

# A Survey of Current Situation of Educational Concepts——A Case Study of Kindergarten Teachers in Urban Areas of Chongqing under Combination of Excel with SPSS Software

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**Abstract:** The paper includes the survey of the present situation of teachers' educational concept in kindergartens, the analysis of factors restricting its development according to the research results, and further suggestions and reflections in the future. Random sampling method has been employed, combing with the usage of Excel, SPSS17.0SPSS data statistics and analysis software, in order to collate data and analyze samples in an effective way, and 18 kindergarten teachers in the main urban areas of Chongqing have been selected as sample. The results show that 77.7% of kindergarten teachers are aged between 17 and 27 years old, 65.3% of kindergarten teachers are below the undergraduate level, 85.5% of kindergarten teachers have a monthly income of 0-4500 RMB, and kindergarten teachers have a strong demand for professional knowledge, professional skills and educational concepts. Educational suggestions such as to enhance the educational background of kindergarten teachers; to strengthen the training of kindergarten teachers; to attach importance to autonomous learning of kindergarten teachers; and to improve the reflective ability of kindergarten teachers are put forward at the end.

## 1. Introduction

The term concept [1] originated in the context of philosophy and refers to the understanding of truth or fact. From the point of view of specific content [2], the concept of teacher education refers to the teacher's view and understanding of people, practice and phenomenon of education. From the point of view of the elements, Clark [2] believes that the concept of teacher education is an integral part of teacher's knowledge, and Janesik [3] thinks that the concept of teacher education is the practical action of teachers in the classroom, and the practical actions of teachers reflect the significance of the teacher's educational concept. Early childhood teachers means staff members who educate children between the ages of 3 and 6 in early childhood institutions. The concept of kindergarten teacher education refers to the reflection of kindergarten teachers on the understanding of children's school, early childhood education and teachers' occupation, which is the value orientation and basis of teachers' behavior, and is one of the core variable groups to evaluate the quality of kindergarten education.

The concept of kindergarten teacher education in this study refers to the understanding and view of

professional attitude, professional knowledge, professional ability and educational concept of kindergarten teachers in teaching practice. The concept of teacher education is the intermediary of educational theory in educational practice, which will have an impact on teachers' teaching methods and the design of teaching activities, and the lag of educational concept will bring about the inefficiency of educational activities and cannot make teaching work at a high level. It is of great significance to study the educational concept of kindergarten teachers, analyze the factors that restrict their development and intervene effectively, so as to promote the development of teachers, the healthy growth of students and the improvement of the quality of education.

## 2. Research Method

The study surveyed 423 kindergarten teachers in four main urban areas of Chongqing. 4 kindergartens in Banan District, 4 kindergartens in Nan-an District, 5 kindergartens in Jiangbei District, 5 kindergartens in Shaping Dam District, a total of 18 kindergarten teachers, have been randomly selected as research samples.

In this study, Questionnaire of Kindergarten Teachers' Educational Concept has been compiled. Excel Software has been employed, the data in this study were analyzed, the mean and the basic difference skewed were compared, and the mean of each group of data in the study was analyzed by SPSS statistical analysis software. The questionnaire consists of two parts, the first part is basic information for kindergarten teachers, including 8 questions such as kindergarten teacher's education, monthly income, working years and kindergarten nature, and the second part is the awareness of early childhood teachers' educational concepts, mainly from the professional attitude, professional knowledge, The four dimensions of professional ability and educational concept examine the current situation of the educational concept of kindergarten teachers. Using a random sampling method, the teachers of 18 kindergartens in the main urban areas of Chongqing were surveyed, and a total of 450 paper questionnaires were distributed, 423 valid questionnaires were recovered, the recovery rate was 94%, and after screening, 399 valid paper questionnaires were obtained, and the effective recovery rate was 94.3%. All data is input in excel, SPSS17.0 data statistics and analysis software for analysis.

## 3. Result Analysis

### 3.1. Basic Situation of Teachers in Kindergarten.

Kindergarten teachers are mainly young teachers (Table 1). The age of kindergarten teachers is mainly 17-27 years old, accounting for 77.7% of the total, and kindergarten teachers aged 56-65 are the least, accounting for 1.3% of the total. According to Table 2, the majority of kindergarten teachers have graduated from college or university or have a bachelor's degree.

Table 1 Distribution of the age among teachers in kindergarten

Age	Frequency	Valid percentage
17-27	306	77.7 %
28-35	47	11.9%
46-55	21	5.3%
36-45	15	3.8%
56-65	5	1.3%

Table 2 Educational background of kindergarten teachers

Educational background	Frequency	Valid Percentage
College	202	51.9%
University	128	32.9%
High school	30	7.7%
Junior high school and below	22	5.7%
Postgraduate and below	7	1.8%

According to Table 3, a total of 343 kindergarten teachers were surveyed, of whom 284 believed that the prerequisite for becoming an excellent teacher was to love the cause of early childhood education, accounting for 82.8% of the total; the percentages of the options "advanced teaching concept" and "rich knowledge" were 3.2% and 1.2% respectively (Table 3). It can be concluded that most kindergarten teachers believe that love of pre-school education is an essential quality of excellent teachers.

Table 3 Basic knowledge of what makes a good kindergarten teacher

Items matters	Frequency	Valid Percentage
Love for education	284	82.2%
Teaching abilities	44	12.8%
Modern teaching concepts	11	3.2%

### 3.2. Attitude towards Professional Knowledge and Ability.

As shown in Table 4, among the eight options in the question set "Content of Educational Training for Kindergarten Teachers", the "Teaching Skills" and "Teacher's Style" option were more frequently, at 174, 131, with a case percentage of 43.6% and 32.8%, representing 43.6 out of 399 respondents. % of teachers believe that teacher training should carry out teaching skills, 32.8 percent of teachers think that the content of teacher ethics should be carried out, the choice of "professional literacy" was selected 116 times, accounting for 12.6% of all checked times, the number of options "health knowledge" was selected 110 times. 27.6 per cent of all checked times. The percentages of "professional knowledge", "parent communication skills" and "mental health education" were 20.8%, 20.3% and 19.0%, respectively.

It can be seen that most kindergarten teachers agree that education and training needs to carry out teaching skills, teaching skills is the basis for kindergarten teachers to carry out effective teaching, strengthen the training of kindergarten teachers teaching skills, the promotion of early childhood teachers' educational concept is of great significance.

Table 4 Content of educational training for kindergarten teachers

	Response		Individual case percentage
	N	Percentage	
Manners	131	14.2%	32.8%
Teaching Skills	174	18.9%	43.6%
Professionalism	116	12.6%	29.1%
Professional Knowledge	83	9.0%	20.8%
Health Knowledge	110	11.9%	27.6%
Mental Healthy Education	76	8.3%	19.0%
Communicational Skills with Parents	81	8.8%	20.3%
Others	150	16.3%	37.6%
Total	921	100.0%	230.8%

Table 5 shows the percentage of the 7 options selected for the title set "biggest challenges kindergarten teachers facing in teaching activities". Among the 399 sample, 42.9% of kindergarten teachers facing the biggest challenge in implementing teaching activities as the teaching concept was not new enough, 36.6% of kindergarten teachers faced the greatest challenge in implementing teaching activities as lack of understanding and application of new teaching methods, and 28.1% The biggest challenge facing kindergarten teachers in implementing teaching activities is the lack of channels for information exchange, 27.3% of kindergarten teachers face the biggest challenge in carrying out teaching activities is narrow knowledge, the number of times the option "teaching idea is not new" is 171, accounting for 19.8% of all ticks; options" Lack of understanding and application of new teaching methods "146 times selected, accounting for 16.9% of all checked times; The percentages of language expression is not sufficient: 12.6%, 11.9%, 9.3% and 8.8%, respectively. It

can be seen that the biggest challenge faced by kindergarten teachers in teaching activities is the lack of learning and use of new teaching concepts and new teaching methods.

Table 5 Content of educational training for kindergarten teachers

	Response		Individual case percentage
	N	Percentage	
Narrow range of knowledge	109	12.6%	27.3%
Outdated teaching concepts	171	19.8%	42.9%
Lack of information communication	112	13.0%	28.1%
Weak expressiveness	76	8.8%	19.0%
Lack of reflection	103	11.9%	25.8%
Lack knowledge about education and psychology	80	9.3%	20.1%
Lack of knowledge about new teaching methods	146	16.9%	36.6%
Total	863	100.0%	216.3%

#### 4. Summary

Based on the current situation and analysis of kindergarten teachers' educational concepts, this study finds that there is some room for improvement of kindergarten teachers' educational concepts. The first step is to upgrade the education of kindergarten teachers. The research of Mao Le<sup>[5]</sup> shows that the higher the education degree of kindergarten teachers, the higher the level of educational concept. For new kindergarten teachers, we should gradually standardize the entry threshold of kindergarten teachers and promote the professional development of kindergarten teachers' profession [4]. To encourage in-service teachers in kindergartens to continue their studies while they are in the workforce and to upgrade their educational qualifications. The second is to strengthen the training of kindergarten teachers. Focus on the incoming new teachers, improve the educational concept of kindergarten teachers as the focus, and cultivate the enthusiasm of kindergarten teachers for pre-school education, to lay the foundation for post-service work.

Improve the post-service training of kindergarten teachers, combine theory with practice, and enhance the relevance of training objectives and the diversity of training content. Kindergarten teachers' independent learning is a kind of professional development activity based on the daily working situation and existing knowledge experience of kindergarten teachers, initiated by them and conducted by them to guide and manage themselves, so as to improve the effectiveness of education and teaching as the ultimate goal. Kindergarten teachers should enhance their sense of self-learning. We should give full play to the advantages of online learning and realize our professional development through rich network resources. On the one hand, in the learning process to self-planning, monitoring and adjustment, and the learning results of timely evaluation and feedback, on the other hand, strengthen communication with peer experts, the use of network platform to learn from experts. Teacher's reflection is a kind of self-examination and self-evaluation of teachers, which can improve teachers' professional practice and promote teachers' growth. If the kindergarten teacher has the long-term educational practice, without active reflection, it can not find the deficiency in the educational practice, which is likely to lead to the educational concept level in a stagnant state. Therefore, it is necessary to improve the thinking ability of kindergarten teachers. By writing a journal of reflection. Focus on student feedback, and learning expert practices and other forms to improve teachers' ability to reflect. The concept of kindergarten teacher education not only affects the educational behavior of kindergarten teachers, but also has an important influence on the quality of children's quality and the quality of education.

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