

# A Study on the Current Situation of Non-Government Employed Kindergarten Teachers with Undergraduate Degree

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**Abstract:** *The treatment of non-government employed kindergarten teachers with undergraduate degree has been one of the factors affecting the stability of preschool teachers and the quality of preschool education. The low salary and poor living environment of non-compiling preschool teachers have always been an important problem that disturbs the professional development and professional dignity of non-compiling preschool teachers with bachelor degree. Through a multidimensional analysis of the income and survival status of non-compiling non-government employed kindergarten teachers with undergraduate degrees, this paper expounds the innovation experience of the treatment security policy for non-compiling non-government employed kindergarten teachers with undergraduate degrees, and the main bottleneck problems encountered in the treatment security for non-compiling non-government employed kindergarten teachers with undergraduate degrees. On the basis of this, the author puts forward some suggestions on the treatment guarantee of non-government employed kindergarten teachers with undergraduate degree.*

**Keywords:** *Non-government employed kindergarten teachers; Treatment; Living situation; Improvement countermeasure*

## 1. Introduction

Non-government employed kindergarten teachers refer to those who are not included in the national faculty. This group of common characteristics are: no state formal establishment, the implementation of full employment system. It is an important decision and plan of the 19th National Congress of the Communist Party of China to conduct pre-school education and realize children's education. It is related to the healthy growth of hundreds of millions of children, social harmony and stability, and the future of the Party and the national family affairs <sup>[1]</sup>. With the rapid increase in the number of kindergartens, further strengthening the construction of teachers has become one of the urgent tasks facing the high-quality development of preschool education in China, and has also become a "bottleneck" problem restricting the high-quality development of public kindergartens.

## 2. Research background

According to a set of data provided by the Ministry of Education, in 2022, among the 1.403 million public principals and full-time teachers in China, 729,000 have not been appointed, accounting for 52%<sup>[2]</sup>. It can be seen that non-government employed kindergarten teachers in public kindergartens account for the vast majority of the teachers in the whole kindergarten, and play a mainstay role in the development of preschool education. Although the state has successively issued relevant policies to guarantee equal pay for nonnon-government employed kindergarten teachers, the situation of different pay for the same work often occurs in the actual situation. Solving the problem of the treatment of nonnon-government employed kindergarten teachers has once again become a hot topic and attracted the attention of many netizens. The lack of basic social security leads to the decline of non-editing teachers' sense of self-identity, which leads to the loss of a large number of non-editing teachers and seriously affects the overall stability of preschool teachers <sup>[3]</sup>. Throughout the existing research results, it is found that the academic circle has abundant research results on the construction of teaching staff in public kindergartens, but the research on the construction of non-government employed teachers in public kindergartens is contrary to that. At present, the attention of non-government employed teachers in public kindergartens is mainly focused on their living conditions, rights and interests protection, professional adaptation, professional identity and other aspects, while the realistic consideration of the

retention intention of non-government employed kindergarten teachers is ignored. In view of this, this study discusses the current situation of the nonnon-government employed kindergarten teachers with undergraduate degrees, in order to provide a reference path for the construction of non-government employed kindergarten teachers with undergraduate degrees.

### **3. The results of the investigation of the occupation survival status of non-compiled preschool teachers**

#### ***3.1 Physical health status of non-compiled preschool teachers***

Because of the specialty of teachers, it is easy to suffer from occupational diseases such as pharyngitis and cervical spondylosis. Therefore, the kindergarten will organize teachers to carry out physical examination every year. According to the results of the questionnaire of kindergarten teachers, the physical condition of preschool teachers is worrying. Many of them suffer from cervical spondylosis and respiratory diseases, and many suffer from tumors. This is related to the fact that teachers often get up early and work late and cannot have meals on time. As the vast majority of preschool teachers are female, we can see that preschool teachers suffer from breast diseases, and the prevalence of non-government employed kindergarten teachers increases with the growth of age.

#### ***3.2 Mental health status of non-government employed kindergarten teachers***

The mental health status of preschool teachers is not optimistic, and they belong to the population with high incidence of potential mental diseases. Many preschool teachers suffer from "obsessive symptoms" and "other types of mental health problems"; Some preschool teachers show the phenomenon of "interpersonal sensitivity" [4]. However, due to the country's strong support for rural education in recent years, the development of economy, culture and education has been continuously improved, so that these kindergarten teachers will not appear, role cognitive conflict and extreme anti-social behavior. Therefore, the survey results tend to mean, the top five factors are compulsive symptoms, other, communicative sensitivity, paranoia, anxiety.

#### ***3.3 Salary satisfaction survey results of non-government employed kindergarten teachers***

By the end of this survey, most of the salaries of non-government employed kindergarten teachers include: post salary, industry allowance, merit pay, perfect attendance award, business commission, etc. Kindergarten did not pay five social insurance and one fund for them, slightly better kindergarten will pay pension insurance. Salary satisfaction, namely the subjective feeling of individual workers, is the psychological satisfaction when the individual achieves the expected goal of work and gets the corresponding remuneration. The preschool teachers in this survey think that their efforts and gains are not consistent, but they also mentioned that they look forward to the future improvement space.

#### ***3.4 Survival and welfare status of preschool teachers with bachelor's degree who are not in the program***

According to Maslow's hierarchy of needs, survival needs are the most basic needs of human beings. Survival needs include physiological needs and safety needs, including multiple aspects of human life such as food, clothing, shelter and transportation [5]. According to the statistical results, 46.3% of the non-government employed kindergarten teachers with bachelor's degree live in the school dormitory, 28.4% of the non-government employed kindergarten teachers rent housing, and only 16.8% of the teachers live in their own houses, which is still less than one fifth. The purchase of five social insurance and one fund shows that the proportion of medical insurance and endowment insurance is relatively high, reaching more than 80%, and the other is more than 60%. The "Five insurances" is the legal welfare of workers, but it has not been fully implemented. Although there is no mandatory provision for the housing provident fund, only 37.3% of the teachers surveyed said their schools have purchased it for them. At present, some provinces or regions have successively developed a lot of protective measures to the benefits of non-government employed kindergarten teachers, but there are also some areas without such policies. Although some regions have formulated the policy of providing teaching allowance to non-government employed kindergarten teachers with bachelor's degree, and most regions have set aside a certain proportion of special development funds for non-government employed kindergarten teachers with bachelor's degree, there is no obvious effect on the implementation of these

policies and measures, and how much the income of non-compiling preschool teachers with bachelor's degree can be improved.

As can be seen from the above, the survival status of non-government employed kindergarten teachers with undergraduate degrees is not optimistic, and most of them cannot achieve "home ownership". The implementation of basic security policies such as "five social insurance and one financial fund" is not ideal. Even if schools buy "five social insurance and one financial fund" for non-government employed kindergarten teachers with a bachelor's degree, most of them are implemented according to the minimum standards of enterprise standards. The government's financial subsidies have not improved the income level of non-government employed kindergarten teachers with bachelor's degree to a large extent, the reason is that the government's financial support for private education and non-government employed kindergarten teachers with bachelor's degree is insufficient.

#### **4. The plight of the professional survival status of non-government employed kindergarten teachers with bachelor's degree**

##### ***4.1 Lack the initiative and social support of physical exercise***

Teachers are the high incidence group of occupational diseases. The labor nature of this special occupation determines that teachers should be more aware of the importance of active physical exercise and have the spirit of lifelong exercise. More physical exercise can improve people's immunity, prevent disease, speed up the blood supply to the heart, and then improve metabolism, so that the function of the human body to be improved. Many teachers due to their own inertia, or on the grounds of too much to do, seriously lack the initiative to exercise. At the same time, the lack of fitness facilities in rural public facilities is also the shortage of non-government employed kindergarten teachers. The lack of places makes rural preschool teachers unable to exercise even if they have the will.

##### ***4.2 Non-government employed kindergarten teachers are under great professional pressure***

Stress is a psychological or behavioral reaction to not being able to cope with or being dissatisfied with a work environment. There are many left-behind children in rural kindergartens, and they have many psychological and behavioral problems. It is difficult for children to avoid wrestling and fighting in the process of communication, and most of their guardians are children's grandparents, which is easy to produce communication barriers. With the reform of our education system, the last elimination, teacher employment and so on make teachers under great pressure. This chronic, intense emotion can lead to psychological problems such as loneliness, eccentricity and emotional depression.

##### ***4.3 Non-government employed kindergarten teachers have lack professional autonomy***

In order to improve the quality of kindergartens and the level of teachers, kindergartens will send backbone teachers to study all over the country, but their attitude is contradictory. On the one hand, they are willing to learn and want to improve themselves; on the other hand, they don't want training to occupy their limited rest time, and it is much easier to study outside holidays than to take children in kindergartens. After coming out of school, the professional growth of preschool teachers depends on the kindergarten teachers themselves. Only when I realize the need to improve myself and have a sense of identity with my own occupation, will I continue to explore, time and thinking. The next action can ensure the quality of education.

#### **5. Suggestions on improving the living situation of non-government employed kindergarten teachers with bachelor's degree**

##### ***5.1 Attach importance to the protection of teachers' rights and interests and implement their salary and welfare benefits***

By means of grounded theory analysis, this study finds that the protection of teachers' rights and interests directly affects the retention intention of non-government employed teachers in kindergartens. For non-government employed kindergarten teachers, when their rights and interests are protected, they will choose to stay on, otherwise, they will give up. Therefore, in order to enhance the stability of preschool teachers, it is necessary to improve the protection of teachers' rights and interests. It can be

seen from the interview results that the vast majority of non-government employed teachers in kindergartens are facing the dilemma that their salaries and welfare benefits cannot be effectively guaranteed. They are also placed on the edge of "learning" due to their "identity", and become a "marginal person" involved in education and teaching. Therefore, it is suggested that service buyers can effectively protect their legitimate rights and interests, maximize their expectation of retention and reduce the relative cost of retention, so that they are willing to stick to the "non-government employed" post and then enhance the stability of the entire team of preschool teachers.

### ***5.2 Improve the recruitment mechanism of non-government employed kindergarten teachers in public kindergartens to enhance the stability of their external retention situation***

This study found that in addition to the protection of teachers' rights and interests and retention titer, the internal and external situation of retention also had an impact on the retention intention. Based on the interview, it is found that some non-government employed teachers in kindergartens pay too much attention to salary and welfare benefits before taking the recruitment exam, ignoring their personal preferences and blindly choosing jobs. When they are successfully recruited, they find that they don't love the job or can't stand the working environment, and then fall into anxiety or even resignation behaviors. All these will cause serious impact on individuals and service buyers and lead to multiple waste of social public resources. Therefore, it is suggested that each unit in the release of recruitment information, matching the release of registration conditions. For example, the requirements of major, education background, residence place and salary and welfare benefits can help applicants clarify the cost of retention and the possible security in the work, thus reducing the blindness of applicants. At the same time, the recruitment unit can also clarify the difficulties candidates may face in choosing this job in the interview process, and help them to further examine their willingness to stay.

### ***5.3 Improve the physical and mental living state of non-government employed kindergarten teachers***

First of all, we should guide kindergarten teachers to pay attention to health and strengthen national health education. Discard the old idea that "health is physical health" and "health is health without disease". Let physical exercise be reflected in every preschool teacher to form exercise consciousness. Carry out targeted fitness activities for preschool teachers, hold some lectures on how to digest emotions, and so on. As we all know, normal teaching order, family happiness, all teachers need to have a good physical and mental quality, too much pressure will cause non-government employed kindergarten teachers mental health status is not ideal, therefore, in order to improve the level of physical and mental health of teachers, education departments should plan, purposefully organize teachers to carry out fitness activities. Secondly, all the staff support the creation of a harmonious working atmosphere. Kindergarten managers should advocate free and equal personnel relations in the kindergarten, hold more parent-teacher meetings, and build a bridge of dialogue between child guardians and teachers. Finally, the education department in the management of kindergartens, should pay attention to the "people-oriented", listen to the ideas of kindergarten teachers, combined with the special situation of the local garden, according to local conditions.

### ***5.4 Protect the relevant treatment and career development rights of non-government employed kindergarten teachers***

At present, there is a big gap between the non-editing teachers and the public teachers in the aspects of professional title evaluation, advanced training and evaluation. To improve the treatment and living conditions of non-editing teachers, we should not only start from the material perspective, but also increase the guarantee of spiritual treatment, career treatment and career development from other public resources controlled by the government, so that non-editing teachers can obtain more professional dignity while obtaining material security.

### ***5.5 To explore the reasonable flow mechanism of non-government employed kindergarten teachers***

Both public and private teachers are the main force in education. No matter it is public education or private education, it cultivates successors of socialist construction and benefits the country and the people. The artificial division of the education system into two unbalanced systems will result in social inequity. One of the important public functions of the government is to provide educational services for the people. Therefore, it is necessary to consider the reasonable flow mechanism of non-government employed kindergarten teachers and current teachers as a whole, so as to ensure the balance of

educational resources as far as possible.

## 6. Conclusion

With the continuous development of preschool education, the requirements are also rising rapidly, but the research on the professional development of the majority of non-government employed kindergarten teachers is very weak. Through the targeted research on the professional development path of this group, it can point out the professional development direction for the majority of non-government employed kindergarten teachers, provide effective ways and paradigm, stimulate and firm the driving force of teacher professional development, effectively improve the overall professional quality of non-government employed kindergarten teachers, enhance professional skills and knowledge, and adapt to the rapidly developing educational form. And play a positive role in improving the overall quality of preschool education.

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