

Factors of Professional Well-being of Preschool Teachers in Henan Province

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Abstract: This paper explores the factors that affect the professional well-being of preschool teachers in Henan Province, China, and proposes corresponding reasonable strategies to improve professional well-being. Preschool teachers' working conditions, mentality, where their sense of happiness comes from, and whether they feel pleased with work have become issues that must be paid attention to and studied in preschool education. To this end, a questionnaire survey was conducted among 1,100 teachers in Henan Province through questionnaires, interviews, and exchanges. From the five aspects of overall psychological, emotional, social, and cognitive well-being to investigate and analyze, the current kindergarten teachers' occupational well-being in Henan Province is at a general level, and the factors that affect the kindergarten teachers' occupational well-being are divided into subjective and objective factors, which are analyzed and summarized. Finally, according to the research results, measures are put forward to reduce the pressure on preschool teachers and improve their sense of well-being.

Keywords: Preschoolteachers; Career happiness; Strategy

1. Introduction

Happiness is an abstract concept. In social life, people have different definitions of happiness and experience different feelings of happiness. Nowadays, the growth of job burnout of preschool teachers is prominent, especially the loss of private kindergarten teachers is more susceptible to job burnout. Many preschool education graduates arunwillingng to become preschool teachers and change careers. Teachers' occupational happiness affects teachers' in-service behaviors and attitudes. Only happy teachers can be full of enthusiasm and passion in their educational behaviors and can produce satisfyingen, physically and invisibly. Shu Congmin's survey of 90 preschool teachers through a self-compiled questionnaire shows that the status quo of occupational happiness of preschool teachers in China is not optimistic. In her substudy, 294 prestudy teachers in Lixia District, Jinan city, Zhang Xinling concluded that the occupational happiness of preschool teachers is at a medium level. In a study by Holochwost et al. (2009), the author surveyed preschool teachers across the state and found that education and marital status, age, and experience had a significant impact on the willingness of preschool teachers to stay in the field.[1] Most preschool teachers were satisfied with their jobs. Through the investigation and analysis of the occupational happiness of preschool teachers in Henan Province, this study arouses the public's attention to the living state of preschool teachers from the macro level, which is conducive to further stimulating the life potential of preschool teachers. The middle class provides theoretical reference and basis for improving the management system of preschool teachers in China and formulating related procedures, conduciveness to strengthening the construction of a happiness culture in kindergartens. From the micro-level, through communication with preschool teachers, preschool teachers are allowed to express their work aspirations, so that the public can better understand the profession of preschool teachers, eliminate irrational propaganda influence on preschool teachers, and promote the work enthusiasm of preschool teachers. This paper tries to put forward practical and feasible strategies to improve the professional happiness of preschool teachers, and provides helpful suggestions for retaining kindergarten talents and strengthening preschool education.[2]

2. Methodology

This paper mainly adopts the questionnaire survey and interview methods to conduct research. By

issuing questionnaires to kindergarten teachers in most Henan Province, questionnaires were given, and 1100 questionnaires were recovered with an effective recovery rate of 95.7%. SPSS statistical software was used to process and analyze data. By investigating the status quo of kindergarten teachers' occupational happiness, the actual situation of kindergarten teachers is understood and the factors affecting teachers' occupational satisfaction are analyzed. Semi-structured conversation according to the interview outline, two-way communication, kindergarten teachers' proper inner thought understanding of and the present situation of kindergarten teachers' professional happiness, collect the interview data and carries on the analysis summary, by adopting the combination of qualitative and quantitative way, further understand the source of the kindergarten teachers' professional happiness and influencing factors, and put forward reasonable Suggestions. (Table 1)

Table 1: Basic information of interviewees

Interviewees	Educational	Background
Teacher 1	2	Undergraduate
Teacher 2	3	Junior college or below
Teacher 3	6	Junior college or below

3. Difference Analysis of Preschool Teachers' Occupational Happiness

First of all, the basic information of the teachers to be studied is understood (Table 2). The comprehensive questionnaire has five survey dimensions: general well-being, psychological well-being, emotional well-being, social web, l-being, and cognitive well-being.

Table 2: Basic Information Sheet

Category		Count	The proportion
Gender	Male	54	4.91%
	Female	1046	95.09%
Record of formal schooling	Postgraduate	42	3.82%
	Undergraduate	473	43.00%
	College degree and below	585	53.18%
Teaching age	Five years and below	596	54.18%
	6-10 years	306	27.82%
	11-15 years	121	11.00%
	16-20 years	44	4.00%
	20+ years	33	3.00%
Kindergarten Nature	Public office	717	65.18%
	Private	383	34.82%
Kindergarten Category	Provincial Demonstration Park	370	33.64%
	Universal kindergarten	347	31.55%
	Other	383	34.82%
Human relations	Formal preparation	458	41.64%
	Sign a labor contract	495	45.00%
	Other	147	13.36%
Marital status	Married	679	61.73%
	Unmarried	421	38.27%
Roles in the class	Main teacher	405	In
	In class the teacher	411	37.36%
	Nurse	115	10.45%
	Other	169	15.36%

Then, through to the kindergarten teachers' professional happiness all dimensions in comparison shows the differences of demographic variables, gender differences in contrast, the teacher in the whole professional well-being, emotional well-being and social well-being on no significant difference, but significant differences in psychological well-being, cognitive well-being (Table 3).

There are significant differences in overall well-being, psychological well-being, social well-being and cognitive well-being in different kindergartens, but no significant differences in emotional well-being (Table 4).

Table 3: Difference analysis

Gender		N	Mean	Standard deviation	Standard error of the mean	T	Sig.(bilateral)
Overall well-being	Male	54	2.5370	.35688	.04857	1.432	.158
	Female	1046	2.4657	.35863	.01109		
Psychological well-being	Male	54	2.7222	.33176	.04515	2.843	.006
	Female	1046	2.5896	.37844	.01170		
Emotional well-being	Male	54	2.4012	.51550	.07015	-.691	.492
	Female	1046	2.4509	.50545	.01563		
Social happiness	Male	54	2.5278	.43887	.05972	.515	.609
	Female	1046	2.4962	.45816	.01417		
Cognitive well-being	Male	54	2.4630	.50565	.06881	1.997	.035
	Female	1046	2.3224	.47593	.01472		

Table 4: Difference analysis

Gender		N	Mean	Standard deviation	Standard error of the mean	T	Sig.(bilateral)
Overall well-being	The public	54	2.5370	.35688	.04857	1.432	.158
	Run by the local	1046	2.4657	.35863	.01109		
Psychological well-being	The public	54	2.7222	.33176	.04515	2.843	.006
	Run by the local	1046	2.5896	.37844	.01170		
Emotional well-being	The public	54	2.4012	.51550	.07015	-.691	.492
	Run by the local	1046	2.4509	.50545	.01563		
Social happiness	The public	54	2.5278	.43887	.05972	.515	.609
	Run by the local	1046	2.4962	.45816	.01417		
Cognitive well-being	The public	54	2.4630	.50565	.06881	1.997	.035
	Run by the local	1046	2.3224	.47593	.01472		

Table 5: Whether the independent t-test for teachers was compiled

	Human relations	N	The mean	The standard deviation	Standard error of the mean	T	Sig.(bilateral)
Overall well-being	Formal establishment	458	2.4948	0.35036	0.01637	0.266	0.791
	Sign labor contract	495	2.4888	0.3469	0.01559		
Psychological well-being	Formal establishment	458	2.6157	0.36942	0.01726	-0.383	0.702
	Sign labor contract	495	2.6247	0.35778	0.01608		
Emotional well-being	Formal establishment	458	2.4578	0.49189	0.02298	-0.804	0.422
	Sign labor contract	495	2.4835	0.49526	0.02226		
Social happiness	Formal establishment	458	2.5257	0.42716	0.01996	0.538	0.591
	Sign labor contract	495	2.5101	0.46556	0.02093		
Cognitive well-being	Formal establishment	458	2.3706	0.46165	0.02157	1.164	0.245
	Sign labor contract	495	2.3354	0.47339	0.02128		

According to the independent sample T-test analysis (Table 5), there is no significant difference in occupational happiness for kindergarten teachers whether there is an organization or not ($P>0.05$), so it can be seen that the occupational satisfaction of kindergarten teachers has nothing to do with the organization or not.

By working in different positions, different degrees, different ages, different professionals, and different regions and comparing the differences of other marital statuses, found that kindergarten teachers of different places on the single factor analysis of variance and afterward two (LSD), reach the different position in the kindergarten teachers of thrown professional happiness there is a highly significant difference, the higher the rank, The teachers' career happiness is more increased. One-way ANOVA was conducted for kindergarten teachers with different educational backgrounds and a pin-pide comparison (LSD) was performed. It was found that the higher the educational experience was, the happiness was not very high, and there was an inverse trend. There are differences in in satisfactions among teachers with different working years. With the increase in working years, teachers have more experience in their professional life,[3] and the joylessness will also be improved. The independent sample T-test was used to test the difference between kindergarten teachers majoring in preschool education. There was no difference in social well-being, and there were differences in other overall well-being. One-way ANOVA was conducted for kindergarten teachers in different regions, and the happiness level was urban > county > township and rural. It can be seen that teachers' career happiness is also high in areas with high economic levels. Through one-way ANOVA of kindergarten teachers with different marital statuses, married kindergarten teachers have more robust stability in work and life, and their happiness is higher.

4. Discussion

According to the survey, the overall situation of occupational happiness of kindergarten teachers in Henan province is still not optimistic. Their happiness level is general, and many teachers do not feel happy.

In terms of the nature of kindergartens, teachers in public kindergartens have higher occupational happiness.

In terms of staffing, there is no significant difference in the dimension of kindergarten teachers' professional cognition.

Regarding different positions, the professional happiness of kindergarten teachers in principal is the highest, followed by the teaching and research group leader and the primary class teacher, and the lowest satisfaction is the assigned class teacher.

In terms of educational background, kindergarten teachers with a junior college degree or below have the highest sense of happiness. Sti, there is particular risk due to the small sample size risk. A bachelor's degree was second, while an associate's degree was not very happy.

From the perspective of different working years, working years are positively correlated with the occupational happiness of kindergarten teachers. Regarding motivation, the occupational satisfaction of kindergarten teachers who have worked for 2-4 years is higher than that of teachers who have worked for other years.

In terms of profession, the career happiness of teachers who majored in preschool education was better than that of teachers who did not major in preschool education.

Kindergarten teachers working in urban areas have the highest occupational happiness in different regions, followed by county teachers, and then township and rural teachers.

In terms of marital status, married kindergarten teachers have higher happiness than unmarried teachers.

5. Analysis on the Influencing Factors of Kindergarten Teachers' Occupational Happiness

5.1. Subjective factors

Through the discussion with kindergarten teachers, I found that the subjective factors affecting teachers' career happiness are as follows.

Knowledge of occupation. If you don't have a clear understanding of your career in the workplace, it's easy to be eliminated. Therefore, it is very beneficial for yourself and the whole team to understand correctly when choosing a career. This is especially true for kindergarten teachers. Choosing this

profession as a means a living, or love this profession has a profound impact on teachers' career happiness. In the interview, teacher 1 said: Why did I choose to be a kindergarten teacher? First of all, I love children very much. Every time I get along with children, I feel relaxed. This is a happy, harmonious, and harmonious relationship with more love for this job.

Differences in character. The personality of kindergarten teachers will also have a particular impact on occupational happiness. An outgoing and active personality will be more advantageous in communicating with others, more pleasant in getting along with parents and children, and more likely to obtain happiness. On the contrary, an introverted personality is easily influenced by the outside world and even doubt and deny themselves, resulting in unfirm beliefs that are not so strong in acquiring happiness.

Personal ability. When the comprehensive knowledge of kindergarten teachers is relatively low, they are always exhausted in completing tasks and solving problems, bringing bad experiences, and they will feel unhappy. When kindergarten teachers have a high personal comprehensive ability and can cope with these groups easily, they will experience happiness and happiness in their work.

Personal values and sense of accomplishment. A sense of self-worth and achievement will influence career happiness. I asked kindergarten teachers to teach them according to their aptitude and treat different children in the face of children. But when these children grow up, I will be satisfied and filled with achievements. I feel that all my efforts are worthwhile.

5.2. Objective factors

Kindergarten management. It will be very effective to integrate the people-oriented concept into the management mode of kindergarten. However, in many kindergartens, rigid military-style management still appears, with rules and regulations as the criterion, ignoring the inner feelings of teachers and making the working atmosphere challenging, which will seriously affect the occupational happiness of kindergarten teachers. There are ways to manage, and proper management is more acceptable, resulting in positive attitudes and happy experiences.

Work is not equal to income. During this period, teachers need to pay close attention to the situation of children all the time. The workplace is also extended from kindergarten to family to complete the rest of the educational activities. The lack of good coordination between work and family naturally leads to a lower sense of happiness. According to interviews, teachers complain about their low income and heavy workload. Special activities lead to extended working hours. For all kinds of special activities, we need to accomplish daily tasks and spare time for the design and preparation of activities, as well as the production of various props and the arrangement of programs. This requires teachers to take advantage of the children's rest time at noon, after work time to complete this work. The extension of working hours virtually increases the pressure on teachers, which is also an essential factor that reduces teachers' professional happiness—interpersonal relationship management. A good interpersonal relationship is conducive to personal growth and development and helps and takes care of each other in various aspects. Communication with peers at work also contributes to improving work efficiency.

6. Discussion

A preliminary questionnaire survey and statistical analysis data revealed relevant factors affecting preschool teachers' occupational happiness. Our research results further explored methods to improve preschool teachers' satisfaction and proposed three aspects: policy support, teachers themselves, and the social environment.

6.1. Improve the social status of kindergarten teachers

In terms of policies, the state has proposed implementing the quality and treatment of kindergarten teachers by the law. Further efforts should be made to implement the plan. One is to formulate and improve preschool education support policies and implementation methods; there are concrete actions to implement and progress. The second is to increase the number of teachers according to the scale and number of kindergartens and constantly improve the economic treatment, living conditions, and working environment of teachers, to provide material security and spiritual support.

6.2. Increase the professional development channels for teachers

Carry out all kinds of teacher training for kindergarten teachers every year to strengthen continuing education. Hold some thematic lectures to improve kindergarten teachers' professional ability and cultivate teachers' professional quality, to promote teachers' development. Secondly, regular kindergarten teachers' professional title evaluation ratio should be rated in a fair, just, and open manner.

6.3. Develop a correct understanding of your job

Kindergarten teacher is not a job that everyone can do. It requires teachers' essential qualities, skills, and education theories. The object of a kindergarten teacher's career is children. Set up the correct professional cognition, to discover experience to feel the beauty of kindergarten teachers.

6.4. Learn to self-regulate and improve the ability to work under pressure

There will be pressure in any profession. The pressure on kindergarten teachers comes from various aspects, such as teachers' pressure, stress from leaders, pressure from colleagues, and pressure from children. The Preschool education industry needs teachers to have a strong heart; some are beyond the control of kindergarten teachers; teachers need to keep a normal heart to learn to self-regulate, improve their pressure resistance, reasonably discharge pressure, and master specific ways and methods to vent pressure.[4]

6.5. Parents should cooperate reasonably

In growing up, children show their exploration and curiosity about the world, try to know new things in various ways, and occasionally there will be problems, injuries, and so on. Parents will feel very distressed when their children are injured. Teachers also do not want to see such a situation. When there is a problem, you can gently put forward your problems, analyze with the teacher, be well-grounded, increase the viscosity of the relationship between teachers and parents, and help children grow up healthy and happy.

7. Conclusion

The occupational happiness of preschool teachers is the "great event" emphasized by the government, and also the axis of the occupational status and quality of life of preschool teachers. Only when they realize happiness in their career can they boost the development of preschool education. However, the research on occupational happiness of preschool teachers started late in China, which began in the early 20th century.[5] At present, the theoretical and empirical research is not comprehensive enough. Therefore, this study attempts to contribute to the research on preschool teachers' occupational happiness in China and expects more and more preschool teachers to experience joy in their careers. This study investigated more than 1100 preschool teachers in Henan province through questionnaires and interviews, analyzed the status quo and influencing factors of occupational happiness of preschool teachers in Henan province, and gave improvement strategies from the government, society, and preschool teachers themselves. The innovation of this paper lies in the in-depth analysis of preschool teachers' professional happiness and related factors such as children's happiness in the cultural background of Our country. Reviewing the existing literature, they are general studies on the concept, characteristics, influencing factors, lack of status, and promotion strategies of preschool teachers' occupational happiness.[6] This paper makes a comprehensive investigation and understanding of preschool teachers in various regions of the whole province. Of course, there are still some deficiencies in this study: First, due to limited capacity, the study sample is not all kindergarten teachers in each region, so it cannot fully and accurately explain the situation of other provinces and cities. Especially the preschool teachers in rural areas, it should be told that this is a group worthy of study. Secondly, due to my limited level and vision, the theoretical depth of this study is not enough. The data analysis of the questionnaire and in-depth analysis of the interview are not thorough. The problems and causes of the professional happiness of preschool teachers remain superficial, without seeking answers from ontology, epistemology, and other sources. Future in these areas should be improved, and the study of preschool teachers' professional happiness can be from a wide range of

empirical research to more micro individual research, such as narrative research, case study, and action research, starting from the preschool teachers' professional experience, for his professional life daily three-dimensional, authentic, dynamic rendering, dig, Relate professional happiness to their natural world.

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