

Research on the Current Situation of the Subjective Well-Being in the Kindergartens and the Educational Advices

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Abstract:

Happiness is not only the pursuit of human beings, but also the most essential goal in the kindergarten. The purpose of this study is to compile the structure system and questionnaires of the kindergarten subjective well-being, to explore the current situation of subjective well-being in kindergarten. The main structure of life satisfaction and well-being in kindergarten includes four main dimensions. They are peer satisfaction, teacher-student satisfaction, academic and environmental satisfaction and self-satisfaction. This study also compiled the kindergarten happiness questionnaire. The two questionnaires can become the affective tools for evaluating subjective well-being in kindergarten. It shows the subjective well-being in kindergarten is relatively high. Kindergarten life satisfaction is also at a high level of satisfaction. They are peer satisfaction, academic and environmental satisfaction, self-satisfaction and teacher-student satisfaction from high to low. The daily mood in the kindergarten is happy. They are Friday, Tuesday, Wednesday, Monday, Thursday from high to low.

Keywords: Kindergarten subjective well-being, Kindergarten life satisfaction, Kindergarten happiness.

I. INTRODUCTION

Happiness is not only the pursuit of human beings, but also the essential goal of education. The research on school subjective well-being in China began at the beginning of the 21st century. Scholars took primary school, high school and college students as the subjects of study. Research was conducted and questionnaires were developed from school satisfaction, relationship satisfaction, academic satisfaction, self-satisfaction and emotions [1-3]. It has been found that the external variables such as social support, school system, school atmosphere, learning pressure and burden affect students' school subjective well-being [4, 5]. At the same time, individual psychological variables such as students' self-esteem, personality traits, academic self, academic burnout, school belonging, school adaptation also affect students' school subjective well-being experience [6].

The kindergarten subjective well-being comes from the school subjective well-being. It refers to the positive and negative emotional experience of children aged 3-6 in the kindergarten and the value

judgment of life satisfaction in kindergarten. Most of the researchers explored the children’s well-being from the qualitative perspective. They found children’s understanding of the concept of happiness was very different from adults. Migrant children and urban children also have different understandings of happiness. Children’s understanding of happiness is simple and pure [7, 8]. Great changes have taken place in the view of children in recent years. Scholars explored children subjective well-being in quantitative perspective. The researchers point out that subjective well-being of children varies from 3 to 5 years old. Three-year-old children think that eating and playing is happiness. Children aged 4 to 5 have a deeper understanding of happiness. They hope to be praised and appreciated by teachers and peers, and hope to get good grades [9, 10].

There are very few studies on subjective well-being in kindergarten and lack of suitable assessment tools. The age and psychological development of young children are special. There is a huge difference between the students’ happiness in school and children in kindergarten. Explore the source and current situation of children’s happiness and analyze their subjective well-being in kindergarten is imperative and can help children experience happy life. The purpose of this study is to compile the structure system and questionnaire of the kindergarten subjective well-being, to explore the current situation of subjective well-being of children aged 5-6 in kindergarten, to make recommendations to awaken educators and parents to listen to young children and help them experience happiness.

II. METHODS OF RESEARCH

2.1 Object of Study

2.1.1 Selection of the interview sample objects

The researchers randomly interviewed 65 children aged 5-6 in kindergartens. The children were interviewed to determine the dimensions of the questionnaire and ensure the scientific nature of the questionnaire.

2.1.2 Selection of the sample objects of questionnaire

The children aged 5-6 in the public high quality kindergarten A, the public ordinary kindergarten B, the private high-end kindergarten A and the private kindergarten B (the children of migrant workers are the majority) were taken as the research objects. Questionnaire sample objects are divided into predictive questionnaire objects and formal questionnaire objects. The predictive questionnaires are 200 copies. The formal questionnaires are 263 copies. See Table I for details.

TABLE I. Basic information of the subjects

prediction questionnaire subjects				formal questionnaire subjects			
Categorical variable	Category	Number (N)	Percent (%)	Categorical variable	Category	Number (N)	Percent (%)

Sex	Male	95	47.5	Sex	Male	136	51.7
	Female	105	52.5		Female	127	48.3
Nature	Public kindergar ten A	50	25.0	Nature	Public kindergart en A	66	25.1
	Public Kinderga rten B	50	25.0		Public Kindergar ten B	78	29.7
	private kindergar ten A	50	25.0		private kindergart en A	64	24.3
	private kindergar ten B	50	25.0		private kindergart en B	55	20.9

2.2 Research Tools

2.2.1 Kindergarten Life Satisfaction Questionnaire for Children Aged 5-6

The items of the questionnaire are mainly based on the entries obtained from previous interviews and the multiple existing research papers. The remaining 58 items were used as the formal prediction questionnaire. The scoring method of the questionnaire is the Five Grade Assessment which adopted the colorful peach hearts with bright images.

1) Project analysis

In order to examine the rationality of the self-compiled questionnaire and filter valid item, 26 items are deleted finally. 32 items are retained to conduct the next step of exploratory factor analysis.

2) Exploratory factor analysis

Adopt the computational analysis method and orthogonal rotation method, delete 13 questions. Finally, four factors consisting of 19 questions are retained. The four factors are peer satisfaction, academic and environmental satisfaction, self-satisfaction and teacher-child satisfaction. See Table II for details.

TABLE II. Results of factor analysis on life satisfaction of children Aged 5-6 in kindergarten

question	factor1	factor2	factor3	factor4	Common Degree
T35	.796				.634
T36	.795				.664
T37	.758				.580
T34	.709				.521
T33	.652				.444
T15		.712			.527
T13		.707			.512
T28		.656			.447
T9		.638			.437
T22		.531			.416
T52			.748		.565
T46			.721		.580
T53			.620		.410
T14			.568		.483
T50			.537		.401
T44				.752	.591
T41				.721	.658
T48				.664	.484
T42				.628	.471
Characteristic value	5.322	1.722	1.473	1.287	-
Contribution rate(%)	28.010	9.061	7.754	6.775	-
Cumulative contribution ratio (%)	28.010	37.072	44.826	51.601	-

3) Reliability analysis

The α coefficient values of the internal consistency of the subjective well-being questionnaire for kindergarten children Aged 5-6 are 0.842. This indicates that the questionnaire has good reliability.

4) Validity analysis

The correlation coefficient of each dimension of kindergarten life satisfaction of children aged 5-6 is between 0.298-0.762. It indicates that the questionnaire has good construct validity. See Table III for details.

TABLE III. The correlation matrix of 4 dimensions of kindergarten life satisfaction of 5-6 children and the total score of the questionnaire

factor	Peer satisfaction	Academic and environmental satisfaction	self-satisfaction	teacher-child satisfaction	Overall satisfaction
peer satisfaction	1				
Academic and environmental satisfaction.	.367**	1			
self-satisfaction.	.399**	.298**	1		
teacher-child satisfaction	.406**	.389**	.469**	1	
overall satisfaction	.745**	.688**	.746**	.762**	1

2.2.2 Development of Children’s Happiness Questionnaire

In this study, the smiling face method suitable for young children was used. Five yellow pictures represent five different expressions in the emotional test. The α coefficient values of the internal consistency is 0.733. The correlation coefficient of the dimensions of the questionnaire and the total score is between 0.260-0.719 which presenting moderate correlation. This shows the questionnaire has good reliability and validity.

III. RESEARCH RESULTS AND ANALYSIS

3.1 Overall Situation Analysis of Subjective Well-Being of Children Aged 5-6 in Kindergarten

The mean value of the subjective well-being of children aged 5-6 in kindergarten at present is 4.2947, greater than the critical value 3. It shows the subjective well-being of children aged 5-6 in kindergarten is relatively high. See Table IV for details.

TABLE IV. Average condition report of subjective well-being of children aged 5-6 in kindergarten

	N	M	SD
well-being	263	4.2947	.51460

3.2 Analysis of Kindergarten Life Satisfaction of Children Aged 5-6

Kindergarten life satisfaction of children aged 5-6 is at a high level of satisfaction. The mean of each dimension is greater than the critical value 3. They are peer satisfaction, academic and environmental satisfaction, self-satisfaction and teacher-child satisfaction from high to low. See Table V for details.

TABLE V. Status report of kindergarten life satisfaction of children aged 5-6

	peer satisfaction	academic and environmental satisfaction	self-satisfaction	teacher-child satisfaction	Overall satisfaction
M	4.4494	4.4281	4.0753	4.0646	4.2644
SD	0.73526	0.71278	0.78670	0.92392	0.56626

3.3 Analysis of Happiness of Children Aged 5-6 in Kindergarten

The average of the children happiness is 4.4099 which is greater than the critical value 3. The average mood of every day is greater than 3. They are Friday, Tuesday, Wednesday, Monday, Thursday from high to low. See Table VI for details.

TABLE VI. Children’s daily happiness and overall mean status report

	Monday Emotion	Tuesday Mood	Wednesday Mood	Thursday Mood	Friday Mood	sense of happiness
M	4.3992	4.4373	4.4144	4.3308	4.4563	4.4099
SD	1.07199	1.03878	0.89063	1.06689	0.97536	0.68265

IV. DISCUSSION ON SUBJECTIVE WELL-BEING OF KINDERGARTEN FOR CHILDREN AGED 5-6

4.1 Analysis of the Overall Situation of Subjective Well-Being of Kindergarten for Children Aged 5-6

4.1.1 Situation analysis of subjective well-being of children aged 5-6 in kindergarten

The results of this study show that the kindergarten life experience of children aged 5-6 is happy. It

may be directly related to the nature of education and teaching at the kindergarten stage. Kindergarten education and teaching form is mainly fun games. The content of children's learning is superficial knowledge and experience. Young children do not have the pressure of entrance, examination and results. In addition, the kindergarten also has its unique garden-style environment. The playground is full of games and sports equipment. There are many game areas in the classroom. The walls are decorated with playful decorations. Good kindergarten environment and relaxed atmosphere create a happy childhood life for children.

4.1.2 Analysis of life satisfaction of children aged 5-6 in kindergarten

The results of this study show that at present kindergarten life satisfaction of children aged 5-6 is very high. This result may be due to the overall educational services provided by the kindergarten for young children and the level of education quality can well meet the needs of young children. And the government and parents give a high degree of investment and support for early childhood education. It makes the curriculum, environment creation, education and teaching reach a relatively high level.

4.1.3 Analysis of happiness of children aged 5-6 in kindergarten

This study find that kindergarten happiness of children aged 5-6 is high. Children are in the highest mood on Friday. The mood is lowest on Thursday. This reason is children had a great weekend at home. The collective life with discipline and rules makes the children uncomfortable on Monday. For this phenomenon teachers reflect in interviews that on Monday children are free and undisciplined and more difficult to manage. The mood gradually rises from Monday to Tuesday. Over time children gradually and actively integrate into kindergarten life. By Thursday the mood reaches its lowest ebb. On Friday children will have a free and relaxed weekend life. This leads their motions rise directly.

4.2 Discussion on the Status of Life Satisfaction of Children Aged 5-6 in Kindergarten

4.2.1 Analysis of the status of peer satisfaction

This study shows that peer has a positive impact on the subjective well-being of children. And peer satisfaction is the highest satisfaction. This may be due to the peer relationship is gradually stabilized. Interests among peers are more consistent. The conflict gradually decreases. In kindergarten interviews children mentioned many times that companion was the source and influencing factor of happiness. Some children said they did not want to change kindergartens because other kindergartens did not have good friends. Therefore the harmonious and good peer relationship directly affects children subjective well-being experience in kindergarten.

4.2.2 Analysis of the status of academic and environmental satisfaction

Children are relatively satisfied with their studies and the environment. This shows that the overall

environment of the children's kindergarten is very satisfactory and children like having lessons in kindergarten. Young children have almost completely accepted the forms of class. During the interview a lot of children said having lessons was a happy thing. They are actively involved in class and their emotions become even higher. This made children experience high kindergarten subjective well-being.

4.2.3 Analysis of the current situation of self-satisfaction

Self-satisfaction of children aged 5-6 is also at a high level. This means that children gain a relatively good experience of self-life and have more opportunities for self-realization. But children's self-satisfaction is second from the bottom. This shows that children's self-satisfaction in kindergarten needs to be improved. At this stage, children have a strong desire for expression in kindergarten life. They need to gain the experience of recognizing one's own abilities and sense of accomplishment. It can be seen that kindergarten teachers should give children more opportunities for self-expression, self-expression and self-actualization.

4.2.4 Analysis on the satisfaction of teacher-child relationship

The satisfaction of teacher-child relationship is at a high level. This shows the current relationship between teachers and children is relative harmony. But the satisfaction of teacher-child relationship ranks last to last. This is due to the fact that the level of kindergarten teachers is uneven. The quality of teachers needs to be improved. Teachers always are in the dominant position and their behavior of excessive intervention and command often occurs in the process of teaching. They have contradictory relationship with children in the kindergarten.

V. CONCLUSIONS AND EDUCATIONAL ADVICES

This study has compiled kindergarten life satisfaction questionnaire and the happiness questionnaire suitable for children aged 5-6. They can become the affective tools for evaluating subjective well-being of children aged 5-6 in kindergarten. The study find that children aged 5-6 were very satisfied with their kindergarten life. They have positive emotional experience in kindergarten. The subjective well-being of children aged 5-6 in kindergarten is high.

5.1 Conform to the Law of Children's Development and Create a Happy Environment

To respect the nature of young children and to conform to the law of children's development embody the people-oriented educational thought. Kindergarten teachers should establish correct view of children and understand the unique performance of children. They should carry out various activities in the form of games, release the nature of young children. Kindergarten administrators should create a relaxed atmosphere in order to make children grow up healthily in a safe material and spiritual environment.

5.2 Establish a Portfolio of Children's Happiness and Implement Happiness Management

Kindergartens should set up happiness portfolios for children in order to record every bit of children's happiness and to evaluate kindergarten happiness of young children. On the one hand, they should collect photos of children's main activities and achievements and record the happy moments of children's life in kindergarten. On the other hand, assess children's life satisfaction status and happiness through the questionnaire of children's subjective well-being in kindergarten to understand children's living conditions timely. Kindergarten should incorporate children's kindergarten happiness into kindergarten management and help children live a happy life.

5.3 Promote the Development of Children's Self-Awareness and Increase the Experience of Happiness

The root of happiness lies in the promotion of the inner strength of the self. The inner self-consciousness of individuals determines their cognition and evaluation. The self-consciousness of children aged 5-6 has not been fully developed. Their ability of self-regulation and control is comparatively poor. Parents and teachers should play an exemplary role and become a mirror of children's good self-awareness. They should give children a psychological environment with a sense of security to face up to success and failure. And they should develop a correct self-judgment according to the cognitive ability and experience of individual children. They also should arrange the difficulty of the task reasonably to help young children improve their self-efficacy.

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