

A Study on the Current Situation and Countermeasures of the Construction of Public Inclusive Kindergarten Teachers under the Strategy of "Rural Revitalization"—Taking Guilan Township, Duyun City as an Example

Zhenye Mo, Jiao Cao *

School of Education Science, Liupanshui Normal University, Liupanshui, China

**Corresponding author*

Abstract: *In rural revitalization, talent is the cornerstone, and teachers are one of the most critical factors affecting the quality of rural public inclusive kindergartens. This study takes the public inclusive kindergarten in Guilan Township, Duyun City as the research object, and uses a questionnaire method to explore the current situation of teacher team construction in Guilan Township, Duyun City from three aspects: teacher structure, teacher professional development, and teacher management. It is found that there are the following problems in teacher team construction: (1) unreasonable teacher allocation: age structure fault; the holding rate of teacher qualification certificates is low. (2) The survival status of teachers is worrying: low salaries and benefits; Heavy workload (3) Low degree of specialization: Difficulties such as limited professional development. In response to the above issues, corresponding suggestions have been put forward to relevant decision-makers and kindergartens to strengthen the construction of a public inclusive early childhood teacher team in Guilan Township, Duyun City.*

Keywords: *teacher team construction, public inclusive kindergarten, rural revitalization, preschool education*

1. Introduction

The revitalization of education is the essence of rural revitalization. In 2018, the Central Committee of the Communist Party of China and the State Council emphasized "building a strong rural teacher team" in the "Opinions on Implementing the Rural Revitalization Strategy" (hereinafter referred to as the "Opinions"). As an important component of rural basic education, the quality of inclusive kindergartens affects the process of educational revitalization. In rural public inclusive kindergartens, teachers are the most important factor in the quality of education, and their construction plays a crucial role. In recent years, Guilan Township in Duyun City has achieved certain results in the construction of rural kindergarten teacher teams. But there are still some problems, and the shortcomings of preschool education are still prominent. Based on this, this study takes the public inclusive kindergarten in Guilan Township, Duyun City as the research object, explores the difficulties faced in the construction of the teacher team in the public inclusive kindergarten in Guilan Township, Duyun City, strengthens the construction of the teacher team in rural public inclusive kindergartens, and aims to improve the comprehensive quality of teachers, enhance the stability of the teacher team, and promote rural revitalization.

2. Research objects and methods

This study focuses on teachers of public inclusive kindergartens in rural areas of Duyun City. Using a questionnaire from scholar Zhang, a survey was conducted on teachers of public inclusive kindergartens in Duyun City from three aspects: teacher structure, professional development, and teacher management. Distribute 200 questionnaires and collect 191 valid ones, with a 95% effective rate.

3. Research results

3.1 Structure of teachers in rural inclusive kindergartens

The teacher structure of this study is mainly analyzed from five aspects: gender, educational background, age, professional background, and teacher qualification certificate. As shown in Table 1, in terms of gender structure, there are relatively few male teachers compared to female teachers in public inclusive kindergartens in Duyun City. From the perspective of educational background, the number of people in vocational colleges or higher vocational colleges is the same as the number of undergraduate students, while the number of people in vocational schools and below is relatively small. In terms of age, teachers in the age range of 25 to 34 are the most; then there are teachers aged 35 to 44; there are fewer teachers in the age group under 25 and above 45 years old, and there are age structures with gaps. From a professional perspective, the number of teachers graduating from preschool education is relatively high, with over half of them majoring in preschool education. From the perspective of whether or not they have a teacher qualification certificate, there are 110 people who have a teacher qualification certificate, and 81 people who do not have a teacher qualification certificate. The number of people who do not have a teacher qualification certificate is still relatively high, which will reduce the quality of preschool education.

Table 1: Basic information of teachers in public inclusive kindergartens

Variable	Non variable	Category	Total	Proportion
Teacher structure	Gender	Male	43	22.51%
		Female	148	77.49%
	Educational background	Master degree or above	2	1.05%
		Undergraduate students	90	47.12%
		Junior college or vocational college	90	47.12%
		Polytechnic school	7	3.66%
		High school or below	2	1.05%
	Age	Under 25 years old	31	16.23%
		25—34	104	54.45%
		35—44	52	27.23%
		Over 45 years old	4	2.09%
	Professional background	Preschool education major	111	58.12%
		Non preschool education majors in teacher education	59	30.89%
		Non normal majors	21	10.99%
	Teacher certification	Yes	110	57.59%
		No	81	42.41%

3.2 Survival status of rural inclusive kindergarten teachers

The survival status of teachers is mainly explored from four aspects: teacher welfare benefits, teacher salary, work load, and work pressure.

Firstly, the welfare and benefits of teachers. There are more teachers who enjoy "pension insurance", "medical insurance", "unemployment insurance", and "housing provident fund", and the proportion of "major disease relief insurance" and "compensation pension" is relatively low. There are also teachers who do not enjoy any welfare benefits, and teachers without any welfare benefits have no guarantee of their work and life.

Secondly, the average monthly salary of teachers. The salary level of most teachers in rural public inclusive kindergartens in Duyun City is less than 3000 yuan. In terms of "salary and treatment satisfaction", nearly 60% of preschool teachers are not satisfied with the current salary and treatment. It can be seen that the current salary of teachers in Guilan Township of Duyun City cannot meet their basic needs.

Thirdly, the workload situation. Firstly, the workload of teachers in rural public inclusive kindergartens is related to the class allocation model. The proportion of teachers in the "two teacher rotation guarantee" is the highest, with two teachers in each class taking turns to share the care work. Secondly, in terms of working hours, 67.54% of teachers in rural public inclusive kindergartens

occasionally work more than 8 hours, and there are relatively few teachers who work overtime. Finally, in terms of workload. The survey results show that 66.49% of teachers believe that the current workload is average, indicating that kindergarten teachers feel that kindergarten work is average, indicating that rural kindergarten work is not very heavy.

Fourthly, the current situation of work pressure. 59.16% of teachers in rural public kindergartens have average work status, while 8.9% of teachers have relatively negative work status. Therefore, more attention should be paid to the work status of these teachers.

3.3 Professional development of rural inclusive kindergarten teachers

The professional development of teachers mainly includes three aspects: professional awareness, professional ability, and professional training.

In terms of professional awareness. Most teachers have considered professional development and their career paths, but many do not have clear plans, and only a portion of them have clear plans, as is shown in Table 2.

Table 2: Professional development plan for rural inclusive kindergarten teachers

Dimension	Variable	Category	Total	Proportion
Professional awareness	Have you considered a professional development plan	Never considered	21	10.99%
		No clear plan	139	72.77%
		Have a clear plan	31	16.23%

In terms of professional abilities. In terms of communication and cooperation skills, teachers believe that the most lacking aspect of their professional skills is communication. Some teachers feel that there are more left behind children in rural areas, and their parents are all working outside, making it difficult to communicate with their next-generation parents. There are certain difficulties in this regard. 20.94% of teachers believe that they lack the support and guidance ability for game activities in terms of professional abilities, as is shown in Table 3.

Table 3: Professional development ability of rural inclusive kindergarten teachers

Dimension	Variable	Category	Total	Proportion
professional ability	The most lacking in professional abilities	Creation and utilization of the environment	17	8.9%
		Reflection and development	35	18.32%
		Communication and cooperation	38	19.9%
		Support and guidance for gaming activities	40	20.94%
		Motivation and evaluation	32	16.75%
		Planning and implementation of educational activities	18	9.42%
		Organization and conservation of daily life	11	5.76%

In terms of professional training. In terms of training frequency, 53.4% of the 191 rural inclusive public kindergarten teachers in Duyun City participate in training between 1-2 times per year, but still 5.76% of the teachers have not participated in any training at all. In terms of whether or not they have participated in preschool teacher orientation training, 94% of teachers have participated in preschool teacher orientation training, and 6% of teachers have not participated in preschool teacher orientation training. In terms of the degree to which training is helpful for work, most teachers believe that training is helpful for their own work, with less than 10 people believing that training is not helpful for their work. In terms of training funds, nearly half of the teachers who have received in-service training indicate that the training funds are shared by the education administrative department and kindergartens, which can be said to be the main bearers of teacher training funds.

3.4 Management of teachers in rural inclusive kindergartens

Teacher management is mainly discussed from three aspects: professional title evaluation, teacher assessment, and appointment system.

Firstly, professional title evaluation. A fair and reasonable professional title evaluation mechanism can enhance the enthusiasm of teachers' professional development. The 52.88% of teachers in rural public inclusive kindergartens in Duyun City believe that title evaluation is relatively difficult, while less than 5% of teachers believe it is relatively easy.

Secondly, teacher assessment. In terms of administration, teachers, parents, homeroom teachers, caregivers, and attendance work, over 50% of teachers believe it is reasonable; In terms of teacher ethics performance, 39.79% of teachers believe it is reasonable. The proportion of teachers who consider teacher assessment to be very unreasonable is basically 0, and the proportion who consider it to be unreasonable is not more than 10%. It can be seen that the vast majority of the 191 teachers in rural public inclusive kindergartens in Duyun City are still satisfied with the current teacher assessment system.

Thirdly, the appointment system. Currently, 62.83% of preschool teachers believe that the teacher appointment system in Duyun City is relatively reasonable. In terms of fairness, 10.47% of teachers believe that the current teacher appointment system is very fair and that the professional development of teachers requires a reasonable promotion mechanism. Currently, over 95% of teachers in rural public inclusive kindergartens believe that their kindergarten has a clear mechanism for job promotion, performance evaluation indicators, and evaluation. In a kindergarten, if there is a clear promotion mechanism for positions, it will stimulate the enthusiasm of preschool teachers. If all indicators for professional title evaluation are reasonable, each teacher will strive to compete, thereby improving the quality of kindergarten teaching and promoting the development of the kindergarten. A reasonable and fair appointment system will make people convinced, make preschool teachers take their work more seriously, and actively participate in various activities organized by kindergartens.

4. Discussion and suggestions

4.1 Discussion

In improving the quality of rural preschool education, a team of preschool teachers with a reasonable structure, high degree of specialization, and sufficient quantity is an essential backbone force in promoting rural preschool education. This study found through investigation that the construction of teaching staff in rural inclusive kindergartens still faces many difficulties.

4.1.1 Unreasonable allocation of kindergarten teachers

Firstly, there are faults in the age structure. From the above research, it can be seen that there are more age groups between 25 and 34 years old, followed by those between 35 and 44 years old. The age groups below 25 and above 45 years old have the fewest age structures, with faults in the age structure. Kindergarten is a kindergarten full of childlike innocence and vitality. If there are fewer young teachers, the kindergarten will lose its vitality and the original childlike innocence of young children.

Secondly, the rate of holding teacher qualification certificates is low. From the above research, it can be seen that the number of teachers without teacher qualification certificates is still relatively high, which will reduce the quality of preschool education. In Article 11 of Chapter 3 of the Teacher Law of the People's Republic of China, it is required that kindergarten teachers obtain a teacher qualification certificate. To obtain a kindergarten teacher qualification, they must have graduated from a preschool normal school or above [1]. Due to the pandemic from 2019 to 2022, many teaching qualification exams cannot be conducted, and therefore many teachers cannot obtain a teacher qualification certificate.

4.1.2 The survival status of kindergarten teachers is worrying

Firstly, the salary and benefits are low. In China, the salary level of kindergarten teachers directly reflects the work and living standards of rural kindergarten teachers. Although teachers can basically enjoy "pension insurance", "medical insurance", "maternity insurance", "major disease relief insurance", and "compensation pension", the proportion is relatively low. There are also teachers who do not enjoy any welfare benefits, and teachers who do not have any welfare benefits have no guarantee of their work and life. The workload is heavy. In 2013, the Ministry of Education issued the "Temporary Standards for the Allocation of Kindergarten Teachers", which stipulates that the ratio of kindergarten teachers to young children is: "The ratio of full-time kindergarten teachers to young children is 1:5-1:7, and the ratio of caregivers to young children is 1:7-1:9 [2]." From the above research, it can be seen that among the 191 teachers in public inclusive kindergartens, there are no classes that meet the "two

education and one guarantee" standards, 65.45% of teachers stated that there is no dedicated caregiver in the class, and the childcare work is completed by two teachers in rotation, and there is even a situation where "one teacher takes care of everything".

4.1.3 Kindergarten teachers have a low level of specialization and limited professional development

From the above research, it can be seen that the professional quality of teachers in rural inclusive kindergartens is relatively low. In terms of creating and utilizing the environment, rural kindergartens lack matching and expensive game toys and teaching tools [3]. Therefore, only by relying on the hands-on ability of rural kindergarten teachers can creative creation be carried out. However, most teachers lack creativity and hands-on ability to provide suitable materials for children. In terms of communication and cooperation skills, teachers believe that there are certain difficulties in communicating with parents, especially in rural areas where many young children are raised in intergenerational settings, making it difficult to build a home together with elderly parents. In terms of support and guidance for game activities, early childhood teachers do not have as much energy and ability in promoting children's independent play, and their strength is relatively weak, resulting in deficiencies in guiding children's independent play. Finally, the lack of attention to the professional development of rural preschool teachers has hindered the improvement of their professional level. Conducting teaching and research activities and conducting scientific training is an important way for rural preschool teachers to achieve professional development. Through investigation, it was found that some teachers in rural inclusive kindergartens have not participated in pre employment training.

4.2 Suggestions

4.2.1 Standardize the allocation of preschool teachers and construct a scientific teacher structure

Strive to build a scientific team in terms of age structure. Education departments and kindergartens should comprehensively consider factors such as teacher age, teaching experience structure (teaching level, work experience), educational background, gender, etc., and prioritize hiring young and energetic teachers. In order to promote the construction of rural public inclusive teacher teams, teacher qualifications are a legal system granted by the state to teachers with legal professional qualifications. In order to address the current serious shortage of preschool teachers and encourage qualified talents to enter the teaching profession, in the 2020 teacher recruitment announcement, various provinces and cities proposed to obtain a teacher qualification certificate within one year of employment. In response to the current situation where rural inclusive kindergartens do not obtain teacher qualification certificates, in-service teachers who have not obtained teacher qualification certificates must receive a certain period of training to obtain corresponding preschool teacher qualification certificates.

4.2.2 Increase the salary and welfare benefits of preschool teachers

At present, the development trend of preschool education in China is mainly focused on "public welfare" and "inclusive". To ensure the sustainable and healthy development of rural preschool education, it is necessary to ensure that it has the economic foundation required for sustainable development. While increasing financial investment, attention should be paid to solving the problem of uneven distribution of education funds. Adequate financial support is of great significance in ensuring the normal operation of rural inclusive kindergartens and maintaining the stability of the preschool teacher team, as well as providing important support. The government and relevant departments should ensure that the wages, benefits, social insurance, and other aspects of kindergarten teachers are not lower than those of elementary school teachers under the same conditions, so that every teacher can enjoy treatment and rights that are suitable for their professional identity and contributions, and achieve wage income balance. Only in this way can more outstanding talents enter the workforce of kindergartens.

4.2.3 Improve the teacher training system for rural inclusive kindergartens

Firstly, cultivate excellent principals. As the core figure in managing and leading the development of kindergartens, the principal's own cultural qualities, teacher and student perspectives have a very important impact on the development of kindergartens. Especially for public inclusive kindergartens in rural areas, as an inclusive, high-quality, and high-quality public welfare kindergarten targeting poverty-stricken rural areas, whether the principal has sufficient concept of inclusivity is the key to promoting the healthy development of inclusive kindergartens. When training famous kindergarten principals, it is necessary to appropriately increase the proportion of kindergarten principals in rural areas, cultivate a group of leading figures who can promote the development of inclusive preschool

education, and lead principals to summarize their experience in running kindergartens while continuously thinking about the future development direction of kindergartens, and cultivate their leadership thinking. In order to provide better services for frontline teachers, it is necessary to increase understanding and publicity of this policy during the training process in kindergartens.

Secondly, training for backbone preschool teachers. On this basis, a new, new, high-quality, high-level, high-quality, high-level, and leadership capable training plan for preschool education backbone teachers has been proposed. Conducting backbone teacher training can serve as a demonstration, cultivating a group of talents who can lead the healthy development of inclusive preschool education in rural areas, influencing and driving rural kindergarten teachers, and striving to improve the level of educational theory.

5. Conclusion

Under the new historical conditions, vigorously developing high-quality and inclusive education is the fundamental value orientation and direction of China's preschool education development. After analyzing the current situation of the construction of the teacher team in public inclusive kindergartens in Duyun City, it was found that there are problems in the construction of the teacher team in rural public inclusive kindergartens in Duyun City, such as unreasonable teacher structure, worrying teacher survival status, and low level of specialization. Suggestions were made to relevant decision-makers and kindergartens to address the above issues.

Acknowledgement

Funding Statement: This work was supported by the College Student Innovation and Entrepreneurship Training Program of Guizhou in 2023 (No. S202110977006) .

References

- [1] Zhang J X. *Research on the Construction of Teaching Staff in Rural Inclusive Kindergartens [D]*. Kashgar University, 2021, 66.
- [2] Wang C, Guo Y J, Wu X P. *Reflections on Strengthening the Construction of Kindergarten Teachers in the New Situation [J]*. *Research on Preschool Education*, 2014, (2): 27-32.
- [3] Zhang H, Xia Z Y, Wu X. *Dilemmas and Choices in the Development of Rural Preschool Education in Contemporary China [M]*. Shanghai: East China Normal University Press, 2014,102.