

# Analysis of The Occupational Mobility of Rural Preschool Teachers in Guizhou from The Perspective of Life Course Theory Based on Multi-Factor Statistics

Ren Chunmao

School of Teacher Education, Zunyi Normal University, Zunyi, Guizhou, China

Corresponding author: Ren Chunmao

**Abstract:** A stable team of preschool teachers is the guarantee for the development of rural early childhood education. Based on the life course theory, the survey of 224 rural preschool teachers in Guizhou Province found that 62.05% of rural preschool teachers without professional mobility were affected, and 37.95% of rural preschool teachers had the willingness to work due to individual family factors, kindergarten factors, and social factors.

**Keywords:** Life Course Theory, Rural Preschool Teachers, Career Mobility Willingness

In recent years, with the deepening of people's attention to rural preschool education, China's rural preschool education has made great progress, and a large number of preschool undergraduates have entered rural kindergartens, injecting vitality into the development of rural kindergartens. However, due to various factors, the development of preschool education in Guizhou Province is relatively lagging behind, especially in rural preschool education in Guizhou Province "Short Board". In order to further improve the level of rural preschool education in Guizhou Province, in 2017, the General Office of the Guizhou Provincial Government issued the "Implementation Opinions of the Third Phase of Preschool Education Action Plan in Guizhou Province", which emphasized that "qualified teachers should be supplemented for kindergartens in rural and remote and poor areas through various means". This provides an opportunity for the development of rural preschool education in Guizhou Province, however, whether these preschool teachers are willing to take root in rural kindergartens directly affects the improvement of the quality of rural preschool education in Guizhou Province. Based on this, this study starts from the theory of life course, takes rural kindergarten kindergarten teachers in Guizhou Province as the survey object, and understands the current situation of the professional mobility of rural preschool teachers in Guizhou Province.

## 1 Results of The Investigation

The questionnaire of this study is divided into three parts, the first part is the basic situation of the individual, the second part is the basic situation of the work, and the third part is the

willingness to move through the profession. The reliability test of the questionnaire was performed by SPSS, and the reliability was 0.878 and the validity was 0.881, indicating that the questionnaire had good reliability. Since the respondents of this survey are rural kindergarten teachers in Guizhou Province, these preschool teachers are relatively scattered, so this questionnaire is mainly released through the online platform (questionnaire star), a total of 224 questionnaires and 224 valid questionnaires.

(1) Statistics on the basic situation of individuals

From Table 1, it can be seen that of the 224 rural preschool teachers who participated in the survey, there were 222 female teachers, accounting for 99.11%, and only 2 male teachers, and the age distribution of these teachers showed a trend of rejuvenation, accounting for 79.91% between the ages of 20 and 30. From the perspective of academic qualifications, the rural preschool teachers in this survey are mainly based on this specialty (accounting for 96.43%), of which the undergraduate degree has reached 71.43%, which is due to the vigorous training of preschool teachers in China in recent years, and the improvement of academic qualifications has also brought about an increase in the income of rural preschool teachers, and the survey found that the general income of rural preschool teachers can reach more than 3000 (accounting for 79.91%), and more than half of the teachers (52.68%) can reach more than 4000. Most of the teachers participating in the survey are new teachers with less than 5 years of teaching experience (accounting for 75%), and more than half of them are unmarried (accounting for 55.36%).

Table 1 Statistics on the basic situation of individuals (N=224)

variable	Value	Proportion (percentage)
gender	man	0.89
	woman	99.11
age	Under 20 years of age	0
	20-25 years old	35.27
	25-30 years old	44.64
	30-35 years old	17.41
	35-40 years old	2.23
	Over 40 years old	0.45
	Junior high school and below	0

Degree	High school (vocational high school or secondary school)	3.13
	college	25
	undergraduate	71.43
	Graduate and above	0.45
Seniority	1-5 years	75
	5-10 years	23.21
	10-15 years	0.89
	More than 15 years	0.89
marriage	unmarried	55.36
	married	44.64
revenue	Less than 2000 yuan	7.14
	2000-3000 yuan	12.95
	3000-4000 yuan	27.23
	More than 4000 yuan	52.68

(2) Statistics on the basic situation of the work

From the statistical results of Table 2, it can be seen that most of the respondents in this survey belong to public kindergarten teachers (accounting for 95.98%). From the specific work content, 79.02% of the 224 teachers surveyed are front-line teachers, and 20.98% of teachers are engaged in kindergarten management. Whether it is front-line kindergarten teachers or kindergarten administrators, 66.97% feel that the kindergarten

work pressure is relatively large, and 59.38% of preschool teachers have not been promoted during their work, and 15.18% of preschool teachers have not participated in any level of continuing education and training. For interpersonal relationships, the survey found that the vast majority of teachers (88.39%) can get along with most colleagues in a friendly way, and 93.75% of preschool teachers can get along with young children more friendly.

Table 2 Basic work statistics (N=224)

variable	Value	Proportion (percentage)
Kindergarten nature	Public kindergartens	95.98
	Private kindergartens	4.02
Specific work	Kindergarten administrators	20.98
	Frontline teachers	79.02
Working pressure	Very big	29.02
	Relatively large	37.95
	So so	31.7
	It's easier	0.89
	Exceptionally relaxing	0.45
Promotion	Yes	40.62
	No	59.38
Participation in the highest level of training	No involvement experience	15.18
	Township level	12.5
	County	38.39
	Municipal level	16.07
	Provincial level and above	17.86
Relationships between colleagues	Get along well with everyone	51.34
	Get along well with most people	37.05
	Average relationship with everyone	7.59
	In addition to working relationships, there is little contact with colleagues	4.02
	It is difficult to get along with colleagues	0
Teacher-child relationship	Very nice toddlers	64.29
	Get along well with young children	29.46
	Get along with young children in general	5.36
	Toddlers don't seem to like me very much	0.89
	Don't like each other with toddlers	0

(3) Statistics on the willingness to move through occupations  
The willingness to move through careers is a trend of thought that workers show before making a decision on career mobility based on the consideration of various factors such as themselves, their families, and society. [1] Of the 224 rural kindergarten teachers in this survey, 85 have the willingness to work, accounting for 37.95%, and 139 have no willingness

to work, accounting for 62.05%. Among them, a further survey of preschool teachers with professional mobility intentions found that 67.06% of teachers hope to complete career mobility by changing careers, and 32.94% of preschool teachers hope to achieve their career mobility by transferring to kindergartens. For the way of career mobility, 36.47% of teachers hope to be deployed through organization, and

61.17% of teachers hope to achieve career mobility through their own efforts, such as civil servant examination, examination and research, further education, etc. (see Table 3).

Table 3 Statistics on occupational mobility (N=85)

variable	Value	Number	Proportion (percentage)
The direction of career mobility	Transfer to kindergarten	28	32.94
	Switch	57	67.06
Career mobility pathways	Organization provisioning	31	36.47
	Find a way out for yourself (civil servant examination, further education, etc.)	52	61.17
	Find a family member or friend for help	1	1.18
	other	1	1.18

## 2 The Influencing Factors

Life course theory focuses on the influence of individual life events, social environment, age stage, individual characteristics, etc. on teachers' professional mobility. Based on the individual characteristics of rural preschool teachers, this paper mainly discusses the factors affecting the professional mobility of rural preschool teachers from the aspects of individual and family factors, kindergarten factors and social factors of rural preschool teachers.

### (1) Individual and family factors of preschool teachers

From the perspective of life course theory, an individual's age, education, marital status, etc. are all important factors affecting their life trajectory. Related studies have shown that the age factor plays an important role in occupational mobility, and this survey also found that 85.89% of rural preschool teachers with occupational mobility willingness are as old as 20-30 years old, and through SPSS analysis, it is found that the occupational mobility willingness of rural preschool teachers has a very obvious relationship with age size ( $P=0.013<0.05$ ). Academic qualifications are an important guarantee for engaging in a profession, the survey found that among the 85 rural preschool teachers with professional mobility willingness, undergraduate degree accounted for 81.18%, which shows that the level of academic qualifications largely determines whether people have the initiative to freely choose their jobs, further analysis found that the professional mobility of rural preschool teachers is significantly related to the academic qualifications of rural preschool teachers ( $P=0.007<0.01$ ). Of the 224 rural preschool teachers in this survey, 124 are unmarried and 100 are married, among the 85 rural preschool teachers who have the intention of professional mobility, 53 unmarried rural preschool teachers have the willingness to work, accounting for 62.35%, and further investigation shows that among the family factors that affect the willingness of rural preschool teachers to move professionally, family life factors are the most important (accounting for 74.12%) (see Table 4).

Table 4 Statistics of family factors influencing the willingness of rural preschool teachers to mobility by profession (N=85)

variable	Value	Proportion (percentage)
Family Factors Affecting Career Mobility (Multiple Choice)	Factors of family life (e.g., child rearing, support for the elderly, etc.)	74.12
	Psychological factors (e.g., fear of loneliness, inability to accept separation)	44.71
	Child education factors (e.g., family education needs or schooling needs)	43.53
	other	0

### (2) Kindergarten factors

Kindergarten is one of the main venues for the work and life of preschool teachers, which affects the growth direction of preschool teachers' living bodies. The factors leading to the professional mobility of rural preschool teachers should be multifaceted, and the researchers investigated the teaching conditions of kindergartens, kindergarten management methods, kindergarten work pressure and kindergarten interpersonal relationships, and the results are shown in Table 5. The survey found that due to the relatively remote geographical location of rural kindergartens, their kindergarten teaching conditions are poor, making some teachers reluctant to stay in rural kindergartens (accounting for 50.59%), coupled with the cumbersome nature of kindergarten education work, the immaturity of children's physical and mental health, etc., making the work pressure of preschool teachers relatively large (accounting for 75.29%), as well as the unreasonable management of kindergartens for teachers (accounting for 48.24%), etc., these factors greatly affect the professional mobility of preschool teachers.

Table 5 Kindergarten factors influencing the willingness of rural preschool teachers to work mobility (N=85)

variable	Value	Proportion (percentage)
Kindergarten factors that affect the willingness to move through the profession (multiple choice questions).	Kindergartens lack good teaching conditions	50.59
	Kindergartens manage teachers in an irrational manner	48.24
	Work in kindergartens is stressful	75.29
	Colleague relationships are complex	16.47
	Tensions with leaders	14.12
	And the rest	0

### (3) Social factors

From the perspective of the pursuit of life course, any social group expects social value recognition, which undoubtedly

needs to be realized through social status, salary treatment, social expectations, etc. [2] As a unique group, rural kindergarten teachers are willing to take root in rural kindergartens, which is the guarantee of the quality of rural early childhood education and the key to comprehensively improving the quality of preschool education. The survey found that among the social factors that cause preschool teachers to have a willingness to work, the top three are low social status (accounting for 64.71%); Society's unreasonable expectations of preschool teachers (63.53%) and poor salaries (57.65%) (see Table 6).

Table 6 Statistics of social factors influencing the willingness of rural preschool teachers to mobility (N=85)

variable	Value	Proportion (percentage)
Social Factors Influencing the Professional Mobility of Preschool Teachers (Multiple Choice Questions)	Low social status	64.71
	The social security system is not perfect	48.24
	The reward and punishment system of the education administrative department is unreasonable	31.76
	Poor salary	57.65
	Society's expectations of kindergarten teachers are unreasonable	63.53
	other	1.18

### 3 Countermeasures and Suggestions

In April 2022, Guizhou Province issued the "14th Five-Year Plan for the Development and Improvement of Preschool Education in Guizhou Province" in accordance with the national deployment requirements of "building a high-quality education system", which emphasizes "encouraging local governments to supplement qualified kindergarten teachers for rural areas through targeted training and other means." "The promulgation and implementation of this policy can effectively fill the vacancy of rural preschool teachers in Guizhou Province, and is of great significance to promoting the stability of rural preschool teachers in Guizhou Province." However, the training of teachers is a long-term process, and how to stabilize the existing teachers in rural kindergartens while training rural preschool teachers is a top priority. The survey on the professional mobility of rural preschool teachers in Guizhou Province shows that with the continuous improvement of rural kindergarten conditions and the government's inclination of rural preschool teachers, most of the rural preschool teachers (62.05%) do not have the willingness to work, which provides a guarantee for the development of rural preschool education to a certain extent. However, the survey also shows that due to the influence of various factors, there are still a small number of rural kindergarten teachers (37.95%) with a strong willingness to move professionally, which is not conducive to the development of rural preschool education. Therefore, various effective measures should be adopted to stabilize the rural preschool teaching staff.

(1) Provide high-quality continuing education opportunities for rural preschool teachers

The inherent appeal of teachers' personal professional survival emphasizes that the professional maturity of teachers is a process of continuous construction, and teachers need to continuously improve their professional ability and improve their level of practice, which cannot simply rely on pre-vocational education, but also need post-vocational education. [3] The rural preschool teachers in this survey are mainly bachelor's degrees (71.43%), relatively speaking, this part of the teachers has received good pre-vocational education and pay more attention to their professional development. However, the survey found that 15.18% of rural preschool teachers have never participated in any form of continuing education, and the lack of continuing education opportunities has led to limited professional development of rural preschool teachers, further hindering the self-realization of rural preschool teachers. Although 84.82% of rural kindergarten teachers indicated that they had received continuing education, they received more continuing education at the county level or below (50.89%) and lacked the opportunity to continue at a higher-level Education, which also affects the specialization of rural preschool teachers to a certain extent, thus triggering the professional mobility of rural preschool teachers. This survey found that 35.29% of rural preschool teachers have the willingness to work because of "insufficient teaching ability or teaching level", and high-quality continuing education is the most important way to improve teaching ability and teaching level, therefore, based on the background of lifelong education concept, providing high-quality continuing education opportunities for rural preschool teachers can effectively promote the stable development of rural preschool teachers.

(2) Alleviate the work pressure of preschool teachers in multiple ways

The work pressure of preschool teachers has a significant negative correlation with happiness and life satisfaction. Xu Ying's survey of 511 preschool teachers shows that the work pressure of preschool teachers is high. [4] The survey also found that high work pressure is an important factor affecting the willingness of rural preschool teachers to move professionally. The work pressure of rural kindergarten teachers mainly comes from the incomprehension and support of rural kindergarten parents, various activities at the level of rural kindergartens that are not related to teaching, and the personality characteristics of preschool teachers themselves. In order to effectively alleviate the work pressure of rural preschool teachers and reduce the willingness of rural preschool teachers to move professionally, we should start from the following aspects:

First of all, in the information age, the society should carry out positive and positive publicity on the profession of rural preschool teachers through multimedia, let rural preschool parents change the view of treating preschool teachers as "nannies", guide rural preschool parents to objectively look at the profession of preschool teachers, learn to respect preschool teachers, understand the cumbersome work of preschool teachers, support the work of preschool teachers, and truly realize home co-education.

Secondly, the survey shows that most rural preschool teachers can handle the relationship with leaders, colleagues and young children very well, which can create a good psychological environment for rural preschool teachers, which is conducive to the acquisition of a sense of belonging of rural preschool teachers and reduces the willingness of rural preschool teachers to move professionally. However, at

present, in addition to daily child care and education activities, rural preschool teachers are also facing many unnecessary inspections, doing many irrelevant written materials, etc., which invisibly increases the workload of preschool teachers, so kindergartens should reduce the time of preschool teachers to "do materials" as much as possible, alleviate the work pressure of rural preschool teachers, and maintain the stability of rural preschool teachers.

Finally, some rural kindergarten teachers are more introverted and not good at communicating with people, resulting in excessive pressure at work, resulting in the idea of fleeing. For this part of the preschool teachers, they should strengthen their psychological guidance, help them build good interpersonal relationships, and learn to face the work with a positive and optimistic attitude.

(3) Further improve the welfare benefits of rural preschool teachers

Relevant studies have shown that the level of welfare benefits for preschool teachers is affected by the nature of kindergartens, the level of education, and the establishment. Significant effects of factors such as the condition. With the continuous improvement of the state's emphasis on rural preschool education, the welfare benefits of rural preschool teachers have improved, but compared with teachers of other ages, their overall treatment is still low, which directly affects the stability and sustainable development of rural preschool teachers. [5] Some of the rural kindergartens in this survey belong to private kindergartens (accounting for 4.02%), some preschool teachers are not staffed (accounting for 30.8%), and some teachers have high school or secondary school education (accounting for 3.13%), which has low salaries and can enjoy fewer benefits, which to a certain extent leads to their reluctance to stay in kindergartens. In order to stabilize the rural preschool teacher team, the government should further improve the welfare benefits of rural preschool teachers, pay attention to the uniqueness of the rural preschool teacher team, increase the salary and treatment of rural preschool teachers, and ensure the legitimate rights and interests of rural preschool teachers.

## Funds

This paper is a phased research result of the 2021 Guizhou Provincial Education Science Planning Project "Research on the Vocational Mobility Willingness of Rural Preschool Teachers in Guizhou from the Perspective of Life Course Theory" (Project No.: 2021A052)

## References

- [1] WANG Yan. A survey on the professional mobility of teachers in kunming municipal primary schools: A case study of three primary schools[D].2018(05):7.
- [2] Zhou Yanbing. The Positive Impact of Vocational Education Reform on the Career Growth of Technical Skilled Personnel: Based on Life Course Theory[J].Journal of Shenzhen Information Vocational and Technical College.2021(08):32-37.
- [3] Shi Wei. Theory and Practice of Teacher Continuing Education from the Perspective of Specialization[D].East China Normal University,2003(04):1.
- [4] [4] Xu Ying.A study on the correlation between work pressure and life satisfaction of preschool teachers[J]. Journal of Ningbo University (Educational Science Edition).2020(11):117-122
- [5] Min Huizu, Lu Yaming, Wang Haiying. A study on the current situation of salary and treatment of rural preschool teachers in China: Based on the survey and analysis of 22 provinces (autonomous regions and municipalities directly under the central government) in China[J].Early Education, 2021(04):13-18