

Investigation and research on the status quo of urban children's parents' participation in kindergarten volunteer service

Lv Xiao, Pan Meng

College of Education, Chongqing University of Arts and Sciences, Yongchuan, Chongqing 402160

Keywords: Parent participation; kindergarten volunteer service; status quo; parent volunteer; home cooperation

Abstract: This study uses the questionnaire survey method to conduct an in-depth investigation on the frequency and duration, purpose and motivation, role and value, approach and content, limitation and cognition of urban children's parents participating in kindergarten volunteer service from the perspective of parents. The results show that: the overall participation of urban parents of young children is low, but the participation intention is high; Taking "promoting all aspects of children's development" as the main motivation, "class teachers' organization and participation" as the main way, "parent-child activities" in education and teaching activities as the main content, and "free time" as the main limitation. In view of this situation, this paper analyzes the main problems existing in urban children's parents' participation in kindergarten volunteer services, and puts forward suggestions for children's parents, kindergartens and society. To effectively improve the status quo of urban children's parents' participation in kindergarten volunteer services, in order to provide an empirical basis for the development of relevant research and the construction of children's parents' participation in kindergarten volunteer services in other regions.

1. Introduction

Volunteer service refers to the public welfare services provided by volunteers, voluntary service organizations and other organizations voluntarily and free of charge to the society or others. It is an important symbol of modern social civilization and progress, and an important part of strengthening spiritual civilization construction, cultivating and practicing socialist core values. Since the beginning of this century, volunteer service has flourished in various countries, and parent volunteers, as a group of parents who voluntarily provide services to kindergartens, have gradually attracted the attention of kindergartens; In addition, home co-education has shown a trend of globalization, and kindergartens

at home and abroad are paying more and more attention to the participation of parents in kindergarten activities. However, in recent years, the phenomenon of large loss of volunteers and low continuity of volunteer service has become more and more obvious. Therefore, understanding the status quo of urban children's parents' participation in kindergarten volunteer service from the perspective of parents is of great value to extensively develop and effectively utilize parent resources, consolidate and expand the volunteer team, and ensure the lasting and effective development of kindergarten volunteer services.

2. Research Design

(1) Research objects

In this study, parents of urban young children were selected as the sampling mother group, and 1,454 parents of urban young children were surveyed through the “Questionnaire Star” online questionnaire platform, using convenient sampling and cluster sampling methods to collect data. A total of 1454 questionnaires were distributed in this study, with 1255 valid data, with an effective rate of 86.3%. Since the role subjects involved in this study are urban parents of young children, a large group with diverse social role attributes, the survey should try to cover the possible dimensions of parent roles in terms of demographic variables, such as: Biological or growth dimensions (gender, age, parity); living conditions or social status dimensions (occupation, education, income); environmental dimensions (kindergarten nature), etc.

(2) Tool design

The measurement tool of this research is a self-made questionnaire. The main questionnaire consists of 22 items to understand the participation of urban parents in kindergarten volunteer services. It is divided into 4 dimensions to understand the participation of parents in these aspects: They are garden management, class education and teaching, parent committee management and logistics management. Each item is designed using a five-point Likert scale. In order to facilitate the completion of the questionnaires by parents of young children, the questionnaires are distributed online. The overall α coefficient of the questionnaire is 0.961, and the α coefficients of each dimension are 0.929, 0.835, 0.957, and 0.957, indicating that the questionnaire has good reliability; The questionnaire's $KMO=0.956>0.6$, $p<0.001$, passed the Bartlett sphericity test, indicating that the questionnaire has good validity.

3. Research results

(1) The overall status of urban children's parents' participation in volunteer services

The survey found that 1,255 urban parents of young children were involved in garden affairs management, class education and teaching activities, parent committee management, and logistics management. The averages of overall participation are 1.79, 2.86, 2.30, 1.86, and 2.20, all of which are less than 3, indicating that urban parents' participation in kindergarten volunteer services is low on average. In terms of garden management, only 16% of urban parents of young children have different levels of participation, which is the volunteer activity with the lowest participation; In class education and teaching activities, 46.8% of urban parents of young children have different levels of participation, which is the volunteer activity with the highest degree of participation; in the work

management of parent committees, 33.8% of urban parents of young children have different levels of participation; In logistics management, 22.2% of urban parents of young children have different levels of participation. Overall, only 22% of urban parents of young children have different levels of participation in kindergarten volunteer services. Therefore, the participation of urban parents in kindergarten volunteer services is low.

(2) Frequency of urban children's parents participating in kindergarten volunteer services

The survey found that: 61.6% of urban parents of young children, their actual participation frequency is not fixed; 30.3% of urban parents of young children have not participated in volunteer services. The percentages of other actual participation frequencies are all less than 6%, indicating that the actual participation frequency of urban parents of young children is low. 52.1% of urban parents of young children, their ideal participation frequency is not fixed; 26.8% of urban parents, the ideal frequency of participation is once a month; 13.6% of urban parents of young children, the ideal frequency of participation is twice a month; 3.6% of urban parents of young children said they do not want to participate; The remaining ideal participation frequencies are all less than 5%, indicating that urban parents of young children have low intention to participate in kindergarten volunteer services. 53.1% of urban parents, their actual weekly participation time is not fixed; 29.4% of urban parents did not participate; in fact, it was less than or equal to 10%. 45.2% of urban parents, their ideal weekly participation time is not fixed; 32% of urban parents have an ideal weekly participation time of 1-2 hours; 15.4% of urban parents have an ideal weekly participation time of less than 1 hour. 4.5% of urban parents indicated that they did not want to participate; the ideal participation time of the remaining parents was less than 5%.

(3) The motivation and value of participation of urban parents of young children in volunteering in kindergartens

The survey shows that: 89.6% of urban parents of young children believe that the main purpose and motivation for participating in volunteer services in kindergartens is to promote the development of children in all aspects; the second is to promote the development of all aspects of kindergartens, accounting for 51.6%; the other purposes and motivations are less than 50%. 86.6% of urban parents of young children believe that the role and value of participating in kindergarten voluntary service is to understand their children's psychological and physiological state in kindergarten, and the relationship between peers and teachers and children; 75.8% of urban parents of young children believe that the role and value of participating in kindergarten volunteer service is to strengthen the parent-child relationship with their children; 66.5% of urban parents believe that the role and value of participating in kindergarten volunteer service is to learn scientific educational methods, improve childcare levels and facilitate mutual exchange of educational experience among parents, and learn from each other's strengths. 79.8% of urban parents of young children believe that the role and value of participating in kindergarten voluntary services for children is to promote the comprehensive development of children's cognitive, emotional experience and other abilities. Let children have better memories, more enjoyable experiences, and strengthen the parent-child relationship with parents; 69.1% of urban parents of young children believe that the role and value of participating in kindergarten volunteer services for children is to cultivate children's self-confidence and other qualities, and they are more willing to try and think, providing children with more learning opportunities and exercise opportunities. 86.3% of urban parents of young children believe that the

role and value of participating in voluntary services for kindergartens is to promote family-kindergarten contact and family-kindergarten cooperative education; 75.7% of urban parents believe that the role and value of participating in volunteer service in kindergartens is to enrich the teaching content of the class and the educational resources of the kindergarten; 66.9% of urban parents of young children believe that the role and value of participating in voluntary services for kindergartens is to help kindergartens learn more about young children, educate them in a targeted manner, improve the management level of kindergartens, the quality of care and education, and promote the professional growth of teachers.

(4) Ways and influencing factors for parents of urban young children to participate in kindergarten volunteer services

The survey found that: 74.6% of urban parents of young children participated through the class teacher organization; 68.5% of urban parents of young children participated through kindergartens; the rest of the participation methods were less than 50%, and spontaneous participation only accounted for 25.7%. 77.5% of urban parents of young children believe that the main limitation affecting their participation in kindergarten volunteer services is spare time; 10.4% of urban parents believe that the main limitation affecting their participation in kindergarten volunteering is hobbies. Reward mechanism, past volunteering experience, influence of friends and public opinion, and other restrictive factors all accounted for less than 10%.

4. Discussion and Analysis

In view of the main problems existing in urban children's parents' participation in kindergarten volunteer services. This study intends to put forward suggestions for parents of young children, kindergartens and society, in order to improve the status quo of urban children's parents' participation in kindergarten volunteer services and cause widespread concern in the society.

4.1. Parents should make full use of their leisure time to increase their participation in kindergarten volunteer services

First of all, parents should make full use of their spare time to actively participate in kindergarten volunteer services to increase participation. For example, parents can use the time to pick up and drop off their children to help teachers maintain the order in and out of the kindergarten while picking up their children. Secondly, the gender and age of parents lead to lower participation of male parents and grandparents in kindergarten. This may be due to the fact that some male parents have low participation in early childhood education, or because some male parents do not like to participate in on-site volunteer services. On the one hand, these male parents need to realize that the father's participation in the task of child rearing is indispensable and of great significance to young children. On the other hand, some types of off-site kindergarten volunteering tasks can be sought to participate. Finally, parents who do not have free time to volunteer in the kindergarten can also take part in some online kindergarten volunteer services in their spare time from work and holidays.

4.2 Kindergartens should strengthen publicity and attach importance to the value of parent volunteers

First of all, parents are children's first teachers, and their behaviors often play an important role in influencing and demonstrating. Kindergarten should be given enough attention. Secondly, increase publicity to make all kindergarten parents understand that kindergarten volunteer service is the first premise to attract parents to participate. For example, through the home contact column, the idea wall of running the kindergarten, the parent group and other places that parents often pay attention to, the introduction of parent volunteer service is posted, explaining the meaning, value, and participation methods of parent volunteers. In particular, it is necessary to emphasize the content that parents can participate in and can participate in various ways such as on-site, off-site, and online. Finally, kindergartens should form an attitude of attaching importance to and respect for parent volunteers, actively safeguard the rights and obligations of parent volunteers, help and train parents to participate smoothly, and promote a virtuous circle of parent participation.

4.3 Kindergartens should enrich the ways and contents of participation, and encourage parents to participate in voluntary services

First of all, kindergartens should formulate relevant systems for parent volunteers in the form of articles, so that it is essential to incorporate them into a scientific and standardized management track, and it will help encourage parents to participate in school activities. Secondly, teachers need to think carefully about the activities and links of the kindergarten, and discuss what matters can be developed into parent volunteer positions. Innovate and develop more ways and contents of participation to include more parent volunteers, such as parent committees as the guide to introduce parents to participate in parent meeting planning. Change the traditional parent-teacher meeting, where teachers are active and parents are passive, and create a parent-led experiential parent-teacher meeting model. Finally, the kindergarten can set up a parent volunteer corner in the kindergarten, and announce and commend the volunteer spirit, outstanding parent volunteers and other information in the parent volunteer corner; Teachers can regularly hold a commendation meeting for outstanding parent volunteers in the class and a semester harvest summary meeting to encourage existing parent volunteers to continue to participate and attract more parents to participate. Of course, in addition to encouraging the participation of parents of young children, grandparents and other guardians of young children should also be encouraged to actively participate.

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