

A Study of Policies for Kindergarten Education Linking to Primary Education in Guizhou Province

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ARTICLE INFO

Keywords:

connection between kindergarten education and primary education, Exempt from exams and enroll nearby, Synchronous enrollment of public and private schools

ABSTRACT

The purpose of this study is to explore the policy of connecting kindergarten education with primary education in Guizhou Province. Guiyang City, Guizhou Province, was selected as the research object, and semi-structured interviews, questionnaire surveys, and literature analysis methods were used for the study. In the study, it was found that there is a primary school phenomenon in learning. In terms of daily routines and self-care abilities, it was found that parents overly dote on their children or do not attach importance to their children's connection and development. Through correlation analysis and regression analysis, it was found that parents with higher educational levels are more likely to choose both public and private schools to recruit such enrollment methods. Subsequently, from the perspectives of policies, parents Provide relevant suggestions from four aspects: teachers and schools.

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INTRODUCTION

Education determines the future of a country and nation, and the level of education has become an important basis for whether a country is developed or not (Anghel & Ilinca, 2023). As early childhood education is followed by school education, and there is a huge difference between the two, children entering school education are bound to face many difficulties. In order to solve these difficulties, there is a "connection between kindergarten education and primary education". The connection between kindergarten education and primary education refers to the stage from kindergarten to primary school, which is an important transition link between two important education sections (Chan, 2012). If the appropriate connection between kindergarten education and primary education is carried out, the adaptation process will be smoother, and children's future learning, life, health, social and other aspects will also develop better (Sroufe et al., 2009) Countries are placing increasing emphasis on education and have formulated education policies according to the situation of each country (Rizvi & Lingard, 2009). Chinese has constantly explored a variety of education policies in the history of education for thousands of years, and gained a lot of gains and problems in the process of policy deployment. Taking Guiyang City as the main research area, this study further explores the latest

connection policy between kindergarten education and primary education in Chinese and the current situation of its implementation, and what are the views of teachers and parents in view of the content and implementation of the policy. and analyze and summarize the Chinese Kindergarten Education and Primary Education in the process of the problems to be solved.

Literature Review

At the beginning, the theory of "Kindergarten Education Connecting to Primary Education" mainly revolved around the development of children themselves and focused on their own characteristics (Damon & Hart, 1982). Subsequently, many researchers focused their research on pre-school preparation to help children adapt to primary school life in advance. Starting from the late 1990s, the theoretical perspective shifted to ecology and socio-culture, and the understanding of "Kindergarten Education Connecting to Primary Education" shifted from short-term events to long-term events, and from single responsibility to stakeholder responsibility Kaufman & Pianta (2000) proposed an ecological informed approach, which first acknowledges that successful transition from kindergarten to primary school can play a crucial role in a child's life. Then, in addition to the child's characteristics, these relationships should also change over time and specific circumstances during the transition process (De Haan & Rotmans, 2011). In the process of connection, the transformation of relationships in young children will dynamically change with the personality of stakeholders, communication methods, and the situation at that time (Bronfenbrenner, 2005).

However, no specific response methods have been developed for the specific situation. This article will take policy as the starting point and provide corresponding solutions for the problems that arise during the Kindergarten Education Connecting to Primary Education process by investigating the views and practices of stakeholders.

Research Method

Design

The first is to use the questionnaire survey. In this study, the author will design a questionnaire around the topic of the connection policy between Chinese kindergarten education and primary education, and distribute the questionnaire to the parents of large classes and first-grade students in kindergartens in various districts and counties of Guiyang City. Through this questionnaire survey, we can understand how the parents of large classes and first-grade students in kindergarten in Guiyang do at this stage, in order to understand its current situation.

The second is to use semi-structured interview. Due to the diversity of students in the connecting phase of kindergarten education and primary education, the interviewees have different interpretations of the policy and their respective positions. The choice of semi-structured interview method can collect the real situation more deeply. This study will conduct semi-structured interviews with kindergarten directors and teachers, primary school principals and teachers and parents. The interview will focus on the interviewees' views, the specific implementation plan and the current situation on the policy.

Participants and context

This study used a questionnaire survey method to investigate the views and practices of parents of kindergarten class and first grade students in Guiyang City. A semi-structured interview method was used to investigate the views and practices of principals, teachers, and parents of kindergartens and primary schools.

Table 1 Research Participants and Context(Adoption of APA7 format)

Method	Participants	Context
Questionnaires	Parents(200people)	1. Parents of students in the first-grade of primary school (100people).
		2. Parents of students in the large class of kindergarten(100people).
Interview	Principals(4people)	1. Kindergarten principal(2people)
		2. Primary school principal(2people)

Teachers(4people)	<ol style="list-style-type: none"> 1. Teachers of students in the first-grade of primary school (2people). 2. Teachers of students in the large class of kindergarten(2people).
Parents(4people)	<ol style="list-style-type: none"> 1. Parents of students in the first-grade of primary school (2people). 2. Parents of students in the large class of kindergarten(2people).

Research instrument

The questionnaire distribution tool uses "questionnaire star". Questionnaire star is the current mainstream way to distribute questionnaires in China, which can be distributed through WeChat, e-mail and other ways. You can choose to scan the code and click on the link, which is convenient for the interviewees to use. Using SPSS software to deal with data, SPSS software belongs to the mainstream software at present, and the statistical process includes commonly used and more mature statistical process, which can be easily used by non-professional statisticians. The disadvantage is that the inclusion of statistical methods lags behind slightly, but the data analysis of this study is sufficient to use. In this study, the double recording of recording pen and paper pencil is used in the interview process to ensure the integrity of the interview record. The data analysis stage is completed manually without the help of research tools.

Data collection and analysis.

In this study, one-to-one interviews are conducted through face-to-face interviews, which can not only avoid the embarrassment caused by unfamiliarity with each other after getting together, but also enable respondents to have sense of security to speak freely. In the process of face-to-face interview, the interviewees can be interviewed while observing the interviewees. Then distribute the test papers by scanning the QR code (or network link). Scanning QR codes (or web links) can break the limitations of time and environment. Respondents can take the survey through mobile devices anytime and anywhere, which can reduce the cost of the survey and avoid embarrassment when they are surveyed.

Through the descriptive analysis of the research results of the interview, this paper analyzes the specific implementation methods of the principals of kindergartens and primary schools, how kindergarten and primary school teachers implement and how they arrange their students' life and study. The views of parents of kindergarten and primary school students. The descriptive analysis of the questionnaire is to analyze the attitudes and practices of parents of kindergarten and first grade students towards the policy of the connection between kindergarten education and primary education, as well as the relationship with their educational background. Regression analysis was used to establish a model between "parents' attitudes towards synchronous enrollment of public and private schools" and "educational background", and to explain and predict the relationship between them.

Findings

Research Question (RQ1): What is the current situation and specific methods of the connection between China kindergarten education and primary education (taking Guiyang City as an example)?

The principals of kindergartens and primary schools: The current national policy is applicable in Guiyang, which increases the communication between kindergartens and primary schools and parents, reduces the opening of training courses and reduces the pressure on students. Principals will actively respond to national policies and do not offer primary school courses, but some parents will ask kindergartens to teach primary school courses. In the process of policy implementation, it is also found that the cooperation of parents is not high enough.

Teachers in large kindergarten classes and the first-grade of primary school: They believe that participants include kindergartens, primary schools and parents, and the communication between kindergartens and primary schools can strengthen the understanding of each child and customize personalized transition plans for children. The communication between parents and schools can help parents understand their children's performance in school, and provide appropriate support and help according to teachers' feedback, so as to help children better adapt to primary school life. They will give

guidance to students in study, daily life and self-care ability. In the concrete implementation process, primary school teachers found that each student's foundation is different in learning, which led to problems such as students' inattention in class. Teachers in kindergartens and primary schools have found that parents have excessive love or do not pay attention to their students.

By using SPSS, the correlation between 'education background' and 'parents' attitudes towards synchronous enrollment of public and private schools' of parents of kindergarten big class and first grade primary school students was analyzed. The results showed that there was a significant positive correlation between the two variables.

Through regression analysis, it is found that for parents of kindergarten students in large classes, people with a higher level of education are more likely to choose public schools and private schools to recruit at the same time. This may be due to their higher learning ability and emphasis on education, and they may be more willing to receive quality educational resources and hope to obtain learning opportunities in this way. However, the ability of this model to interpret the data is very limited. Through regression analysis of parents of first grade primary school students, it was found that the regression coefficient of education level has significant statistical significance, which means that education level has a significant impact on participation in both public and private school recruitment. VIF (VarianceInflationFactor) is an index to evaluate multicollinearity. In this regression model, the VIF value is 1.00, which means that the multicollinearity is not serious and the model is robust.

Research Question (RQ2): What are the parents' views on the connection policy and implementation of China kindergarten education and primary education?

Parents of large class students in kindergarten A, 'As far as I know, the current policy of recruiting public schools and private primary schools at the same time, I think it is very good, so that our parents are less anxious, and they do not have to send their children to various cram schools, so that their children can attend school fairly. If you go to the nearest school, it is also good to go to a school close to home, so it is convenient to pick up and pick up your children.'

Parents of large class students in kindergarten B, 'The current policy has made requirements for kindergartens and primary schools, which I think is very good. Kindergarten teachers will also inform us that we should work together for our children at this stage. I think this policy is good for families like us who are not very well-off. We do not have to 'roll' with other parents, so that my children can be allocated to primary schools in a fair manner.'

Parents of first-grade students in primary school A, 'My child just participated, quite fair, do not have to bother to go to a good school, the child's pressure is not so great.'

Parents of first-grade students in primary school B, 'I think this policy is very good. My children can be assigned to my ideal school without taking all kinds of interviews and exams. My children and I are very happy in the process. We don't have to think of ways to go to good schools everywhere.'

Discussion

The suggestion for policy is that the curriculum of pre-primary education should be integrated into the primary school curriculum and linked up in the curriculum. The advantage of this is that children who have not studied primary school curriculum in kindergarten and have not been to kindergarten can keep up with their teachers' teaching progress when they are in primary school, and parents will not blindly strengthen the absorption of knowledge with their children. reduce parents' anxiety, reduce children's pressure, improve children's interest in learning, and resist the opening of a large number of connecting classes from the source. In order to improve the connection between young children and primary schools, it is necessary to regard kindergartens and primary schools as a whole, rather than unilateral one-to-one solutions, and strengthen the ties between kindergartens, primary schools and parents. So as to better help children's adaptation at this stage (Leseman, 2002).

It is the suggestion to the parents who dote on their children too much. Parents should learn to let go, let their children complete various things independently in their study and life, cooperate with teachers to help their children develop good study habits and self-care ability, and understand the correct primary school life. Establish a correct concept of learning and attach importance to the all-round development of children at this stage (Nutbrown, 2006). The second is the suggestion for parents who

do not attach importance to children, Parents need to allocate time and energy to pay attention to their children's adaptability at this stage and cooperate with teachers to do a good job. Finally, it is the suggestion for parents who only pay attention to their children's learning. Focusing on the child's study will make the child have greater psychological pressure, thus affecting the child's physical and mental health (Betancourt & Khan, 2008). This part of parents also needs to cooperate with the work of teachers to better help their children connect.

Teachers in kindergarten and the first grade of primary school still have a theoretical understanding of each other's teaching model and teaching content, but do not have a special understanding of what will happen to each other in practice. It is suggested that teachers in large classes in kindergarten and in the first grade of primary school can increase the communication between them. Solve the situation and problems in a timely manner. Kindergarten teachers lack primary education knowledge, while primary school teachers lack preschool education knowledge, which brings a lot of problems for children's connection between young children, which cannot be solved immediately (Paquette, 2004). Therefore, it is suggested that both kindergarten teachers and primary school teachers can learn more to improve their professional knowledge and literacy (Markussen-Brown et al., 2017).

For the current parents still prefer the choice of private primary schools, it shows that there are still some places that parents do not recognize, it is suggested that no matter public or private kindergartens or primary schools can find their own positioning, find their own different places from other schools, develop their own school characteristics, so that parents and children have more choices, so as to further help children to connect with young children (Christenson & Sheridan, 2001) .

Conclusion

This study aims to study the policy of connecting kindergarten and primary schools in Guizhou Province, China. By conducting surveys on principals, teachers, and parents through questionnaires and semi-structured interviews, it was found that under the current policy, there are phenomena such as primary school phenomenon in kindergartens, excessive favoritism from parents, parents not valuing or only focusing on learning, educational background affecting whether parents choose synchronous enrollment of public and private schools, etc. Children should receive comprehensive development in the stage of connecting kindergarten and primary schools, Not only in terms of learning, but also in terms of daily routines, it is necessary to improve children's self-care ability and care for them.

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