

Kindergarten Satisfaction and Existing Problem Analysis and Solution Suggestions from Children's Perspective

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Abstract: Paying attention to the research on kindergarten satisfaction from the perspective of children is an important way to respect children's rights and improve the quality of kindergarten education. This article uses literature analysis methods to sort out the main influencing factors of kindergarten satisfaction from the perspective of children from the aspects of quality of life, activity forms, interpersonal communication, teacher quality, material environment, curriculum and teaching. This paper analyzes the problems of kindergartens in aspects such as insufficient attention to children's perspective, single form of activities, and low material quality environment. Finally, this article puts forward corresponding suggestions from the perspective of solving existing problems in kindergartens.

Keywords: Children's perspective; Kindergarten satisfaction; Existing problems; Solution suggestions

1. Introduction

Kindergarten education generally refers to the education implemented for children aged three to six years old. It is the most important link in children's basic education. As one Nobel Prize winner pointed out, the most important things are learned in kindergarten ^[2]. It can be seen that kindergarten plays an important role in children's physical and mental development, and also plays an important guiding role in children's physical and mental enlightenment. Kindergarten is the first step for preschool children to receive basic education, and its educational significance is of great importance. Kindergarten satisfaction can not only improve the quality of its basic education, but also improve the reputation of the kindergarten, thereby improving the efficiency of the kindergarten. Therefore, the study of kindergarten satisfaction is important to the development of kindergartens.

Previous research on kindergarten satisfaction was either based on the perspective of parents or the perspective of internal staff ^[3]. Based on the suggestions of parents and internal staff, the kindergarten has improved the physical environment and teacher quality in the kindergarten. However, after the educational environment and teaching resources have been improved, children's needs for kindergarten are still not met, and children's enthusiasm for going to school is still low. When exploring the reasons for this phenomenon, it was found that this was because children's feelings were ignored when conducting kindergarten satisfaction surveys, and adults' feelings were chosen to replace them. However, because there is a big difference between a child's perspective and an adult's perspective, it is difficult for adults to restore children's perspective and feelings ^[1]. Therefore, it is necessary to explore what kind of kindergarten children like from the perspective of children.

2. Literature review

Previous research on kindergarten satisfaction and existing problems mainly focused on the perspectives of parents, staff and upper managers.

From the perspective of parents, Guo Wenbin and Su Meng (2020) used a questionnaire survey to find that the main factors that

affect parents' satisfaction with kindergarten include the level of kindergarten education, the level of childcare work, and the level of safety and security^[4]. In addition, Chen Li and Chen Suyuan (2023) found through surveys that the main factors affecting parents' satisfaction with kindergartens include communication quality, family communication quality, institutional hardware quality, kindergarten information reporting, etc.^[5]. Wu Pinda and Lin Zhongxing (2020 a; 2020 b) concluded through field surveys that infrastructure, teachers, dietary nutrition, health examinations, interest cultivation, and ideological and moral education are also important factors that affect parents' satisfaction with kindergartens^[6-7]. In studies by other scholars, the above factors have also been verified to be the main factors affecting parents' satisfaction with kindergarten^[8-9].

From the perspective of staff, Pan Yuqing and Su Xueyun (2022) concluded through a questionnaire survey that work connectivity during non-working hours is the main factor affecting classroom satisfaction with kindergartens, that is, teachers undertake work behavior through information equipment during non-working hours. This leads to a decrease in their satisfaction with kindergarten^[10]. Shen Yanhua (2022) used questionnaire surveys and interviews to conclude that training opportunities, teacher salaries and organizational climate construction are factors that affect kindergarten satisfaction^[11]. In addition, the principal's leadership style, management methods and management concepts are also the main factors affecting kindergarten satisfaction^[12-13]. Based on the perspective of kindergarten caregivers, Cui Ning (2022) concluded through interviews and questionnaires that kindergartens should improve the salary and social status of caregivers, and improving kindergarten environmental facilities is the main factor affecting kindergarten satisfaction^[14].

From other perspectives, scholar Lillian Katz (1993) based on the top-down perspective of superior managers or plan approvers, found that space per child and equipment standards are also factors that affect kindergarten satisfaction. From a social perspective, the functional environment of kindergartens that can meet the needs of social development is also a factor that affects kindergarten satisfaction.

To sum up, from the perspective of parents, staff and other perspectives, material, security and educational level factors are the most important. However, these factors deviate from children's own concerns. Therefore, this article hopes to further explore the factors that can improve kindergarten satisfaction from the perspective of children, who are the main subjects in kindergarten education.

3. Factors influencing kindergarten satisfaction from the perspective of children

Through the method of literature review, this article summarizes the following factors for evaluating kindergarten satisfaction from the perspective of children.

In terms of quality of life, eating and sleeping environment are the main factors. From a child's perspective, they want a quiet bedroom environment, curtains of their favorite color, and close-fitting bedding with bright colors and favorite patterns. In terms of meals, from the perspective of children, they hope that the dishes will be complete and nutritious, have their own favorite dishes, and be accompanied by family members or companions^[16].

In terms of activity formats, they mainly focus on game time and special courses. In terms of game time, children hope to have fun toys and fun games, such as throwing sandbags, single-plank bridges, eagles catching chickens, etc. Not only do they want to play for long periods of time every day, but they also prefer to be able to play in open spaces such as downstairs and outdoors. At the same time, I hope to be free from the supervision of teachers. In terms of special courses, children's understanding of learning knowledge is obviously different from adults. They believe that writing classes, painting classes, dancing classes and other courses are all forms and courses for learning knowledge. Compared with boring English and highly logical thinking mathematics, children prefer to offer sports, art and music. Courses^[15-16].

In terms of interpersonal communication, the main focus is on the relationship with teachers and with peers. First of all, in terms of the relationship with the teacher, children hope that the relationship with the teacher is like a friend, who can provide encourage-

ment and do not communicate in a reprimanding tone. In the relationship with peers, children like to have many peers to participate in kindergarten activities, and hope to have a good relationship with them during interactions. In terms of companion needs, they not only hope that there will be many companions in the kindergarten, but also hope that the companions can play, sleep, eat and other activities together. In addition, in the process of getting along, children hope to establish good friendships and expect their peers to be friendly, loving, civilized, not fight, etc. during the interaction [15-16].

In terms of teacher quality, the image and attitude of teachers are the main focus. In the eyes of children, the teacher in their mind has a good attitude and behavior. They need to have a good personality, be patient, have a sense of responsibility, know a lot of knowledge, and like to care for children. In addition to basic care and education abilities, children hope that teachers can have some “specialties”, including painting, braiding, dancing, storytelling, etc. In terms of image, children like beautiful teachers, including the teacher’s appearance, dress, hairstyle, hair accessories, etc. It is best to conform to the aesthetics of young children. For example, girls like Princess Elsa, pink things, shiny elements with diamonds, etc. Boys may like Ultraman, Captain America and other anime elements. [15]

In terms of physical environment, the difficulty and function of materials and equipment are mainly the main factors. In terms of the difficulty of reading materials, children hope that the words should not be too frequent and the difficulty should not be too great. They should buy materials that are suitable for children and convenient for children to read. In terms of the layout of facilities and materials, children pay more attention to the two dimensions of vision and convenience. In terms of vision, children like a high, side view. For example, the top of a play structure or a location overlooking the kindergarten and passing vehicles, people and other young children’s behavior. In terms of convenience, first of all, between different play facilities, children also hope that each facility will not be too far from the class. At the same time, the orderliness of the placement of materials is also very important. Children want materials to be classified and arranged neatly to make them easy to find and use. In terms of maintenance and cleaning of facility materials, children pay attention to whether construction materials are easy to assemble and whether structures are easy to preserve, including the durability and usage status of toys, and whether living facilities are in good performance and used normally. In addition, children are also concerned about the cleanliness and hygiene of play equipment after use. In terms of difficulty in outdoor environments. Children prefer “faster” and “more exciting” play facilities. Specifically, they are adventurous and challenging game facilities, while slides, swings, climbing bridges, etc. are generally considered too difficult by children. In terms of the function of the wall environment, children pay most attention to the practicality of the environment, including wall environments that can play a practical role in daily learning and life. Next is the game or learning function, and finally the decorative function [1, 17-20].

In terms of curriculum and teaching, children prefer interest classes that are consistent with their own wishes and are more interesting and playful. Secondly, there are special classes with strong knowledge, such as English, mathematics, reading, etc., but the reason may be due to the influence of parents or teachers. [15]

Children’s satisfaction with kindergartens mainly focuses on quality of life, activity forms, interpersonal interactions, teacher quality, physical environment, curriculum and teaching. These aspects differ from the adult perspectives of parents and kindergarten teachers.

4. Analysis of existing problems in kindergartens from the perspective of children

Insufficient attention has been paid to kindergarten satisfaction from children’s perspective. In terms of adopting the opinions of kindergartens, kindergartens pay more attention to the ideas of parents and kindergarten teachers. Parents are highly concerned about kindergarten teaching level and safety and security factors [4], while teachers are highly concerned about kindergarten salary and social status factors [14]. Kindergarten usually adopts these opinions [and improves the environment and system. However, the main subjects of kindergartens are children. What children pay attention to are the interesting and fun game facilities, curriculum content,

and delicious meals in kindergartens ^[15-16], which are obviously different from the concerns of parents and teachers. Therefore, even if the satisfaction of parents and kindergarten teachers has been improved, the situation of children's low satisfaction with kindergarten has not been improved.

The activity content is relatively single and boring. First of all, the game forms are not diverse. The existing games in some kindergartens are still mainly traditional slides and seesaws, and there is a lack of innovative game forms. Secondly, parents hope that kindergartens will pay more attention to children's knowledge learning. In order to satisfy parents, kindergartens have opened many knowledge courses, such as mathematics and English, thus reducing game time and special courses. However, children like a variety of game forms, can play for a long time, and like interesting special courses, such as art, music, and handicraft classes ^[15-16]. The activity content of kindergarten cannot meet children's needs and interests, so they are not very satisfied with kindergarten.

The quality of the physical environment of kindergartens is not high. This is specifically reflected in three factors: difficult learning materials, poor decorative properties of materials, and inadequate cleaning and maintenance. The difficulty of learning materials is mainly reflected in the fact that some kindergartens may choose learning materials with a large amount of literacy, or even bilingual and full-English books, in order to uniformly purchase learning materials and match the curriculum offering, which does not match the abilities of children in the enlightenment stage. The poor functionality of wall decoration is mainly reflected in the fact that the design of kindergarten walls usually consists of static displays, incomprehensible text, and content irrelevant to learning and life, causing children to think that the wall environment is useless. Insufficient cleaning and maintenance is reflected in the fact that kindergartens do not pay attention to the cleaning of materials and facilities by children from the perspective of children. Kindergartens generally focus on regular inspection and disinfection of materials and facilities, ignoring the cleaning of ants and insects that children are afraid of. In addition, kindergartens may lack challenging game facilities due to financial constraints, and they also lack areas that are conducive to children observing their surroundings.

The "specialties" of kindergarten teachers still need to be enriched. Lack of creativity and no activities to spark children's interest. There are deficiencies in the ability to manage and organize children. Lack of effective communication skills makes it difficult to communicate from a child's perspective.

5. Suggestions for existing problems in kindergartens

Kindergarten should pay attention to the main body of children and look at issues from the perspective of children. Kindergartens can understand children's preferences and needs through regular friendly communication with children. In addition to the needs of parents and teachers, the environmental facilities of kindergartens must also be improved based on the needs of children. First, get children's advice through regular friendly conversations. Secondly, kindergartens can use games and simulations of daily situations to guide children to make suggestions for improving the environment. In addition, their specific needs and interests can be obtained by observing behavior and listening to their needs. At the same time, children's opinions can also be obtained indirectly from parents' mouths.

Kindergarten should pay attention to whether the content of children's activities is rich and innovative and can meet the needs of children. First of all, kindergartens can set up more rich game projects that children like, such as role-playing and visiting the zoo. Secondly, kindergartens can extend the time for children's activities; adjust the structure of courses offered, reduce academic courses, and add special interest courses, such as handicraft classes, baking classes, life skills training, etc.

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