

# **Brief Analysis of the Main Problems in the Management of Kindergartens and Corresponding Countermeasures**

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**Key words:** Kindergarten; Management; Problems; Countermeasures; Suggestions.

**Abstract.** Kindergarten education is an important part of preschool education. Kindergarten education has a great impact on elementary education and subsequent secondary education. However, there are some problems in the management of kindergarten education in China. This paper starts with the problems of kindergarten education management, and puts forward corresponding countermeasures, hoping to provide some reasonable suggestions for kindergarten education management.

## **1. Introduction**

As the basis of basic education, pre-school education, is an important part of the national education system, and is the beginning of lifelong education, and plays a fundamental role in students' life-long growth.[1]In recent years, as a major component of pre-school education, kindergarten education has played a more and more important role in the whole process of students receiving education. Our government pays more and more attention to kindergarten education, and has issued relevant policies to support and encourage the development of kindergarten education. The management system of kindergartens has been constantly improved, and the quality of education has been greatly improved. However, in the actual management of kindergartens, there still exist many problems because the management can not be implemented in place.

## **2. Definition of management of kindergartens**

Kindergarten management is a new science. At present, the history of kindergarten development in China is only more than 100 years, and kindergarten management has emerged with the political, economic and educational reforms in China in the past 20 years. Generally speaking, kindergarten management is a science that studies the internal management and rules of kindergartens with scientific methods. According to Japanese scholar Yoshihiro, kindergarten management is all the actions of kindergartens in order to achieve their goals, including human management, material management and management. Man's management refers to the management of kindergarten staff and children; property management refers to the management of kindergarten property, financial management and equipment management; operation and management involves all the work of kindergarten education, teaching, health care, general affairs and logistics.

## **3. The main problems of kindergarten management at present**

With the continuous progress of society, kindergarten management has gradually become the focus of the development of preschool education. With the development of preschool education, kindergarten management is gradually on the right track in terms of the scale and quantity of preschool education, but there are also some problems in the development.

### **3.1 Poor quality of managers and not scientific management methods and means**

In the current kindergarten management, the poor quality of kindergarten managers is a common problem. Some kindergarten managers, such as kindergarten principals, lack professional

knowledge, and academic certification rate is still very low and some of them lack systematic training. According to the survey of relevant data, nearly one-third of senior managers in kindergarten management in China have not carried out the relevant national certification of academic qualifications, and less than 30% of them have received professional training. They are not competent for the management of kindergarten teachers. The level of kindergarten management is low, and they still remain in a low level of experience-based management. Therefore, there are many problems in kindergarten management: managers lack specific and definite work objectives ; management efficiency is low ; managers can not distinguish which work is priority or focus; they lack “people-oriented” management concept, and commands are given priority to in the process of management; they lack systematic learning and training for the management of the kindergarten and therefore, it is hard to improve their own quality.

### **3.2 Insufficient internal management mechanism and poor timeliness of work**

The Regulations on the Management of Kindergartens and the Regulations on the Work of Kindergartens clearly stipulate that “the head of kindergartens is responsible for the overall work of kindergartens”, but in practical work, some kindergartens, especially some private kindergartens, will be restricted by their superior shareholders and leaders in their daily work management. With no decision-making power and obstacles, some important decisions are decided by the board of directors, and the head of kindergartens himself has poor executive ability, which results in a single and outdated form of work, poor innovation and poor timeliness. Because of the busy work, the chairmen and directors of kindergartens do not know the actual situation of kindergartens. They do not consider the actual situation of kindergartens when making some important decisions. The ideas of the head of kindergartens and teachers are often rejected. The head of kindergartens has no executive power and decision-making power in front of the staff.

### **3.3 Younger teaching staff, low professional accomplishment, little development opportunities and poor development platforms**

At present, the age of kindergarten teachers in our country is on the low side. Most of the teachers are post-90s graduates who graduate from the colleges shortly and lack certain management experience. Although young teachers are enthusiastic, energetic, innovative and have great affinity, they also have many drawbacks, such as lack of experience, lack of correct understanding and healthy development experience of children in preschool education, inadequate means of dealing with problems in the facing children’s age characteristics, and it is easy for them to be impulsive. It is not rational enough to correctly analyze and answer some questions raised by parents. Facing many problems in the development of kindergartens, professional training of teachers is the most important. However, with the growing size of kindergartens, there are few places for kindergarten teachers to receive training from higher authorities, and kindergarten teachers can not get enough professional training. The title of preschool teachers is another bottleneck hindering the development of teachers. Although the relevant documents show that preschool teachers will be able to assess their professional titles in the same way as primary and secondary schools in the future, the relevant policies have not been implemented, and teachers lack certain opportunities and platforms for development.

### **3.4 The evaluation criteria of kindergarten management not scientific enough**

To measure the quality of kindergarten management, scientific and reasonable evaluation methods are needed. [2] However, in the current management of preschool children, there is a lack of scientific evaluation criteria and evaluation system, which is embodied in the following points: firstly, the evaluation criteria is abstract, not specific, and lack of practical operability; secondly, the evaluation criteria in the rating lack of scientific methods and means is subjective; thirdly, it only pays attention to the result evaluation, ignores the process evaluation, and pays insufficient attention to the effectiveness and effectiveness of the management process, which makes the evaluation results unconvincing.

#### **4. Solutions to problems in kindergarten management**

In the process of kindergarten management, the author believes that the following countermeasures can be taken to solve the above problems.

##### **4.1 Changing the system and mode of kindergarten management**

Different from basic education and higher education, preschool education has its own characteristics, and kindergarten education can not be fully undertaken by the state. We encourage and support the development of kindergartens in various forms, support the coexistence of various types of kindergartens, actively mobilize various forces in society to undertake kindergartens, encourage conditional units to undertake kindergartens, and suggest that local educational institutions should make overall arrangements to guide conditional units to standardize some kindergartens. At the same time, early childhood education should be strengthened within the community, and various forms of early childhood activities, such as children's playgrounds and children's libraries, which should be encouraged to build within the community. Finally, we should change the traditional form of kindergarten, innovate the mode of kindergarten, establish characteristic kindergartens, such as boarding kindergartens, half-day kindergartens, innovate the form of kindergartens, and lay a solid foundation for the innovation of kindergarten management.

##### **4.2 Implementing the post responsibility system of the head of the garden and enhancing the autonomy of running the garden**

In the management of kindergartens, all kinds of kindergartens, whether private or public, implement the post responsibility system of kindergarten principals, which delegates the management authority of kindergartens to the principals and enhances the autonomy of kindergartens. The head of the kindergarten represents the kindergarten to the outside world who can lead and direct the work of the whole kindergarten in a unified way, and take full responsibility for the management of the kindergarten to the superiors. Due to the decentralization of higher leadership, kindergartens will also have more autonomy in the construction of their own characteristics. In kindergarten teaching activities, education and other aspects, the head of the kindergarten can adapt to local conditions and carry out activities suitable for the development of the kindergarten. The head of the kindergarten has the first decision-making power in the assessment of teachers rewards and punishments, appointment and removal.

##### **4.3 Strengthening teacher training, effectively carrying out teacher team building activities to solve teachers' worries**

In order to promote the professional development of kindergarten teachers, kindergartens should formulate teacher training plans, intensify the training of teachers, carry out "problem-based" kindergarten-based training for teachers, constantly improve teachers' educational concepts and enhance teachers' professional competence. The key teachers carry out the activities of "passing on, helping and leading" to guide young teachers and give full play to the leading role of the key teachers. To organize teachers to participate in other kindergartens' observation activities, and improve teachers' teaching level through teaching observation activities. Develop abundant teaching and research activities, encourage teachers to actively participate in seminars and discussions, and summarize experience, exchange and share in activities. [3] In order to improve teachers' theoretical level, teachers should be encouraged to read relevant theoretical books of kindergarten education during winter and summer holidays. At the same time, it is hoped that the relevant departments of the Bureau of Education can carry out the evaluation of kindergarten teachers' professional titles and solve their worries.

##### **4.4 Establishing a scientific management evaluation system**

In the process of kindergarten management, we should adopt systematic and scientific management methods, integrate management resources, and make a scientific evaluation of kindergarten work. In the specific work, kindergartens should proceed from the goal of management and accomplish

the following points in their work: first, evaluation criteria should be specific and practical; second, scientific and meticulous evaluation rules should be established, rating criteria should be transparent, and rewards and penalties should be clear; third, efforts should be made to strengthen the assessment of work process in peacetime, at an early age. In the process of kindergarten management, attention should be paid to both results and processes.

## 5. Summary

In short, in the current kindergarten management, although there are some problems to be solved, as long as kindergarten teachers continue to work hard and adopt scientific and reasonable ways to actively deal with these problems, we can promote the long-term development of early childhood education.

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