

# *Investigation and research on preschool teachers' professional achievement and influencing factors under the background of the new era*

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**Abstract:** In this study, 400 kindergarten teachers in Chongqing were investigated by means of a questionnaire survey. The study found: First, the overall level of self-evaluation of preschool teachers' professional achievement is relatively high. 60% of preschool teachers think that they have a good sense of professional achievement, but 60% of preschool teachers have a poor evaluation of their colleagues' professional achievement. Second, there are significant differences in the level of professional achievement of preschool teachers of different ages and titles. Third, interpersonal factors, organizational factors, and occupational factors have a significant impact on preschool teachers' professional achievement. Social factors are not the key factors affecting the professional achievement level of preschool teachers.

## **1. Introduction**

Kindergarten teachers have a good sense of professional achievement, which is the premise of actively participating in kindergarten education work and ensuring the quality of kindergarten education. Preschool teachers with a high sense of achievement usually show positive professional feelings of "willingness to teach, love to teach, and love to teach", and have enough confidence in their professional ability. He constantly challenges himself at work, dares to take responsibility, has strong energy and happy emotions, and can educate children creatively. [1] Therefore, the sense of professional achievement represents the degree of involvement and potential of preschool teachers, and it is also the driving force for preschool teachers to move forward on the professional road. [2] To a certain extent, it indicates the situation of preschool teachers' future professional growth. The sense of professional achievement is an important factor affecting the professional growth of preschool teachers. In the context of the new era, the society urgently needs the needs and pressures to continuously improve the professional quality of preschool teachers. To improve the professional

achievement of preschool teachers, we should firstly study the current situation and influencing factors of preschool teachers' professional achievement. The existing research on preschool teachers' professional achievement is mainly limited to the research on job burnout, and the preschool teachers' achievement is discussed as one of the factors of job burnout, but its uniqueness has not been paid due attention.

## **2. Definition of core concepts**

The researchers defined the concept of teachers' professional accomplishment from different dimensions. Most researchers defined it from the performance and value dimensions of teachers' professional accomplishment. Some researchers believe that teachers' sense of professional achievement is that teachers believe that they are fully competent for their work and demonstrate excellent teaching ability in the teaching process. And be able to fully reveal their own professional potential, so as to achieve the professional standard preset in their hearts, and thus generate the inner satisfaction of self-realization. [3] Some researchers believe that the sense of professional achievement of preschool teachers is the positive professional emotion that preschool teachers can actually feel in the process of childcare. It is not only the inner driving force of teachers' work, but also an important factor affecting the quality of teaching. [4] The author believes that preschool teachers' professional accomplishment is a subjective feeling of preschool teachers in the course of their career development on whether their performance in kindergarten work can meet the expectations of important and relevant others and self-expectations. It is mainly manifested in three aspects: self-efficacy, successful experience and professional emotion. Kindergarten teachers with a good sense of professional achievement have a stronger sense of self-efficacy, more successful experiences, and more positive professional emotions; On the contrary, preschool teachers with low career achievement lack self-efficacy, less successful experience, and more negative career emotion.

## **3. Research tools and research objects**

This study mainly used questionnaires as a tool. The questionnaire refers to the existing survey questionnaire on teachers' professional achievement research, and on this basis, it is revised to make it more in line with the preschool teachers in the new era. Through reliability analysis, the Cronbach's alpha value was 0.853, which was greater than 0.8, indicating that the reliability of the research data was high. The revised questionnaire was used to conduct an actual test among kindergarten teachers in Chongqing. The questionnaire is divided into three parts, the first part is the basic personal information of kindergarten teachers; The second part is to measure the status quo of preschool teachers' professional achievement, including a total of 15 items in three dimensions: "professional emotion", "successful experience" and "self-efficacy"; The third part explores the influencing factors of preschool teachers' professional achievement. The research mainly selects preschool teachers in Chongqing as the research objects (full consideration of teachers' age, teaching experience, educational background, professional title, position, economic income and other information), this research collected a total of 420 questionnaires, 400 valid questionnaires, the effective rate is 95%. The data were analyzed with SPSS statistical software.

## 4. Research results and analysis

### 4.1 The status quo of preschool teachers' professional achievement

The overall level of self-evaluation of preschool teachers' professional achievement is relatively high. Preschool teachers make a self-evaluation of their professional sense of achievement since engaging in the preschool education industry. The survey results show that only 10.4% of preschool teachers believe that they have always had a sense of accomplishment. 21.7% of kindergarten teachers said that they felt a sense of achievement most of the time at work, and 29.6% of teachers said that they gradually felt a sense of achievement in their work. In contrast, 13% of kindergarten teachers believe that they have no sense of achievement all the time, 17.4% of teachers say they occasionally have a sense of achievement, and 7.8% of teachers gradually lose their sense of achievement in their work. If the first three options of the survey are taken as positive indicators of preschool teachers' professional achievement, and the last three options are taken as negative indicators, it can be concluded that: 61.7% of preschool teachers think that they have a sense of professional achievement, and 38.3% of preschool teachers think that they do not have a sense of professional achievement.

In the eyes of preschool teachers, the evaluation of colleagues' professional achievement is generally poor. Preschool teachers evaluate whether their colleagues have a sense of professional achievement. The statistical results show that only 6.1% of preschool teachers believe that all colleagues have a sense of accomplishment, and 30.4% of preschool teachers believe that most of their colleagues have a sense of accomplishment. In contrast, 45.2% of preschool teachers believe that only some of their colleagues have a sense of professional achievement, and 18.3% of preschool teachers believe that very few colleagues have a sense of professional achievement. Categorizing the four options, the first two options are used as positive indicators for preschool teachers to evaluate the status of their colleagues' professional achievement, and the last two options are negative indicators, we can draw the following conclusions: 36.5% of preschool teachers thought that their colleagues had a good sense of professional achievement, and 63.5% of them believed that their colleagues had a poor sense of professional achievement.

### 4.2 Analysis of the influencing factors of preschool teachers' professional achievement

Correlation analysis was used to study the correlation between the level of preschool teachers' professional achievement and social factors, organizational factors, interpersonal factors and occupational factors, and the Pearson correlation coefficient was used to indicate the strength of the correlation. The results show that the correlation coefficient between preschool teachers' professional achievement level and social factors is 0.222, which is close to 0, and the p value is  $0.121 > 0.05$ , indicating that there is no correlation between preschool teachers' professional achievement level and social factors. The correlation coefficient values between the level of professional achievement of preschool teachers and organizational factors, interpersonal factors and job factors are 0.696, 0.594 and 0.374, respectively. And they all showed a 0.01 level of significance, indicating that there is a significant positive correlation between the total level of preschool teachers' professional achievement and the three factors. It can be seen from the data that social factors are not the key factors affecting the level of preschool teachers' professional achievement, and the other three factors

have a significant impact on preschool teachers' professional achievement. In terms of the degree of influence, organizational factors have the greatest influence, followed by interpersonal factors and occupational factors.

## **5. Research Recommendations**

### **5.1 Advice for kindergarten teachers**

Preschool teachers should learn to control their own emotions, maintain a stable state of mind, and analyze problems objectively. Face up to the objective existence of emotional distress at work, try to regulate and control one's own psychological state, and actively seek to achieve a balance with the work environment. Continuously improve self-awareness, actively cooperate with or actively participate in learning activities organized by kindergartens, try to jump out of the "comfort zone" of the occupation, and seek self-development and breakthroughs. Look at the strengths and weaknesses of your work objectively, and continuously improve through self-reflection, and gradually improve your professional quality. Dedicated to the cause of early childhood education with a sense of ownership, accumulated experience from actions, gained wealth spiritually, and found the professional meaning of being a kindergarten teacher, thus gaining a sense of professional achievement.

### **5.2 Advice to society**

One of the main reasons why it is difficult for kindergarten teachers to obtain a sense of professional achievement is that the income of preschool teachers is not proportional to their efforts. In order to stabilize the team of preschool teachers and attract outstanding talents to engage in the profession of preschool teachers, measures should be taken to improve the treatment of kindergarten teachers, strengthen the financial sharing of the treatment of non-initiated kindergarten teachers, and provide kindergartens with corresponding salary subsidies for teachers. In addition, the relevant departments should publicly publicize that preschool teachers have important educational responsibilities and arduous tasks, vigorously promote the professional spirit of preschool teachers, improve their social status, and allow preschool teachers to gain the trust and respect of the outside world.

### **5.3 Recommendations for kindergartens**

First of all, the kindergarten should establish a "people-oriented" management concept, and fully consider the wishes of the kindergarten teachers in the decision-making of the affairs in the kindergarten. Make a reasonable work plan for kindergartens, and try to avoid temporary arrangement of work to disrupt teachers' work and life plans. Appropriately reduce the unnecessary work content of preschool teachers, reduce various unnecessary meetings and evaluation activities, and choose an evaluation system with developmental significance. Reduce the training time and frequency according to the specific situation, adopt a variety of channels for training according to the existing level of preschool teachers, and give preschool teachers free time. Tasks and assessment standards should be arranged according to the different characteristics of preschool teachers, and preschool

teachers are allowed to have their own work plans and teaching arrangements to a certain extent. Give more care to preschool teachers in life, and strive to create a harmonious and united collective atmosphere, so that teachers can form a positive and healthy emotion.

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