

Investigation and Research on the Power of Kindergarten Teachers

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Abstract: "Empowering teachers" is one of the directions of curriculum reform in China. Teachers' participation in curriculum development, construction, implementation and evaluation is conducive to the professional growth of teachers. In this paper, three public and three private kindergarten teachers in Harbin were surveyed by questionnaires. Through the data, the status quo of kindergarten teachers' curriculum power and the comparison of two different types of kindergarten teachers' curriculum power were understood. On the basis of the analysis of the relevant influencing factors, the strategies for promoting the curriculum power were put forward.

1. Introduction

"Let the teacher become a member of the curriculum development" is one of the direction of curriculum reforms in China. Empowering teachers' curriculum, so that teachers gradually move from the periphery of curriculum development to taking part in the curriculum developer's attitude, and from negative course implementers to active curriculum developers, not only mobilize the enthusiasm of teachers, but also benefit the preschool teachers' profession. The improvement of ability and quality, and can effectively promote the development of kindergarten-based curriculum, and promote the enrichment and deepening of the theory of pre-school curriculum in China.

Therefore, this paper uses questionnaire survey to understand the current situation of curriculum power of preschool teachers in Harbin, the comparison of the rights of preschool teachers with public and private education, analyze the possible factors affecting the curriculum power of preschool teachers, and explore strategies to promote the curriculum power of preschool teachers.

2. Preparation and Issuance of Questionnaires

Questionnaire survey: In the early stage of the study, firstly, the basic situation of the use of kindergarten materials and curriculum design, random interviews with individual teachers and some teachers of kindergartens, and the results of the interviews combined with the existing relevant information to determine the final formal questionnaire.

The questionnaire was distributed in three public offices and three private kindergartens in Harbin. A total of 166 questionnaires were distributed. After finishing the analysis, 151 valid questionnaires were returned, and the effective rate of returning the questionnaire was 91%.

3. Research Result

3.1 Demographic Information of the Respondents.

The age, academic distribution, major and length of service of the respondents are as follows:

Age: 10 teachers under 20 years old, 122 people aged 20-29, 18 people aged 30-39, and 1 person over 40 years old. A total of 151 people, most of them are 20-29 years old, accounting for 80.8%, and the young teachers are younger.

Education: The level of education of teachers in the six kindergartens, the number of colleges and universities, followed by undergraduate courses, only 13 in secondary schools and below. For

the current stage of early childhood education, basically all have a bachelor degree.

Major: Among the six kindergartens, there are 135 preschool teachers who graduated from preschool education, reaching 89.4% of the total number, followed by others. About 90% of kindergarten teachers have received formal pre-school education and have the professionalism of pre-school education.

Working age: Among the six kindergartens, there are 118 new teachers within 5 years, accounting for 78.1% of the total number. There are 22 kindergarten teachers in 6-10 years and 11 in 11-20 years. A line of preschool teachers are younger.

3.2 Reliability Statistics.

Reliability Statistics is shown in Table 1.

Table 1 Reliability Statistics

Cronbach's Alpha	N of Items
0.932	22

Through Table 1, the overall reliability of the questionnaire is very good, Alpha = 0.932.

3.3 Factor Analysis.

Factor analysis can be considered from the following two aspects.

"KMO" value

Table 2 Kmo And Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.919
Bartlett's Test of Sphericity	Approx. Chi-Square	2384.058
	df	231
	Sig.	0.000

In table 2 the "KMO" value is 0.919, and the results are very good, and the next factor analysis can be performed.

In the table 3 shows the topic after the maximum value rotation.

Table 3 Rotated Component Matrix

Topic	Component		
	1	2	3
16. I believe that the subject of curriculum evaluation should be diversified.	0.863		
19. I believe that self-reflection contributes to the professional growth of teachers.	0.845		
15. I will combine the content of the textbook with the experience and interests of young children.	0.818		
13. I will choose different teaching methods depending on the field of activity.	0.813		
9. I will design the content of the textbook to attract young children to participate actively.	0.787		
20. I can pay attention to every child in teaching, and teach students in accordance with their aptitude.	0.739		
14. I will reflect on myself after the end of the course.	0.688		
11. I will evaluate the development of young children in a variety of ways.	0.658		
2. I think that the goal of the activity should be completed in teaching.	0.601		
5. I will use the materials and reference other materials when designing the course.	0.600		
6. I have a garden course in my kindergarten.		0.841	
10. My kindergarten usually conducts group teaching and research.		0.838	
3. My kindergarten has a unified teacher assessment standard.		0.783	
18. I will participate in the development of the kindergarten curriculum.		0.717	
17. I will give feedback to children's sudden interest points during the course implementation.		0.663	
8. I can adjust my activity goals at any time according to the continuous development of young children.		0.624	
7. I will get parental cooperation and support before the course is implemented.		0.602	0.522
21. I have been involved in research on preschool education related topics.		0.583	
22. I will continually amend and improve my curriculum through the evaluation of young children.		0.580	
1. I will participate in setting the semester goals.			0.832
4. I will be involved in setting the goals of the event.			0.736
12. I am free to choose the course content that meets the development level and interest of the child in this class.			0.646
Extraction Method: Principal Component Analysis.			
Rotation Method: Equamax with Kaiser Normalization.			
a. Rotation converged in 6 iterations.			

According to the data obtained after the maximum value is reversed, the title is divided into three modules, so the teacher's curriculum power is divided into three factors: "curriculum design and

curriculum evaluation power”, “curriculum research and curriculum implementation power”, “ The course design power of the course is consistent with the pre-test concept validity.

3.4 Differences in Test.

Divided into independent sample T test, job title difference test and teaching age difference test.

1) Independent sample T test of the nature of the park

The research results show that in the first factor "curriculum design and curriculum evaluation power", there is a significant difference between the public park and the private park, sig=0.019. The average scores of the public park and the private park in this factor are -0.109 and 0.213, indicating that the private garden teachers have more freedom in this factor than the public garden teachers. This is mainly because there is a very significant difference between the two in the third question, “There is a unified teaching assessment standard for kindergartens”. The scores of public parks in this issue are significantly higher than those of private parks, indicating that the public parks will respond to the teaching content of teachers. The requirements, so the teachers of the private park will have more power in the curriculum design than the public park teachers.

In the second factor “curriculum research and curriculum implementation power”, there is a significant difference between the public park and the private park, Sig=0.000. The average scores of the public and private parks in this factor are 0.378 and -0.742, respectively. The public park is significantly higher than the average score of the private park, indicating that the teachers in the public park have more space in the curriculum research and curriculum implementation than the teachers in the private park. This is because the public park teachers are significantly different from the private parks in the six questions “Kindergarten has a garden curriculum”, 10 questions “Kindergarten often conducts group teaching and research”, and 18 questions “will participate in the development of kindergarten curriculum”.

2) Test of the Difference of Professional Titles

There is a significant difference in the fourth question, indicating that the preschool teachers between different titles have differences in the ownership and use of curriculum power. Question 15, “Combining the content of the textbook with the interest of young children”, there is a significant difference between different titles, Sig=0.02. The average score for untitled teachers is 4.1852, and the higher is 5.500. We can clearly see that the higher the title, the better the teacher's curriculum power and usage. Pearson correlation analysis showed that the correlation coefficient between teaching age and professional title was 0.480, which showed a significant positive correlation, as shown in Table 4 below:

Table 4 Correlations

		Title	Teaching age
Title	Pearson Correlation	1	0.480 ^{**}
	Sig. (2-tailed)		0.000
	N	151	151
Length of service	Pearson Correlation	0.480 ^{**}	1
	Sig. (2-tailed)	0.000	
	N	151	151
**. Correlation is significant at the 0.01 level (2-tailed).			

The difference in teacher's curriculum power between different titles may be due to different working hours, different titles, and different teaching wisdom and experience. Therefore, it is better to use the power of teachers with higher professional titles. As shown in Fig1 below:

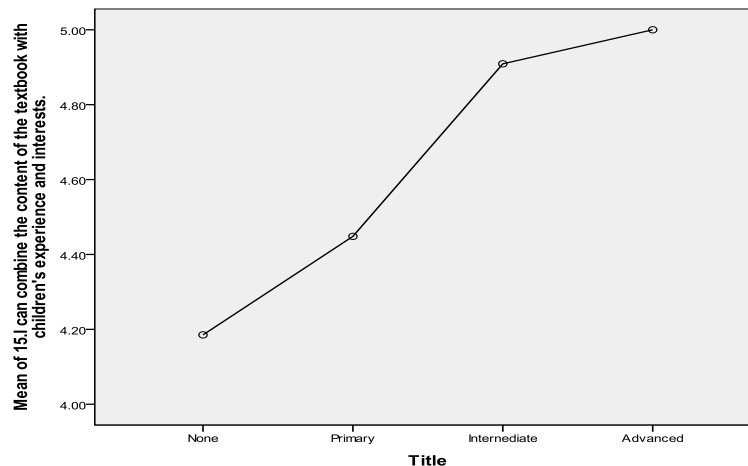


Fig. 1 different title status map

3) Teacher age difference test

There are significant differences in almost half of the subjects, indicating that the length of working hours is different from the ownership and actual use of curriculum power. For example, Question 14, "Self-reflection after the end of the course", there are significant differences among different teaching ages, $\text{sig} = 0.034$. The average score of new teachers within five years is 4.0678, and that of 6-10 years is 4.7273. Therefore, with the increase of teachers' working hours and teachers' professional ability, the stronger their awareness of curriculum evaluation and the better the use of curriculum evaluation power.

3.5 Related Analysis.

It can be analyzed from the following aspects.

1) The relationship between kindergarten curriculum and teachers' self-reflection

A relevant analysis is made as to whether "the kindergarten has a garden-based curriculum" and "whether the teacher conducts self-reflection after the end of the course". As shown in the following figure, the teacher's self-reflection is influenced by the kindergarten curriculum. The correlation coefficient is $r = 0.547^{**}$, which is significantly correlated. There is a large proportion of self-reflection and gardening courses. As shown in Table 5.

Table 5 I Will Reflect On Myself After The End Of The Course.

I have a garden course in my kindergarten.	Very non-compliant	1	6	4	4	2	17
	Less consistent	0	2	0	4	2	8
	uncertain	0	0	2	3	5	10
	More consistent	0	3	0	37	4	44
	Very much in line	2	1	1	15	53	72
Total		3	12	7	63	66	151
Correlations							
Spearman's rho	I have a garden course in my kindergarten.	Correlation Coefficient			1.000	.547**	
		Sig. (2-tailed)			.	.000	
		N			151	151	
	I will reflect on myself after the end of the course.	Correlation Coefficient			.547**	1.000	
		Sig. (2-tailed)			.000	.	
		N			151	151	
**. Correlation is significant at the 0.01 level (2-tailed).							

2) Pay attention to the relationship between children and perfect curriculum

Relevant analysis is carried out on "teachers pay attention to every child" and "teachers constantly improve their own curriculum through evaluation of children". As shown in the following figure, teachers' improvement of their own curriculum is affected by the degree of

attention of young children, and the correlation coefficient is $r = 0.598^{**}$. Belong to the positive significant correlation. A large part of the curriculum that can focus on each child and continue to improve the curriculum. As shown in Table 6.

Table 6 Teaching In Accordance With Their Aptitude

I can pay attention to every child in teaching, and teach students in accordance with their aptitude。	Less consistent	0	1	6	3	10
	uncertain	0	2	3	1	6
	More consistent	1	2	47	18	68
	Very much in line	0	1	6	60	67
Total		1	6	62	82	151
Correlations						
Spearman's rho	I can pay attention to every child in teaching, and teach students in accordance with their aptitude.	Correlation Coefficient		1.000	0.598**	
		Sig. (2-tailed)		.	0.000	
		N		151	151	
	I will continually revise and improve my course through the evaluation of young children.	Correlation Coefficient		0.598**	1.000	
		Sig. (2-tailed)		0.000	.	
		N		151	151	
**. Correlation is significant at the 0.01 level (2-tailed).						

4. The Status Quo and Promotion Strategy of Kindergarten Teachers' Curriculum Power

4.1 The Status Quo of Preschool Teachers' Curriculum Power in Harbin.

Studies have shown that preschool teacher curriculum power includes curriculum design and curriculum evaluation power, curriculum research and curriculum implementation power, and curriculum target design power. In general, although preschool teachers have power, the degree of ownership and actual use of power is not ideal. The existence of power will not be used, used badly, or not actually owned.

The nature of the park affects the curriculum power of preschool teachers. The teachers of private schools will have greater power in curriculum design than the teachers in public parks, while the teachers in public parks have more space and power than the teachers in private schools in curriculum research and implementation.

4.2 Analysis of Influencing Factors.

1) Kindergarten factor analysis

Teachers of different natures have different ownership and use of curriculum power.

Among the factors of "Course Design and Curriculum Evaluation Power", there are two performances: First, private garden teachers have more freedom in curriculum design and curriculum evaluation than public park teachers. The power in curriculum design is mainly due to the corresponding requirements of the public park for teaching content. There will be a unified teaching assessment standard to inspect and supervise the teacher's education and teaching, and the teachers of the private park will have more curriculum design. Large degrees of freedom and arbitrariness, so teachers in private parks will have more power in curriculum design than public park teachers. Second, the teachers' associations in private parks have greater evaluation powers than those in public parks. This may be due to the higher requirements of the public park for the evaluation of the relationship between children and kindergartens and the relationship between the curriculum and the children, as this involves the development and participation of kindergarten teachers in the curriculum and between the public and private parks. There are significant

differences in the “Kindergarten-based curriculum”. However, it is better for private teachers to use the curriculum design and curriculum evaluation power than the public park. This is for further study.

In the “Course Research and Curriculum Implementation Power” factor, teachers in public parks have more space and power than curriculum in private schools in curriculum research and curriculum implementation. The public park teachers are significantly different from the private parks in the “Kindergarten-based curriculum”, “Kindergarten often conducts group teaching and research”, and “will participate in the development of the kindergarten curriculum”, and the scores are higher than the private parks. It can be seen that the public park has a garden-based curriculum and will require kindergarten teachers to participate in the development of the curriculum, and often conduct collective teaching and research, thus giving teachers more power to study the curriculum.

2) Analysis of teachers' own factors

The teacher's own title, teaching age, whether it is awarded the title or whether it is the backbone teacher has an influence on the awareness and use of the curriculum power.

Teacher's professional title and teaching age: Data analysis shows that teachers' power awareness of teachers with relatively high professional titles and long teaching time is better. This may be due to the long working hours, high professional quality and professional titles, strong ability, and clear powers of their own curriculum, so the application is also better.

Whether the teacher has won the title: The data analysis shows that there is a significant difference between the honorary teachers and the second factor “curriculum research and implementation power”. The scores of the teachers who have been awarded are far greater than those of the teachers who have not been awarded. Explain that the teacher's curriculum power is influenced by its professional competence and level.

3) Analysis of infant factors

The survey found that young children influence the curriculum research and design of teachers. That is, when teachers exercise their powers of curriculum research and curriculum design, they will consider the age characteristics and development level of young children.

4) Parental factor analysis

Data analysis shows that “teachers will seek parental cooperation and support before the implementation of the curriculum” and “teachers will use multiple methods to evaluate the development of young children” in a positive and significant correlation. It shows that parents' support and cooperation become an effective way for teachers to realize their own curriculum power. Teachers' evaluation language and evaluation methods for children will directly affect parents' evaluation of teachers and their work.

4.3 Promotion Strategy.

1) The state establishes a sound curriculum power guarantee system

First of all, the state should improve the education regulations, clearly state and stipulate the content and characteristics of the teacher's curriculum power, in order to clarify the teacher's curriculum rights and responsibilities. Secondly, in order to ensure the effective operation of the curriculum power of preschool teachers, the kindergarten curriculum regulations should be based on the “Schools”, “Opinions” and “Programs” of the relevant courses issued by the State Council and the Ministry of Education, such as the School Education Law. According to the actual situation of the park, the kindergarten shall issue corresponding laws and regulations, regulations, regulations, rules, regulations and other regulatory documents for the problems existing in the education regulations and in the practice of curriculum reform. Finally, establish a curriculum supervision mechanism, provide evaluation indicators for the operation of curriculum power, guide kindergarten teachers to use curriculum power, and explore an effective supervision mechanism suitable for the operation of different nature and different kindergarten teachers' curriculum rights.

2) Kindergarten provides teacher power to realize space

Different kindergarten teachers have different working conditions and power awareness. Kindergartens should play the role of “scaffolding” in promoting the development of teachers.

Kindergartens should establish the curriculum management system with consistent responsibility and power, clarify the curriculum design, implementation, evaluation, research and management of the power of each system's organizers and the responsibilities of the organization; develop scientific and reasonable curriculum management rules and regulations, this is the preschool teacher curriculum. The "law" in which power can be better realized ensures that the implementation of teachers' curriculum power is law-abiding and law-abiding; the establishment of curriculum management committees, directors, teachers and parents and other representatives at different levels of the teacher's curriculum power and Run and discuss, create and give teachers more opportunities to use the curriculum power.

3) Preschool teachers improve their ability to implement their curriculum power

First, preschool teachers should have a sense of curriculum power. The awareness of curriculum power will ensure that teachers can exert their own subject consciousness in the process of curriculum design, implementation, evaluation, etc., and can combine the development level and interest of children in this class, combined with specific educational situation to promote the development of young children.

Second, preschool teachers need to improve their professional qualities and abilities. First of all, teachers need to participate in curriculum training, self-study and other methods to improve their theoretical knowledge of the curriculum, make up for knowledge vacancies, clarify their own curriculum power and master how to use science; secondly, through teaching and research activities, observation and learning, etc., in collective teaching and research exchanges Conduct evaluation and reflection on the basis of hands-on practice to improve your ability to use curriculum power effectively.

4) Homeland cooperation to build the backing of power realization

The growth of young children will be influenced by the combination of kindergarten and parent education. Parents will become the invisible backing of teachers' power, which will promote the smoother exercise of curriculum power. However, in reality, many parents are unclear about the curriculum power of preschool teachers, and there will be situations that hinder the implementation of the curriculum power of preschool teachers. Therefore, in the education work, the concept of parents should be changed, the professional authority of teachers should be maintained, parents should be actively involved in the common development of their homes, and the realization of teachers' power should be promoted.

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