

A Study on Pre-Service Preschool Teachers' Career Choice Satisfaction

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Abstract: The “career choice satisfaction” of pre-service preschool teachers is the overall satisfaction of teachers with their work. This study can help managers to understand and grasp the career choice satisfaction of teachers, understand the causes of their occupational stress and burnout, put forward mitigation and prevention strategies, and promote the improvement of mental health and work enthusiasm. In view of the importance of the research on pre-service preschool teachers' career choice satisfaction to kindergarten organization, individual pre-service preschool teachers and educational objects, we should pay full attention to it. This study uses the self-made “career choice satisfaction questionnaire”, combined with observation and interview methods, to investigate hundreds of teachers in four kindergartens in the city, and draw some conclusions and suggestions.

1. Introduction

1) Continuing education. It is necessary to take part in continuing education with a positive attitude, but the training provided by kindergartens is very insufficient. The training contents should be aimed at the practical problems in kindergartens, and the training methods should be improved. The form of single lecture should not be used.

2) Remuneration. Compared with similar kindergartens, most teachers think that they are similar; But as far as overtime allowance is concerned, most of the teachers are dissatisfied with it. They pay less for more overtime.

3) The work itself. Nearly 90% of the teachers think that their talents have not been fully developed, and 62% of the teachers hope to accept challenging jobs. Most teachers think that the work intensity is high, the pressure is big, the body and mind is tired.

4) Colleague relationship. Get a good match between colleagues. Good communication is the premise of cooperation. Good communication and cooperation is the guarantee and premise of career choice satisfaction. In the questionnaire, 75% thought that the work communication was basically sufficient, and 72% thought that the cooperation between colleagues was “good”.

5) Working environment. Teachers are basically satisfied with the construction of campus environment, office environment, teaching equipment and activity arrangement; Dining environment is considered to be general.

6) Kindergarten leadership management. In the aspect of “work requirements”, leaders have clear requirements for teachers; Teachers' satisfaction with kindergarten performance evaluation system is low. Many teachers think that the kindergarten performance evaluation system is not perfect, can not really carry out a comprehensive and real evaluation of teachers' work [1]. Kindergartens do not give full recognition and reward to outstanding teachers. Finally, teachers feel that their own value has not been recognized, and their enthusiasm for work is gradually declining.

2. The Reasons of Affecting Career Choice Satisfaction

2.1 The Education Object is Special and the Work Pressure is High

Young children are a very special group. They are curious, active, inquisitive and imitative. They like to explore new things, but they lack the ability to distinguish right from wrong. They not only bring happiness to teachers, but also trouble to them. Although the kindergarten has safety inspection every day and carries out safety education all the time, due to children's ignorance or fear of danger, they often do things regardless of the consequences and have some accidents. Most preschool teachers can adapt to the high-intensity and heavy load work. For them, what is more difficult to bear than the physical fatigue is “heart fatigue”.

2.2 High Intensity of Work, Physical and Mental Fatigue

“Three capacities”, “eight abilities” and “five skills” reflect the high requirements for teachers.” “Three capacities” refers to having noble professional ethics, certain cultural quality and solid professional knowledge” “Eight abilities” refers to being able to speak, write, draw, sing, play, dance, do and use” “Five skills” refers to the ability to observe, record and analyze children's activities, to make educational and teaching plans, to organize educational activities, to do a good job in parents' work, and to conduct educational scientific research. Some people describe preschool teachers as follows: they should be not only a nanny who cares about children's daily life, but also an educator who understands education, an artist who is proficient in piano, chess, calligraphy and painting, a writer who writes papers, and a diplomat who is good at connecting home and abroad. However, the people who are competent for so many “homes” are not Superman, they can only be exhausted and poor to deal with. Therefore, pre-service preschool teachers are all suffering from fatigue, resulting in many complaints and dissatisfaction with their work [2].

2.3 The Work Content is Trivial and Heavy. in a Day's Work

Pre-service kindergarten teachers should not only pay attention to children's food, drink, sleep, vent and safety, but also be responsible for children's knowledge, skills, standard education and guidance; Not only keep talking, but also keep walking; We should not only see the way, but also listen [3]. At the end of a day's work, many pre-service kindergarten teachers are hoarse and don't want to talk to their families anymore because they have already talked too much in the kindergarten.

2.4 Lack of Scientific Management

Herzberg, a famous American psychologist, puts forward that “leadership appreciation” is an

important incentive factor and means. For teachers, it means their position in the organization, the number of development opportunities, whether the work can be carried out smoothly and successfully, whether the work performance is recognized, and so on. All these will affect the pre-service preschool teachers' career choice satisfaction. However, some managers in the reality find that the managers are not willing to be scientific in their work. For example, the director of the kindergarten has the final say in the scoring, and he gives special care to the pre-service kindergarten teachers who are good at their own relationship. There is also a lack of fairness and openness in the evaluation and selection. In many cases, pre-service preschool teachers can only be angry and dare not speak.

2.5 Payment and Get Asymmetry

Teachers are generally dissatisfied with the remuneration of their work, which is caused by the contrast. On the one hand, it is their own investment and return, on the other hand, it is the return of colleagues or peers in the same situation. People always hope that there will be a return when they give, and that giving and getting are equal. However, it is a pity that in the survey, we found that the hard work of pre-service kindergarten teachers is not balanced with the reward. During the research period, a number of pre-service kindergarten teachers were tracked and recorded. It was found that each teacher could sit on a chair for about 15-20 minutes during the four hours of working time. The other three or four hours were walking and talking in the classroom, constantly reminding children to drink water, wash hands, go to the toilet and pay attention to safety. After class, I asked the teacher, "are you tired?" The teacher replied, "I'm very tired. I don't want to talk when I go home." When the teacher is not in class, he doesn't have to sit in the classroom to write teaching plans, observation records, analysis and reflection after the game, and make preparations before class for tomorrow's activities. At the same time, the positive publicity of pre-service preschool teachers' hard work is rare, but more publicity and reports are given to individual irresponsible pre-service preschool teachers' harm to children, which virtually causes the public's disapproval and disrespect of pre-service preschool teachers, and leads to teachers' dissatisfaction with their work.

2.6 The Contradiction between Educational Idea and Social Reality

Kindergarten education should be based on the characteristics and laws of children's physical and mental development, adhere to the principle of combining care with education and taking games as basic activities, closely cooperate with families and communities, cultivate children's good behavior habits, protect and inspire children's curiosity and thirst for knowledge, and promote children's all-round and harmonious physical and mental development. Because this kind of development is often recessive and long-term, and many parents take the children's ability to count and know a few words as the standard to measure whether the children learn in the kindergarten, there is a contradiction between the teacher's educational philosophy and the parents' requirements, the teacher's ability is questioned, and hard work and dedication are not recognized.

3. Ways to Improve Career Choice Satisfaction

3.1 The Society Provides Strong Support for the Work of Pre-Service Preschool Teachers

Professor Yu Yongping believes that pre-service preschool teachers' professional happiness comes from the understanding and respect of the society for them. This kind of happiness makes teachers' career radiate its due charm, experience the happiness of creation, and promote the growth process of individuals. Therefore, all aspects of society should support the work of pre-service

preschool teachers. The whole society should strengthen publicity and education, improve the social status of pre-service preschool teachers, implement the awareness of “respecting teachers and valuing education”, and ensure the legitimate rights and interests of pre-service preschool teachers. Administrative departments can organize mental health experts to hold regular lectures, carry out consultation, answer questions and solve problems, and teach teachers some skills and methods to relieve physical and mental pressure, so that teachers can timely adjust their mentality, correctly face the pressure, make the pressure become the driving force for progress, and improve career choice satisfaction [4].

3.2 Kindergartens Should Strengthen the Scientific Management

Managers should arrange tasks and assign work according to the characteristics that teachers of different ages, teaching years, educational backgrounds and professional titles have different sense of pressure, so as to guide teachers to “put down their burdens and go to battle lightly”. Provide more opportunities for further study and training, and strengthen communication with the outside world. Improve the quality of teachers, improve professional skills, expand the scope of knowledge. Kindergarten administrators should adopt democratic management, respect teachers, encourage teachers' enthusiasm, treat teachers fairly, objectively evaluate and help teachers do a good job, so as to make teachers feel comfortable and the relationship between cadres and the masses harmonious. Sincerely care for teachers, carry out heart to heart activities, increase communication between teachers, reduce conflicts and unnecessary frustration between teachers; Organize group leisure and entertainment activities to make teachers' work relaxed, work and rest combined, so as to reduce tension, fatigue and enhance satisfaction [5].

3.3 Enhancing the Self Adjustment Ability of Pre-Service Preschool Teachers

Teachers should adjust their own mentality. Teachers' labor is a complex labor of cultivating people, which has a high degree of complexity. It takes a lot of teachers' hard work and incalculable workload to train young children to be able to do things and behave themselves. It is not excessive to say that teachers' labor is a “bottomless hole”, which is difficult to divide the strict time and space boundaries, accurately quantify and supervise everywhere. It is difficult for any truly qualified or excellent teacher to distinguish between work and off work. But teachers are not ascetic monks who don't eat fireworks. They also have their own interests, joys and sorrows, as well as seven emotions and six desires, husbands, wives or children. It is difficult for teachers to be equal between the social necessary labor they pay and the reward they get from this kind of labor. Therefore, the professional ethics of teachers requires teachers to have a strong sense of professionalism, sense of responsibility and dedication, which requires us teachers not to care about gains and losses, be willing to contribute, pay attention to professional conscience, be strict in self-discipline, never forget responsibilities, and always adjust their mentality..

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