairly. Personal sensibility usually disturbs daily management. The difference in leadership and management style for different employees will easily bring about disaffection, and then affect work state.

Reason Analysis on Vocational Problems of Private Kindergarten Teachers

Our country's development of early childhood education is through a tortuous process. There are problems like low enrollment, the shortage of preschools, high cost, and excess marketization for some time. The national education reform and development of long-term planning program put forward requirements clearly about strengthening preschool education, which will help promote its universalization, equity and high quality. But the old institutions still have an effect on preschool education before they can be straighten out, that is the main reason about vocational problems of private kindergarten teachers.

Status system

According to financial planning government sets the coverage of policies in kindergarten teacher management in our country today, that is typical with status system which is essentially resource allocation. It arranges educational institution and its staff. In status system regular teacher is the permanent employees whose salary is in the coverage of finance. The private kindergarten teachers as temporarily employed have indefinitely identity and status that will lead to the lack of effectively guaranteed by policies. It also brings out that the treatment policy is revised without considering private kindergarten teachers’ demands in many local governments.

Financial investment

In an international way, the outlay of education investment in China are under the average lever in the world. The proportion of investment in preschool education is about 1.3% from 2000 to 2009, the number is 1.67% in 2010. Most of the limited funds is used by several city or demonstrating kindergartens. The private kindergartens as the majority have not received enough investment and funds. Most of them are self-controlled revenue and expenditure. Relative to regular kindergarten, they operate by charhing for their educational services. The country should keep and enlarge fund investment in preschool education, especially in private kindergarden.

Social Support System Analysis on Private Kindergarten Teachers

Through above mentioned analyzing, we realize that to solve these problems we should investigate the private kindergarten teachers in their real social network.

Introduce administrative conception from other industry

Although the private kindergarten teacher is neither permanent employee of public institution nor manager, they are workers who establish the working relations between the employer and the employee. According to the labor law, workers should receive equal pay for equal work. Now that the private kindergarten teachers fulfill their jobs no less than regular teachers, they deserve the same treatment. There would be unfair in the institutional establishment to a great extent if they are treated differently. For this purpose, the goverment should put the private kindergarten teacher together with regular teachers, and regard them as one occupation in management, instead of publish different policies for different teachers. Local education management department should verdict
student-faculty ratios and authorized size of kindergartens, and then equip them well step by step. Or we can give chances to become a regular teacher for the private kindergarten teacher annually.

Unified trend in the world is that the various advanced talents are gathered in big cities. The consequences are job vacancy in some places. Local government should provide a range of incentives to attract young teachers to work in some backward places. If so, the staff stress of cities be relieved. Meanwhile the best people would supply high-quality preschool education at the time they need them most. Furthermore, diversity in employment forms and mobility and openness of employment could realize manpower resources shared. The teacher can get a part-time job but not to affect his own work. In this case the communication will be enhanced between public and private kindergartens, the treatment of teachers will be improved and rational flow of trained people will be facilitated.

**Perfect the standard of private kindergarten teacher’s treatment**

First, the financial department can set out minimum wage standard for the private kindergarten teacher by reference to implementation measures of regular teacher. The new regulations put forward special requirements on payment, insurance benefits or pension ect, gradually achieve equal pay for equal work. For example, Hangzhou government provides that the salaries of the temporarily employed kindergarten teachers are no less than 40% of regular teachers’. The temporarily employed kindergarten teachers’ salaries in Laixi are increase to RMB1600 by the government, and the standard will be increased by 15% year by year.

After that, we can determine the treatment level according to the qualification. There are differences in education background, experience and specialty level, so the treatment should be different. Generally speaking, higher experience means higher treatment. In Ninghai country the private kindergarten teacher with teacher certification and professional technical qualification can obtain 1.5 times per person average annual income, and eligible temporarily employed kindergarten teacher can choose to attend public institution endowment insurance and medical treatment insurance. From 2013 Zhejiang province explores and improves the system of classified management of the temporarily employed kindergarten teachers according to contracts. The teachers with a long-term contract enjoy the same policy as regular teachers in training, technical titles, evaluation and honoring. The autonomy development mechanism and route of the temporarily employed kindergarten teachers are improved, too.

Finally, merit pay may be worth considering. Merit pay can be divided into two parts. One part is basic performance salary that includes local financial subsidy and job-subsidy and is carried out with a common standard. Basic performance salary is paid by month. Another part is incentive performance salary that is annually paid by kindergarten according to performance evaluations without regard to professional title and position. Excellent performers will be rewarded and retained as permanent employees.

**Summary**

Teachers who work in private kindergarten can expect the same issues that occur in most areas, like receiving lower salaries for doing the same work as regular teachers. They generally have lower career identity and easily resign. Teachers’ troops are unsteady that has a greater effect on private kindergarten than public kindergarten. As a chain reaction, teachers' quality, to some extent, influence the quality and development of preschool education.

In view of our national conditions, it is one of the most important ways to improve preschool education to give strong support for private kindergarten. The Education Ministry has proposed local governments provide support for the development of inclusive, low-cost private kindergartens. In localities where necessary conditions are satisfied, we may carry out pilot reform of inclusive private kindergarten, impel with steady steps and expand the scope of covering progressively. They shall be given proper subsidies to sustain daily expenditure referring to students' average budget expenditure of public kindergarten.
Preschool education is an important part of basic education but also the foundation stage of lifelong education. The development of preschool is related to the quality of preschool teacher. It is a key way for promoting quality of preschool education to solve the problem of vocational demands of private kindergarten teachers and stabilize teacher’s team by policy improvements.

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