

A STUDY ON THE PERCEIVED WILLINGNESS TO MOVE AND INFLUENCING FACTORS OF TEACHERS IN YINGNAIER KINDERGARTEN, JIAOZUO CITY, HENAN PROVINCE, CHINA

Zhenhua Zhao^{1*}

Yanan Yang²

¹ Master Candidate of Educational Management at Stamford International University, Thailand

² Lecturer, Stamford International University, Thailand, xiaoyarain@hotmail.com

* Corresponding Author, E-mail: 379084135@qq.com

Abstract: This study mainly explores the current situation of the mobility willingness of teachers at Yingnai Kindergarten in Jiaozuo City, Henan Province, China, and explores ways to improve management. This study surveyed 116 preschool teachers using a full sample questionnaire survey method. During the research process, independent sample t-tests, descriptive statistics, and one-way analysis of variance were used. The results showed that: 1) the mobility intention of Yingnai Kindergarten in Jiaozuo City was at a low level, and there were significant differences in career mobility intention among preschool teachers with different teaching years, ages, and marital status. 2) In terms of teaching experience: Teachers with 5 years or less of teaching experience have a higher willingness to move compared to teachers with 6-10 years of teaching experience and teachers with 10 years or more of teaching experience. 3) In terms of age, younger teachers have a higher willingness to move. 4) In terms of marital status, married teachers without children have a higher willingness to move than unmarried teachers and married teachers with children. Finally, the researchers provided suggestions on various factors that affect the willingness of kindergarten teachers to move based on their research findings.

Keywords: Kindergarten teachers, willingness to move and influencing factors, Yingneier Kindergarten

Introduction

With the deepening and improvement of the market economy system reform, talent mobility has gradually become a theme of human resource development. Teachers, like other talent resources, have also integrated into the trend of talent mobility. The phenomenon of teacher mobility is becoming increasingly common, and the mobility of teachers has brought many incalculable problems to the growth of educational talents. Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009) pointed out that

although some teacher turnover is normal and expected, high turnover rates can cause a series of management problems for school organizations, such as discontinuity in professional development, shortage of key subjects, and loss of teacher leadership. Among the teacher community, kindergarten teachers not only bear the responsibility of education, but also carry the function of childcare. The stability of the preschool teacher team is an important prerequisite for ensuring the quality of preschool education. Scholars have conducted extensive research and argumentation on the factors that affect teacher mobility, with rich research results on the mobility of preschool teachers.

Chinese scholar Xu (1996) divided teacher mobility into benign and non-benign mobility from the perspective of teacher career development, and based on this, analyzed the current situation of teacher labor mobility in China. Chen & Yang (2008) found that wages and working conditions affect teacher turnover. In the suburbs of some big cities, teachers earn higher wages, have better working conditions, and receive more support from administrative personnel and parents, resulting in lower teacher turnover rates. On the other hand, teachers working in the city have poorer material conditions, lower wages, and receive less support from administrative leaders and parents of young children, which strengthens their willingness to move; Therefore, it is necessary to construct and improve relevant systems on the basis of changing concepts, in order to achieve the rational allocation of teacher resources.

Jiang and Hu (2011) pointed out that high-quality and balanced development is a basic requirement for the reform and development of preschool education, and the reasonable allocation of preschool teacher resources is the basic content of high-quality and balanced development of preschool education; The government should promote the rational allocation and flow of preschool education teachers between urban and rural kindergartens and public kindergartens through scientific planning for the development of preschool education, rational allocation of preschool education funds, rational allocation of preschool teacher staffing resources, improvement of the preschool teacher mobility system, and strengthening teacher career planning. Kindergarten teachers, as guides for the learning and development of preschool children, are closely related to the physical and mental development of preschool children, and to a certain extent, determine the quality of preschool education and the healthy and sustainable development of early childhood education.

In 2018, the Central Committee of the Communist Party of China and the State Council issued the Several Opinions on Deepening the Reform and Standardizing the Development of Preschool Education, which pointed out the need to vigorously strengthen the construction of the kindergarten teacher team, and take ensuring the adequacy of the number of teachers, the excellence of the quality, and the stability of the team as the core tasks to ensure the quality of preschool education. With the increasing emphasis of the Chinese government on early childhood education, the construction of the early childhood teacher team is also gradually improving. However, the mobility of kindergarten

teachers has become an important part of the internal guarantee of educational quality. Most studies by Chinese scholars on the issue of kindergarten teacher turnover indicate that the turnover rate and willingness of kindergarten teachers in China are relatively high. For preschool children, high teacher turnover is not conducive to the formation of stable and safe teacher-child relationships, thereby affecting the physical and mental health of young children; For kindergartens, the high turnover rate of teachers not only affects the stability of teacher team construction, but also affects the normal development of kindergarten work; For the entire preschool education industry, the high turnover rate of teachers, especially nonprofessional mobility, can easily lead to the outflow of excellent teachers, affecting the overall level of teaching staff and the quality of preschool education services.

At present, the flow behavior of kindergarten teachers is influenced by various factors. This study will start from the source of the flow behavior of kindergarten teachers, which is the willingness to flow. It will deeply explore the factors that affect the flow willingness of kindergarten teachers, in order to guide the reasonable and orderly flow of kindergarten teachers, and promote the construction of the kindergarten teacher team, and put forward constructive opinions and suggestions.

This study selected 120 in-service teachers from Yingnaier Kindergarten in Jiaozuo City as the research subjects. The kindergarten has a building area of 7000 square meters and an outdoor activity area of 5200 square meters, with a total investment of about 30 million yuan. A total of 22 teaching classes are offered, which can accommodate more than 700 young children. This study is based on in-service teachers at Yingnaier Kindergarten in Jiaozuo City, Henan Province, China. Starting from the aspect of mobility willingness, it explores the differences in teacher mobility willingness, in order to provide effective reference for kindergarten teacher management.

Research Objectives

- (1) What is the overview of demographic variables among teachers in Yingnaier Kindergarten in Jiaozuo City.
- (2) Investigate the current situation of teacher turnover willingness in Yingnaier Kindergarten in Jiaozuo City.
- (3) Analyze the differences in teacher mobility willingness among Yingnaier Kindergarten teachers in Jiaozuo City under different demographic variables.

Literature Review

The Related Connotation of Teacher Mobility Intention

Narrowly defined mobility refers to a new state in which an individual terminates their relationship with an organization and does not continue to receive salary compensation from the organization (Mobley, 1982).

Broadly speaking, mobility refers to individuals changing their current state as members of an organization. Employee entry into the organization, promotion and transition within the organization, and departure from the organization all fall within the scope of the concept of "mobility". The term "employee mobility" is more suitable for accurately expressing its definition, dividing mobility into two categories: proactive and passive. Active mobility refers to the behavioral state in which employees choose to leave the organization based on their own wishes, while passive mobility refers to the behavioral state in which employees are forced to leave the organization due to their inability or failure to follow their own wishes (Mao, 2006).

Regarding the connotation of teacher mobility, many scholars have provided us with explanations from different periods. Mobley (1978) believes that the willingness of teachers to move mainly refers to the idea and intention of individual teachers to leave their unit or organization after working in school for a period of time, due to various unsatisfactory factors. Qian (2004) explored teacher mobility from a sociological perspective and believed that teacher mobility is a part of social occupational mobility, mainly manifested as the movement of teachers from one social position to another in the space of social relationships. Teacher mobility is mainly divided into mobility within or outside the education system. Scholar Chen (2007) gave different answers, believing that teacher mobility is a social occupational mobility, mainly manifested in the process of reallocating teacher resources between education and other industries, and between different schools and regions within the education system.

Xu (1996) pointed out that from the perspective of the development of education, teacher mobility can be divided into benign mobility and non-benign mobility. The so-called benign flow refers to the free flow of teacher labor, which on the one hand allows teacher labor to flexibly and freely choose teaching professions, schools, and professional teaching positions based on their own professional strengths, fully tapping into the maximum benefits of teacher labor resources; On the other hand, the teaching staff can be continuously adjusted, and those who are not suitable for teaching can flow out of the education field. More high-quality talents can continuously enrich the teaching staff. Palma Vasquez, C., Carrasco, D., and Tapia Ladino, M. (2022), after summarizing the research on the concept and operational results of teacher mobility by numerous scholars, pointed out that teacher mobility can also be divided into indirect mobility and direct mobility. Indirect mobility refers to the mobility between internal positions, while direct mobility refers to leaving the original unit and moving to other places. The environment in which researchers are located varies, and their research results on the connotation of teacher mobility willingness vary. There is no unified standard for measuring the basic definition of mobility willingness in the field of education.

Research on the willingness of teachers to move

From the perspective of teachers themselves, their willingness to resign is influenced by various

factors. Huang, Wang & De (2017) pointed out that teachers' own sense of work responsibility and educational responsibility have a significant impact on their tendency to resign. When teachers have a strong sense of responsibility, they are more likely to invest more energy and enthusiasm in their work and are more inclined to stay in the education industry for the long term.

Li and Cao Y (2005) believed that the growth of teachers cannot be separated from their personal development and self-improvement. Each teacher has their own ideals and pursuits, and also has plans and plans for their career. They hope to showcase their talents and achieve their ideals through their own efforts in their work. Huang and Zhu (2018) believed that teacher mobility is not entirely caused by external pressure, and internal factors of teachers also play a significant role. Specifically, factors such as a teacher's personal goals, career development plans, identification with the work environment and culture, personal values and pursuits can all affect their willingness to move.

From the perspective of kindergartens, the quality of education, cultural atmosphere, and management methods are also factors that affect teacher mobility. Teachers may choose to move due to the pursuit of a better work environment or more challenging work. Ehrenberg (1991) analyzed the mobility of kindergarten teachers in the United States and found that economic factors have a significant impact on the mobility of kindergarten teachers. The study found that increasing teacher salaries in kindergartens can effectively reduce teacher mobility behavior. Kindergarten teachers with higher professional and technical titles are more affected by economic factors, and salary and benefits are one of the important factors affecting teacher job choices.

Duan and Yi (2019) analyzed the mobility of kindergarten teachers from the perspective of talent mobility and believed that the mobility of kindergarten teachers mainly includes changes in their positions, kindergartens, and industries. Gao (2019) further subdivided the mobility behavior of preschool teachers in her research, dividing it into two categories: one is vertical mobility within the same organization, such as teacher promotion, job adjustment. Another type is horizontal mobility, which refers to the movement of teachers between different kindergartens, also known as inter kindergarten mobility. Usually, inter kindergarten mobility refers to the movement of teachers between different kindergartens. This mobility may be due to teachers seeking better job opportunities, benefits, or work environments, or due to resource competition between kindergartens and the reconfiguration of teacher resources.

From the perspective of teacher's families, the factors that affect teacher mobility are usually related to their personal life satisfaction, family responsibilities, and work family balance. From the perspective of family responsibilities and roles, many studies indicate that teachers with children are more cautious when considering mobility. Guo Lijun (2008) believes that if a teacher's family's financial situation is poor, they may be more inclined to choose schools that can provide higher salaries or better benefits to improve the family's financial situation; On the contrary, families with better economic

conditions may place more emphasis on the work environment and quality of life, rather than just pursuing economic benefits.

From a social perspective, social factors that affect teacher mobility typically include educational policies, economic development, social attitudes, and population mobility. Eva Vekeman, Geert Devos & Martin Valcke. (2016) found that the status and reputation of kindergartens affect teacher mobility behavior. Kindergarten teachers tend to move to schools with higher status and reputation, indicating that their pursuit of work environment and educational resources is one of the important factors affecting their mobility. With the acceleration of China's urbanization process and the increase of population migration, many teachers may choose to follow their families to move to new cities or regions, which will lead to the reconfiguration and flow of teacher resources.

Differences in Teacher Mobility Intention and Influencing Factors under Different Population Background Variables

From the perspective of teacher's work background, age and salary level play a crucial role in the willingness of kindergarten teachers to move. Krieg (2006) predicted the turnover of British graduates who teach kindergarten teachers and found a negative correlation between teacher age and willingness to move. The older the teacher, the lower the likelihood of kindergarten teacher turnover. If a kindergarten teacher is older, their career stability may be higher, as older teachers usually have more professional experience and a more stable personal life. In a field survey conducted by Zhu and Liu (2019) on rural young kindergarten teachers, it was found that younger rural young teachers who serve as class teachers have a stronger willingness to move. Zhao and Qin (2016) conducted a study on the willingness of early education teachers to move, which showed that the younger the age, the stronger the willingness of teachers to move; Lu & Wang (2006): Teaching experience is an important resource for human capital accumulation of kindergarten teachers. Teachers with low teaching experience may be more inclined to seek new job opportunities to increase their work experience and enhance their professional abilities; At the same time, the work ability of kindergarten teachers also affects their willingness to move, such as whether they are backbone teachers, whether they hold administrative positions, and the honors they receive.

The marital status of teachers has a certain impact on the willingness of kindergarten teachers to move, and there are differences in the willingness of different marital status groups to move. There are studies showing that teachers who are married and have children have weaker willingness to move among kindergarten teachers (Hughes, 2012). In addition, population mobility is also an important factor affecting teacher mobility. With the acceleration of urbanization and the increase of population migration, many teachers may choose to follow their families to move to new cities or regions, and changes in household registration also indirectly led to the reconfiguration and flow of teacher resources.

Methodology

This study focuses on the teachers of Yingnaier Kindergarten in Jiaozuo City, Henan Province, China. There are a total of 120 preschool teachers in Jiaozuo Yingnaier Kindergarten. A full sample survey method was used in this study, and questionnaires were distributed for investigation.

This study focuses on the kindergarten teacher industry, selecting a mature scale developed by previous researchers, and using Li Xin's (2021) Kindergarten Teacher Mobility Intention and Influencing Factors Scale to measure mobility intention. The Cronbach's alpha coefficient of the teacher mobility willingness dimension in this scale is 0.861, and the Cronbach's alpha coefficients of each dimension of teacher management are greater than 0.9, indicating good reliability and validity. The scale adopts the Likert 5-point scoring method, and the higher the score, the stronger the teacher's willingness to move.

Results

Demographic Analysis of Questionnaire Participants

A total of 116 kindergarten teachers were surveyed in this questionnaire. The statistical results of the basic information of the subjects show that among the variables of teaching experience, there are 56 people with teaching experience of 5 years or less, accounting for 48.3%, 32 people with teaching experience of 6-10 years, accounting for 27.6%, and 28 people with teaching experience of 10 years or more, accounting for 24.1%. Among them, there are more people with teaching experience of 5 years or less, accounting for more than 40% of the total teaching experience. In the age variable, there are 8 teachers aged 20 and below, accounting for 6.9%, 44 teachers aged 21-30, accounting for 37.9%, 36 teachers aged 31-40, accounting for 31.1%, and 28 teachers aged 40 and above, accounting for 24.1%. Among them, teachers aged 21-30 account for the largest number of overall teachers, while teachers aged 20 and below account for the largest number of overall teachers. In the variables of marital status, there are 44 unmarried teachers, accounting for 37.9%, 15 married teachers without children, accounting for 12.9%, and 57 married teachers with children, accounting for 49.2%. Among them, the most married teachers with children account for nearly half of the total. In the variable of household registration location, there are 49 teachers with township household registration, accounting for 42.2%, and 67 teachers with urban household registration, accounting for 57.8%. The number of teachers with household registration location in the city is relatively large.

Descriptive statistics on the willingness of kindergarten teachers to move

The average score of the influencing factors of teacher turnover intention in Yingnaier Kindergarten in Jiaozuo City is at a high level ($M=1.51$), and the average score of each dimension is also higher than the high level. Among them, the influencing factors of teacher turnover intention are at the teacher's own level ($M=1.13$), followed by the kindergarten level ($M=1.82$), the teacher family

level (M=1.48), and the social level (M=1.24), indicating that the overall level of teacher turnover intention in Yingnaier Kindergarten in Jiaozuo City is high.

Table 1: Descriptive statistical analysis of the willingness of kindergarten teachers to move (N=116)

Mobility Willingness	Average	SD
On the Level of Teachers themselves	1.13	0.68
At the Kindergarten's Level	1.82	0.32
At the Family Level of Teachers	1.48	0.33
Social Level	1.24	0.31
Overall	1.51	0.34

Differences in the willingness of kindergarten teachers to move under different demographic variables

The willingness of Jiaozuo Yingneier Kindergarten teachers to move shows significant differences in different teaching years, ages, and marital status.

Under different teaching experience and age factors, there are significant differences in the willingness of kindergarten teachers to move at the overall level of teacher mobility, the teacher's own level, the kindergarten level, the teacher's family level, and the social level.

Under different marital status factors, there are significant differences in the willingness of teachers to move at the overall level, kindergarten level, teacher family level, and social level, while there is no significant difference at the level of teachers themselves.

There is no significant difference in the willingness of teachers to move under the factors of different household registration locations.

Discussion

The basic situation of the willingness of kindergarten teachers to move

The overall average score of teachers' willingness to move is 1.51, with an average score of 1.13 at the level of teachers themselves, 1.82 at the level of kindergartens, 1.48 at the level of teachers' families, and 1.24 at the social level. Overall, the willingness of teachers to move to Jiaozuo Yingneier Kindergarten is at a relatively high level.

Differences in the willingness of kindergarten teachers to move under different demographic factors

There are significant differences in the willingness of Jiaozuo Yingneier Kindergarten teachers to move under demographic factors.

From the comparison results of different age differences, there is a significant difference between the age of teachers and their willingness to move, and the age structure of kindergarten teachers shows a trend towards youthfulness. Young teachers are usually more receptive to new things, have

stronger adaptability and innovation awareness, which makes them more mobile when facing work challenges and environmental changes. Older teachers may be more inclined towards stability and have a relatively lower willingness to move. The age distribution of teachers to some extent affects their willingness to move. Generally speaking, young teachers are more inclined towards mobility and may wish to seek better career development opportunities in different schools or regions. On the contrary, older teachers may have lower willingness to move due to considerations such as family and work stability. This is consistent with Cai Yingqi's (2011) research.

The comparison results of differences in teaching experience show that there are significant differences in the overall and various dimensions of the willingness of kindergarten teachers to move. According to the survey results, the teachers with the highest willingness to move are those between 6-10 years old. These teachers not only accumulate educational resources but also have a need for higher pursuits and can also obtain their own needs. Teachers who have been in the same unit for more than 10 years have become more stable. At the same time, because they have been in the same unit for a longer time, they will have richer teaching and management experience, enjoy higher teaching experience allowances and salary benefits, and are at a higher management level in their positions. Their professional status has been widely recognized, and their awareness and ability to reflect on teaching are excellent. This is consistent with the research conclusion of Liang Yan (2019) that the social mobility of teachers is closely related to their own experience, with a relatively high turnover rate for new teachers and a relatively low turnover rate for experienced teachers.

The comparison results of different marital statuses show that there are significant differences in teacher mobility willingness overall, as well as at the dimensions of teacher family, kindergarten, and society; There is no significant difference in the dimensions of teachers themselves. Marital status is an important factor in the willingness of teachers to move, and surveys have shown that married teachers with children may be more inclined towards a stable work environment. At the same time, the factor of children also has a significant impact on the willingness of teachers to move; Unmarried teachers usually do not have family responsibilities, so they may pay more attention to personal career development and opportunities. They may be more susceptible to external job opportunities and have a relatively high willingness to move. Married teachers without children do not yet have as much family responsibility, but they are highly likely to choose mobility due to seeking better career development opportunities or increasing income, with relatively lower willingness to move. The study by Li Xin and Zhang Zedong (2021) also shows that married teachers without children have the highest willingness to move, while married teachers with children have the lowest willingness to move.

Conclusions

- 1) The perceived willingness and influencing factors of mobility among teachers at Yingnaier

Kindergarten in Jiaozuo City, Henan Province, China are relatively high.

2) There are significant differences in the perceived mobility and influencing factors among kindergarten teachers of different ages, teaching experience, and marital status. There are significant differences in the mobility of kindergarten teachers of different ages, with teachers aged 20 and below being higher than those aged 21-30, higher than those aged 31-40, and higher than those aged 40 and above; There are significant differences in the mobility of kindergarten teachers with different teaching experiences. Kindergarten teachers with 6-10 years of experience are higher than those with 5 years or less, and higher than those with 10 years or more; There are significant differences in the mobility of kindergarten teachers with different marital statuses, with married teachers without children being higher than unmarried teachers with children.

References

- Allensworth, E., Ponisciak, S. , & Mazzeo, C. . (2009). The school's teachers leave teacher mobility in Chicago public schools. *Consortium on Chicago School Research*, 52.
- Chen, Y. (2007). *A Study on the Institutionalization of the Flow of Primary and Secondary School Teachers*. (Master's thesis, Northeast Normal University).
- Chen, J. & Chen, Y. (2008). Institutional Analysis on the Imbalance of Teacher Mobility between Urban and Rural Areas in China. *Research on Educational Development*. (Z1):34-37.
- Cao, Y.P. (2005). A review of research on occupational stress, burnout, and turnover intention of university teachers. *Journal of Shanxi University of Finance and Economics (Higher Education Edition)*(03),41-44.
- Cai, Y.Q. (2011). Report on the Achievements of the Youth Special Project of the Ministry of Education for the Eleventh Five Year Plan of National Education Science, titled "Research on the Flow of Preschool Teachers in Central China and Countermeasures". *Contemporary Education Forum (Comprehensive Research)* (08),5-7
- Duan, C.Y. & Yin, J.D.(2019).The Essential Connotation and Reasonableness Discrimination of the Flow of University Teachers -- Also on the Talent Introduction in Universities under the Background of "Double First Class" Construction. *Higher Education Management*(03),89-96.
- Gao, H.(2019).The Social Integration of the Flow of College Teachers: Problems and Improvement Strategies. *Hubei Social Sciences* (03),162-168..
- Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*. 105(4), 245-255.
- Huang, S.M. & Zhu, X.Q. (2018).An Analysis of the Reasons and Countermeasures for the Flow of Teachers in Private Kindergartens: A Case Study of Huainan City. *Journal of Guangxi Normal University of Science and Technology*(05),153-156.

- Huang, X., Wang, G., & Wang, D. L. (2017). The impact of organizational support and occupational stress on turnover intention among preschool teachers: the mediating role of occupational burnout. *Psychological and Behavioral Studies*(04),528-535.
- Jiang, S. X. & Hu, F. Z.(2011).The allocation and mobility of preschool teachers in China from the perspective of educational balance. *Research on Preschool Education*(07),26-31.
- Krieg, J. M. (2006). Teacher quality and attrition. *Economics of Education review*, 25(1), 13-27.
- Li, X. (2022). *A Study on the Flow of Teachers in Private Kindergartens*. Master's thesis, Northeast Normal University.
- Li, X. & Zhang, Z. D. (2021). Is the willingness of private kindergarten teachers to move high? - Analysis of the willingness and influencing factors of H Kindergarten Group teachers to move. *Journal of Shaanxi Preschool Normal University*(09),87-95.
- Lu, C.E. & Wang. Y. (2006). An Analysis of the Turnover Tendency and Causes of Preschool Teachers. *Early education*(07),12-13.
- Mobley, W. H. (1982). *Employee turnover cause, consequences and control*. Addison Wesley.
- Mobley, W. H., Horner, S., & Hollingsworth, A. T. (1978). An evaluation of hospital employee turnover. *Journal of Applied Psychology*, 63(4), 408-414.
- Mao, C.E.(2006). A Literature Review on Employee Mobility. *Technology Entrepreneurship Monthly*(07),125-126.
- Palma-Vasquez, C., Carrasco, D., & Tapia-Ladino, M. (2022). Teacher mobility: What is it, how is it measured and what factors determine it? A scoping review. *International Journal of Environmental Research and Public Health*, 19(4), 2313.
- Qian, M. H. (2004).Does education really contribute to upward social mobility - An analysis of the relationship between education and social stratification. *Social sciences front* (04),194-200.
- Vekeman, E. G., & Valcke, M. (2016). Linking educational leadership styles to the HR architecture for new teachers in primary education. *Springer Plus* (1),12-19.
- Xu, Z.W. (1996).(1996).Teacher mobility and teacher optimization combination. *Research on Higher Education in Heilongjiang Province*(02).
- Zhu, X.H. & Liu, S.H. (2019). A Study on the Mobility Willingness and Stability Policies of Rural Young Teachers: An Analysis Perspective Based on Personal Environment Matching Theory. *Research on Educational Development*(20),37-46.
- Zhao, Z.P. & Qin, Y.Y.(2016).Who Wants to Leave More: An Empirical Study on Opportunity Cost and the Intention of Compulsory Education Teachers to Move. *Education and Economy*(01),53-62.