

# *Research on Government Governance of Private Kindergarten Education Quality Assurance*

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**Abstract:** As far as the overall development of early childhood education is concerned, China's private kindergartens have the problem of low quality of education. Through government governance, it can promote the improvement of the quality of private kindergarten education and provide multi-level guarantee for early childhood education. To this end, it is necessary to correctly understand the significance of government governance in the development of private kindergarten education level, formulate reasonable government governance goals, integrate relevant governance content, clarify the roles and responsibilities of governance subjects, and apply scientific governance tools.

## **1. Introduction**

The number of private kindergartens in China is large, accounting for a high proportion of the total number of kindergartens. Private kindergartens can be more flexible to adapt to the basic needs of preschool education in various regions, but they are also prone to problems. Some private kindergartens are affected by external social pressure and profit purposes, and there is a significant phenomenon of "primary schooling". This is contrary to the requirements of kindergarten education and will have a negative impact on the physical and mental development of young children. To this end, in the educational activities of private kindergartens, it is necessary for the government to participate in the intervention, standardize the educational behavior of private kindergartens through government governance, promote their healthy development, and optimize the overall environment of early childhood education in China.

## **2. Formulate Reasonable Governance Objectives**

In the governance activities of kindergartens, governance goals can play a guiding role. At the same time, the target is also an important basis for evaluating the effectiveness of governance. To this end, it is necessary to first pay attention to the goals of government governance of private kindergartens, and formulate the most reasonable goals based on the actual situation.

### **2.1 Formulate Hierarchical Governance Objectives**

First, it is necessary to consider the differences in the level of educational development and the allocation of educational resources in different regions of China, and it is necessary to

comprehensively consider the actual situation of each region in government governance, and take the minimum education quality standard as the basic goal of governance. For example, if governance is carried out in an area where educational resources are under-allocated, basic goals can be selected. It is necessary to focus on children's physical and mental development and safety, and promote children's cognitive and socialized development of the surrounding environment. Specifically, government governance needs to pay attention to the educational qualifications of kindergarten teachers, the living and activity space in kindergartens, and the educational participation of parents. Secondly, the government needs to play a certain role in optimizing and guiding the allocation of resources in the governance of private kindergartens. Early childhood education has an impact on lifelong development and affects the families of young children. Therefore, it is necessary to combine the actual development needs of early childhood education to guide the educational activities of private kindergartens, and guide private kindergartens to pay more attention to the development needs of young children in educational activities.

## **2.2 Pay Attention to the Operability of the Target**

The goal of government participation in the governance of kindergarten education needs to be operable. The goal requirements need to be specific to the actual work, and there are corresponding observation and quantitative evaluation standards. In the process of government participation in the supervision of kindergartens, the relationship between government governance units and private kindergartens is not a stable correspondence, and relevant government governance units need to manage all private kindergartens in the management area at the same time. The operable governance goal can provide a clearer direction for the optimization of the education quality of kindergartens, so that the government and kindergartens can form effective cooperative relations. Observable and quantifiable evaluation standards can play a role in the supervision of government governance, and governance units need to observe and evaluate the actual situation of private kindergartens through such standards, and select further optimization governance plans according to their results.

## **3. Integrate the Governance Content of Education Quality Assurance**

The governance content of kindergarten education quality has different dimensions, and it is necessary to pay attention to the quality of educational conditions, educational processes, and educational outcomes in combination with the actual implementation of early childhood education.

### **3.1 The Content of Governance of the Quality of Kindergarten Educational Conditions**

Condition quality is the most basic part of kindergarten education, including the physical environment of kindergarten, such as the building, living facilities, and teaching tools in the kindergarten, class size, the number of teaching staff and the level of qualifications, etc. First, we need to focus on private kindergartens that do not meet the standards. The school conditions of such kindergartens are affected by environmental and economic factors, and standardized governance requirements need to be put forward in combination with minimum standards. Secondly, kindergartens that have not been rectified in accordance with the standards for a long time need to be dealt with according to their actual conditions, and support can be provided in accordance with national policies when necessary. In addition, it is also necessary to consider whether the admission standards and admission procedures of the kindergarten meet the scientific requirements <sup>[1]</sup>.

### **3.2 The Content of Governance of the Quality of the Kindergarten Education Process**

The quality of the kindergarten education process can be understood through such observations about what kind of education kindergarten provides to young children and how it is provided. First, teachers in private kindergartens need to meet the requirements of early childhood education for teacher qualifications, and kindergartens should also provide corresponding professional rights and interests protection for teachers. According to regional education policies, attention can be paid to the teacher development needs of private kindergartens, and vocational training funds are provided for this part of preschool teachers. In addition, the special nature of early childhood education needs to be recognized. Kindergarten and family are the two most important activity environments for young children, and the educational status of young children will be affected by the behavior of parents in the family. Preschool teachers have received professional knowledge learning and qualification assessment, while most parents of preschool have limited knowledge of early childhood education, which can easily affect the effectiveness of family education behavior. To this end, the intervention of government governance needs to guide parents to correctly participate in early childhood education through social publicity, laws and regulations, and kindergarten governance, and preschool teachers provide necessary guidance for parents.

### **3.3 The Content of Governance of the Quality of Kindergarten Education Outcomes**

The results of the quality of education in kindergartens can be understood through the development of young children. In fact, there is a correlation between educational quality outcomes and the quality of educational conditions and processes. Through comparative monitoring, the children's admission and development status can be monitored separately, and the quality of educational results can be evaluated.

## **4. Clarify the Roles and Specific Responsibilities of Governance Entities**

In the governance of private kindergartens, the government needs to play the main role of governance guidance, and other entities participate in governance, paying attention to the market, social supervision, and self-management of kindergartens.

### **4.1 The Role of the Government**

The government needs to play a leading role in the governance of private kindergartens, with the government coordinating the demand and the supply of public services, and clarifying the responsibilities of different types and levels of government units in the governance of kindergartens. For example, the guidance and supervision of the governance of private kindergartens by the grassroots government is extremely important, not only to guide the specific kindergarten work, but also to pay attention to the overall situation of the early childhood education industry and private kindergartens in the region, and effectively maintain the norms of the industry and the corresponding market order.

### **4.2 Market Regulation Mechanisms**

Private kindergartens need to participate in the fierce market competition and have a profit purpose. A reasonable market regulation mechanism can enable private kindergartens to enter a standardized and relatively fair competition track. For example, in the education quality assessment of private kindergartens, government education units need to participate in the quality assessment and promote

the market benefits of the evaluation results. For example, by publishing the results of the assessment, it provides a basis for parents' educational choices. In addition, in the process of applying financial subsidies for private kindergartens, the evaluation standards can also be referenced.

### **4.3 Social Supervision and Regulation**

The participation of social supervision in educational activities and the mediatory role played by social organizations in them are extremely important. External social supervision mainly includes parental supervision, public opinion supervision, and public supervision of the education industry. Among them, the education industry has a more professional understanding of kindergarten education, and the role of this kind of supervision is more obvious. With the gradual development and maturity of China's education industry, there is a social professional quality that can participate in kindergarten education assessment, and government units can build cooperative relationships with such components to achieve effective management and grading <sup>[2]</sup>.

## **5. Apply Scientific Governance Tools**

In the governance activities of private kindergartens, it is necessary to select and apply scientific governance tools. The design, selection and specific application of governance tools are related to the actual situation of the governance object. The situation of kindergartens will change at different stages of social development, so it is necessary to pay attention to the optimization and updating of governance tools.

### **5.1 Governance Tools to Optimize the Quality of Educational Conditions**

With the standardization of the development of the early childhood education industry, the government needs to consider the impact of industry norms in the selection of tools for the governance of kindergarten education conditions. There are strict standards for the admission process and the qualifications of teachers in kindergartens. At the same time, considering the differences in the allocation of educational resources and economic development between different regions, the conditions for kindergartens can also be optimized through appropriate financial subsidies. Specifically, the admission standards of kindergartens need to consider the differences in educational development between urban and rural areas and the differences in geographical and natural environments, and formulate hierarchical access standards.

### **5.2 Governance Tools to Optimize the Quality of the Educational Process**

In governance, it is necessary to pay attention to the simultaneous participation of parents and public opinion. Parents of private kindergartens have a more detailed understanding of the kindergarten education process, so they can participate in the evaluation of the education process. To promote effective parental participation, kindergartens need to set up a reasonable mechanism for parent evaluation and participation, and teachers with professional education training will explain to parents and encourage parents to participate in governance activities. In many cases, social surveillance and participation in public opinion are not universal. To this end, the government departments involved in governance need to pay attention to the application of information tools, and pay attention to the process of kindergarten education by establishing an online public opinion supervision position <sup>[3]</sup>.

### 5.3 Governance Tools to Optimize the Quality of Educational Outcomes

The quality assessment of educational outcomes is difficult, and children's behavioural ability and cognitive level are not completely affected by kindergarten education. To this end, it is necessary to pay attention to the application of quantifiable information tools and establish a small childhood development archive information database for private kindergartens. To ensure the authenticity of information content, the relevant government governance scope needs to be involved in information collection activities, such as through supervision. In addition, according to the allocation of educational resources in different regions, it is necessary to provide corresponding vocational training guidance to improve teachers' professional level and ability to participate in teaching and research.

## 6. Conclusions

In the quality assurance of kindergarten education in China, the government plays a key guiding role and needs to pay full attention to government governance. The quality of private kindergarten education is an important part of achieving the goal of high-quality preschool education, and only by establishing a good external governance ecological environment can we promote its connotation construction. To this end, it is necessary to combine the actual development of private kindergartens, carry out the top-level design of the system, form a multi-subject co-governance pattern led by the government and interconnected with other stakeholders, and provide a more powerful guarantee for the education quality of private kindergartens.

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