

Problems and Countermeasures of Preschool Education Management

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Abstract: Nowadays, the younger generation of parents are worried about the management of preschool education. So, the purpose of the article is to reveal the problems existing in preschool education management, and put forward corresponding solutions, to achieve effective improvement of educational management, to assist the current and future management in the school (kindergarten) to provide a variety of forms of management programs. The content of this article will involve preschool education management, school management, and some problems existing in management, etc. The core of the content around the “*Kindergarten Work Regulations*”, take the actual situation of kindergarten, four participating teachers analyzed four representative literatures together, to analyze the actual problems existing in preschool education management. In the literature review of this paper, several articles on preschool education management are elaborated, and the views and viewpoints on education management are described. This not only understands the management countermeasures, but also studies the development trend of preschool education. In this paper, literature analysis method is adopted to process the collected educational management literature, and content analysis method is used to express the analysis results in the form of charts.

Keywords: Education management; Manage countermeasure; Preschool Education; Preschool education management

1. Introduction

1.1 Background of the study

In the history of the development of preschool education, the theory of the new progress of the development of preschool children has stood firm on the road of education reform. The educators represented by Dewey and Rousseau have given people a new understanding of preschool children. In the 20th century, the “Copernican change” occurred to let children in social status, making the respect for the subject construction of children and the importance of children’s spontaneous activities and games become the key in preschool education management.^[1]

Certainly, Preschool education is the top priority of basic education and the foundation of improving the quality of the whole people. In recent years, the development of preschool education in China is constantly improving. The policy documents issued by the government emphasize “improving the popularization of preschool education”. Under the promotion of a series of policies, the popularity of preschool education has achieved certain results: the number of new kindergartens, and the scale of kindergarten teachers is expanding, and the enrollment rate of children is also constantly improving. However, the current management of preschool education is a weak link in development: The management mechanism of preschool education has loopholes, and the related educational management is inappropriate.

Part of the problems existing in the new period of preschool education are shown in the following aspects: first, some children because of the level of teachers can not meet the teaching requirements, part of the teachers theory and practice disjointed, weak scientific research ability. Second, there are problems in the teaching content of some kindergartens, and the curriculum does not conform to the objective laws of children and adults. Third, some teachers because of the old management concept, management means is not scientific. The various performances listed reflect some problems in educational management.

1.2 Aim and objective

In recent years, with the increase of newborns, the enrollment rate of preschool children has been improved, as well as the increase of legislative support and administrative research on the importance of preschool children’s education, so that the management mechanism and way of preschool education has been paid more and more attention. About perfecting the related education management system, and also in constant exploration.

So, the aims of article is :First of all, after discussing and understanding the management system of preschool education, this paper tries to accurately and clearly analyze the problems related to preschool education management, on this basis, it is discussed the content research of preschool education management. Then deeply analyzes the factors that affect management, and explores the strategies to solve the problems of preschool education management. Finally, the development of preschool education to provide management information content needs countermeasures and suggestions for gradual improvement, make a contribution to the construction of preschool education management in the future.

1.3 Definition of Term

The following definition are provided to clarify terminology used in this research study.

Preschool education---- Preschool education is the beginning of children's education. Reasonable preschool education can make children's future development have a good start. Therefore, the country and parents attach great importance to children's preschool education.

Preschool education in broad sense refers to the activities that can affect and promote children's physical growth and cognition, emotion, will, character and behavior. In the narrow sense, preschool education refers to the integration of preschool educators' resources around children, and the development of 0-6 years old children with a purpose, planned, systematic influence activities.^[2] Formally speaking, China's current preschool education mainly includes family education, preschool education institutions.

Preschool education refers to the education of children from birth until they enter primary school at the age of six. For a long period of history, young children in all countries were raised at home. It was not until the beginning of the 19th century that preschool education institutions -- kindergartens came into being, with various forms, including families, individuals, institutions, enterprises and governments.

Preschool education management---- Preschool education management is an integral part of the whole education management.^[3] It is based on a management concept and the combination of education, preschool education is the administrative personnel and preschool education institutions managers follow the national policy, guided by the management principle, adopt scientific management methods, will the people of the preschool education, wealth and physical resources such as the reasonable organization, arouse enthusiasm, quality and efficient to form a mechanism to achieve the training objectives.

Simply speaking, it is the science of preschool education management phenomenon and its laws.

Manage countermeasure---- A strategy adopted by the organization to manage work or tasks. In the research work, the influence of political and economic factors on the task should be considered. The strategy of educational management should determine the management goal, construct the educational structure and choose the management strategy.^[4]Therefore, educational management is an inevitable basic research content.

The management strategies in preschool education, in addition to the corresponding rules and regulations formulated by the government, also include the management methods in kindergartens.

1.4 Research questions

The main research issues in this paper include:

Research question One

In recent years, every place a large number of kindergartens have been built. Why only pay attention to the rate of preschool enrollment, but ignore the quality of education management?

Research question Two

What are the main problems facing preschool education management?

Research question Three

In the preschool education, How to adjust good education management, and what should corresponding countermeasures include?

1.5 Methodology

1.5.1 Research Design

This research design uses literature analysis to analyze effective information about educational management, to complete the first research problem (Why only pay attention to the rate of preschool enrollment, but ignore the quality of education management?), four core literatures were seized and effective content information points were obtained from the literatures, then use content analysis, and express the results of content analysis in the form of charts, so as to get the relevant content of the second question (What are the main problems facing preschool education management?). According to the summary of questions 1 and 2, use the chart obtained from the content analysis and the guidance of the instructor to study the third question (How to adjust good education management, and what should corresponding countermeasures include?).

1.5.2 Participants

This paper is based on team projects, four core articles were used for analysis, with the assistance of the instructor and four teachers to ensure the consistency of the research project content.

1.6 Assumptions

The study operated under the following assumption: Four articles on preschool education management were selected as representatives.

2. Review of the literature

2.1 Preschool education related management policy

November 8, 1979, after the reform and opening up of our country promulgated the first *Preschool Education Department Regulations*, the Ministry of Education printed and distributed "*Urban kindergarten Work Regulations (trial draft)*".

On October 24, 1988, the State Education Commission promulgated the Interim Provisions on the Management of Teaching in Running Schools by Social forces, which standardized the establishment of kindergartens by social forces.

On September 11, 1989, the State Education Commission promulgated the "*Regulations on the Management of Kindergartens*". This is the first pre-school education administrative regulation approved by The State Council since the founding of the People's Republic of China.

On March 9, 1996, the State Education Commission promulgated the "*Working Regulations for Kindergartens*", revising the "*Working Regulations for Kindergartens (Trial)*" issued by the State Education Commission in 1989.

In 2007, the Ministry of Education issued a *Notice on Strengthening the Administration of Private Preschool Education Institutions*.

Wang Xiaofei and other scholars believe that the problems existing in the development of preschool education are closely related

to the government and law.^[5]It can be seen from the list of relevant legal documents related to preschool education management that the faster China's preschool education, the more attention is paid to laws and regulations, and more attention is paid to children's development and rights and interests protection. Now the young generation of parents pay increasing attention to preschool education, causing the country and the educational field to realize the important role of preschool education management.

2.2 Preschool education management related theoretical research

There are still traditional problems in the development of preschool education in China, methodological problems and so on. Speaking fundamentally, everything about preschool education is centered on children, as the core of education. Modern preschool education in Our country is developed and strengthened by learning foreign experience.

At present, the main theories are Froebel education theory, Montessori education theory and so on. It can be seen that their classical theory has great influence. ^[6]China's local preschool education management theories include Chen Heqin's live education theory, Tao Xingzhi's life education theory, Yan Yangchu's civilian education theory and so on. However, in view of the problems existing in China's current preschool education management, maintaining the propaganda of Chinese culture and strengthening the diversity of knowledge, followed by scientific reference, will better guide the reform of today's preschool education.

2.3 The practical guiding significance of "Kindergarten Work Regulations"

Kindergarten Working Regulations are the first rules and regulations to regulate the internal education management of kindergartens in China, as well as an earlier management charter in the field of basic education, which has played an important guiding role in the 20 years since its release.^[7]

At the same time, there are new changes in the management system of kindergartens. The National Education Commission is in charge of the management of kindergartens nationwide. Local people's governments at all levels actively cooperate with the hierarchical management and adopt the way of division of responsibilities to promote the comprehensive development of kindergarten management. In the new regulations, the tasks of kindergarten education, anxiety, management and other content of the corresponding norms and requirements, in order to strengthen the scientific management of kindergarten, to improve the quality of early childhood education in China to promote children's physical and mental health.

For the government, the formulation of the new version of the regulations not only strengthens the awareness of preschool education management, the subjective consciousness of preschool education can also focus on the needs of the current social talent, combined with the development of China's education, seriously the development of China's preschool education better

3. Methodology

3.1 Selection of Participants

Participants selected mainly four articles to research: Improving China's preschool education management system(Pang Lijuan); Preschool education problems and countermeasures of government management research (Chen Hong); The content of the legislation of preschool education research(Wang Xiaofei); Main problems and challenges facing the current management system of preschool education(Wang Zengping).

3.2 Data collection

First, this paper collected and organized the current situation of preschool education management from four aspects: the legislative policies of the national of Education, the national government perspective, the problems of national preschool education management system and the current situation of national local education.

	Analysis of the situation	Analysis of the situation	Analysis of the situation
The legislative policies of the national of Education	The legislative system for preschool education has been gradually improved.	The standardization of preschool education legislation has been recognized by the public.	Preschool education policies were further strengthened.
The national government perspective	The development of preschool education management system lags behind.	Management configuration is not reasonable, so that the management of preschool education is not clear.	The center of management responsibility is too low, so that the management is not coordinated.
The problems of national preschool education management system	There are not enough kindergartens in some areas.	The shortage of teachers in some areas.	There are problems in the allocation of educational resources.
The current situation of national local education	Public kindergartens develop slowly and cannot meet people's needs.	Local governments have not carried out management work, preschool education management is still based on the old standard.	Preschool education administrators are less educated, and there are fewer managers in the system.

Table 1 Preschool education management current situation analysis chart

Then, The different aspects factors affecting educational management are summarized in the literature.

3.3 Data analysis

Through the use of content analysis, a preliminary understanding of the status of preschool education management: the unclear

responsibilities of the government make the development of preschool education management system lag behind, and the allocation of hierarchical management is unreasonable, leading to the suspicion that the management personnel are not specific, thus the education management is not coordinated, In the educational management system, the number of kindergartens is not enough, the shortage of teachers and other problems. This series of problems will affect the local government's attitude to preschool education management. Reflecting the government's weak strength, the slow development of kindergartens, unable to meet people's needs for preschool education; local governments have not carried out management work, and educational management methods are still applied according to the standards of the old way.

However, preschool education management this series of current problems, is produced by different factors: social, political, demographic and change factors. The author will affect the factor is divided into four points is principled. In table, Social factors account for a high proportion because it involves many things, such as economic, culture, political, moral and so on. The visible in the research contents, the laws governing preschool education, the course of the country's development, are being influenced at any time; and change factors, you can see it everywhere, and the things at your fingertips will affect education management, like a times, from ancient times to modern times education management developed, or a change, environment in space. The impact of population change on educational management cannot be ignored, in order to encourage the young generation to give birth and slow down the aging population, China has put forward and implemented the three-child policy in recent years.^[8] The government increased a large number of kindergartens, but the actual situation oversupply, people's demand is not high, the public reflected the preschool education management is not careful, management services are not in place and so on evaluate. Preschool education management and political factors have a certain relationship, although the proportion of political factors is not high, but play a key role, It must emphasize the implementation of government responsibility to manage the allocation of resources in a balanced manner, make the government administrate more credible.

Degree of influence of factors

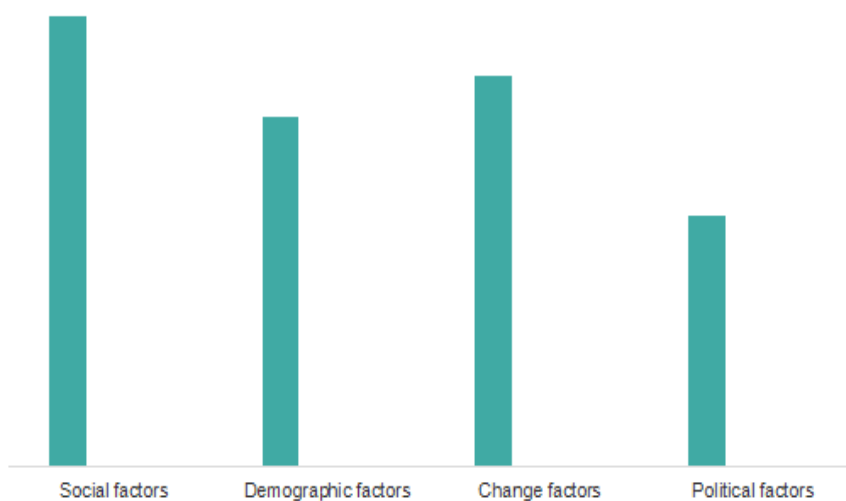


Table 2 Factors affecting preschool education management

3.4 Summary

In the long-term process, the weak strength of preschool education teachers has become a consensus, the problem of management is not well adjusted, there is no exact management scheme that can be implemented, and the relevant education departments do not have too much in-depth understanding of the content preschool education management, and there is no consistent development between legal policies and actual educational management.^[9] This section analyzes the current situation of the main problems in depth, and puts forward suggestions and countermeasures for preschool education management in the next section.

4. Results

In the development of preschool education in China, and its management system problems didn't get very good solve, such as government support, education management does not reach the designated position, etc., this requires the education sector and the government should play its positive role, preschool education management is reasonable or not, for the development of preschool education has a regulation, control the important role of, so, In the management of preschool education problems and deficiencies, we must make timely decisions to solve.

4.1 Preschool education manage countermeasures

We will transform the way government is managed and expand the channels of management and services. Improve the management system, strengthen the construction of kindergarten teachers, kindergarten conditions and other aspects of management

and supervision, at the same time, the government should establish a feedback system, will check the results to make timely feedback, to ensure the steady development of preschool education.

Policy trend requires the government to attach importance to preschool education management. In the report of the 17th National Congress of the Communist Party of China, "Attaching importance to preschool education" was proposed in the report of the 18th National Congress of the Communist Party of China,^[10] on this basis, "preschool education" was proposed in the report of the 18th National Congress of the Communist Party of China. Thus, there was an office dedicated to managing preschool education, which was also a major challenge.

Enrich the connotation of education and improve the quality of management. In the era of Internet plus, more attention is paid to enrich the connotation of education management, the implementation of education management is very important to the growth of children. The process of management awareness requires constant trial and error, which is an important stage for preschool educators.^[11] Accordingly, we should fully realize the significance and value of educational management in preschool education.

Enrich simulation teaching and optimize educational management. Now, to make full use of information technology to simulate the teaching situation,^[12] so that teaching falls on a key point, can be further carried out to meet the needs of children, mobilize the enthusiasm of children

4.2 Recommend

Planning the next few years, the development of China's preschool education is one of the important content, if China's preschool education well, the development of planning and to meet the growing needs of the people, we must find the crux of the problem, look for the target.

One, accelerate the process of legislation of preschool education, promote the development of preschool education is more scientific and standardized management, second, to establish the government, society and family share the preschool education and childcare service cost, the mechanism of three, preschool education through various channels to raise funds, encourage conditional enterprises and institutions provide childcare subsidies for employees, four, management strategy, to enhance the management ability of teachers. Fifth, clarify the government's management functions of preschool education, establish and improve the departmental communication and coordination management system.^[13] last, It is clear that the focus of the reform of learning and education management system lies in the double upward movement of management subject, center and financial security center

5. Summary and Conclusion

5.1 Summary

To sum up, the national macro management of preschool education, local education administration and enterprises and institutions and other kindergarten sponsors of preschool education management and micro management of specific kindergartens and other preschool education institutions, so that preschool education management in the work face great pressure. As a teacher, according to the development direction of modern education, effectively adjust the educational management structure, improve the innovative level of education, to meet the needs of modern education development.

As curriculum constructors, especially the business management departments of preschool education, they should have the courage to assume the role of education engineers and rationally organize and utilize the local high-quality education resources. As the administrator of preschool education, we should perfect the education management and realize the value system of preschool education. The development of preschool education plays an important role in regulating, controlling and leading the management system of preschool education. Therefore, the management department of preschool education should strengthen the leadership and management functions, strengthen the implementation of management in the "Kindergarten Work Regulations", must timely solve the problems and deficiencies in the management of preschool education.

5.2 Conclusion

The management of preschool education is an important work in preschool education, and it is also a problem that needs to be paid great attention to by all parties, coordinate educators at three levels to complete the construction of appropriate preschool education engineering map, truly realize the integration of theory and practice, and promote the coordinated development of education management and the healthy development of preschool education to the greatest extent.

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