

Research on the Present Situation of Preschool Education Students' Employment in Private Colleges and Universities in Shaanxi Province During Transformation Period*

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Abstract—With the rapid development of preschool education, there are more and more colleges and universities offering preschool education. And private universities are also an important force for training preschool education talents. This article studies the current employment situation of preschool education students in private universities in Shaanxi province, and puts forward the following training countermeasures: to improve the professional skills of preschool education majors in private colleges during the transformation period; to adopt the "double-tutoring" model to cultivate practical application ability of preschool education students; to improve the research quality and ability of preschool education students based on the project; to strengthen the humanistic education and scientific and cultural education, and the students' basic ability; to strengthen the school-enterprise cooperation to form mutual cooperation and win-win cooperation mode; and to create professional skills competition system to provide students with the platform displaying basic skills.

Keywords—*transformation period; private college and university; preschool education; employment*

I. INTRODUCTION

It is the time for setting up preschool education. There are backgrounds of policy and institution and potential educational market space. In this context, colleges and universities in which setting preschool education have also emerged. A number of colleges and universities have started preschool education. There would have large numbers of preschool education graduates. The country and society are eager for high-quality preschool teachers. It is necessary to study how to enhance the professional adaptability and employability of preschool education students from the perspective of current demand for talent market and employment patterns.

The development of preschool education is rapid. Research on preschool education at home and abroad is also increasing. The existing research focuses on three aspects:

the construction of preschool education majors in colleges and universities, vocational ability of preschool education students and training model of preschool education student. However, in the period of popularization of higher education and rapid development of preschool education, to ensure the smooth employment of large numbers of preschool education graduates is what most studies fail to do. Many employers hope to achieve "zero adjustment" of talents. The newly graduated college students are less confident in their professionalism and ability to work, have a reduced sense of self-fulfillment. And they are at a loss in the face of interpersonal relationships, employment pressures and role changes. The "employment gap" between capacity and social needs would emerge. Therefore, judging from the requirements of the current talent market and employment model, to improve professional adaptability and employability of college students has become an important issue that urgently needs to be resolved in higher education.

II. RESEARCH CONTENTS OF EMPLOYMENT OF PRESCHOOL EDUCATION STUDENTS IN PRIVATE COLLEGES AND UNIVERSITIES IN SHAANXI DURING THE TRANSFORMATION PERIOD

A. Overall Employment Situation of Preschool Education Graduates in Recent Years and Opportunities for Transformation and Development of Private Colleges and Universities

Preschool education is the beginning of lifelong education. Good preschool education can improve children's intelligence to different degrees and lay a good foundation for their lifelong development. Therefore, preschool education has received more and more attention from people and has become a new trend in the development of education in the world. China has also introduced a series of policies and regulations to promote the development of preschool education. In 2010, the State Council issued "Opinions on the Current Development of Preschool Education". In 2015, the State Council issued the "Notice on the Administration of Central Financial Funding for the Development of Preschool Education". The introduction of policy has accelerated the

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development of preschool education. In recent years, the introduction of policy has also made the overall employment situation of preschool education graduates been well. Graduates are in high demand. The job market is loose. Graduates mainly go to kindergartens and other child care institutions to engage in health care and education. Also, they would go to other related preschool institutions to engage in teaching and education or training and service work. According to relevant statistics, the employment rate of preschool education students after graduating for six months is as high as 97.8%, which indicates that the current employment situation is very good.

Private colleges and universities are important part of Chinese higher education and are facing a critical period of transformation and development. For private colleges and universities, transformation and development are opportunities and challenges. The transformation and development of private colleges and universities must be combined with the needs of the development of local economic markets. The colleges and universities should build the disciplines with obvious application characteristics and endemism. And they should be committed to training applied talents that meet market demands. Xi'an FanYi University and Xi'an Eurasia University are private colleges and universities for transformation and development in Xi'an. They take transformation and development as an opportunity, take the preschool education as a discipline with local and applied characteristics, and take the preschool market demand as the orientation. They would cultivate applied technical preschool education talents. And the graduates have better employment. Therefore, this paper conducts an in-depth investigation of preschool education graduates from these two private colleges and universities to obtain real and first-hand relevant information.

B. To Investigate the Employment of Preschool Education Graduates in Private Colleges and Universities in the Past Two Years

This study mainly selects preschool education graduates from Xi'an FanYi University and Xi'an Eurasia University as the survey objects. It mainly conducts follow-up surveys from the following aspects: 1. Basic information of surveyed subjects include gender, age, etc.; 2. Basic conditions of respondent include the location of employment, the nature of the unit, labor relations, labor time, salary and other issues; 3. Occupational skills of the surveyed subjects include vocational skills, various vocational qualification certificates, etc.; 4. Employment orientations and causes include views on the development prospect of preschool education, career choices, and other factors.

C. Analysis of Employment Data of Preschool Education Students

1. Regarding the gender of students participating in the survey, preschool education students are mainly girls, and the proportion of boys is extremely low. The proportion of female students in preschool education graduates who participated in the survey was as high as 95.8%, while the proportion of boys only accounted for 4.2%. Kindergartens

and other care institutions hope that male teachers can join in. We can know the reason why there are few males in preschool education. On the one hand, it is related to the public's view on preschool teachers. On the other hand, teachers in preschool education are paid less and have lower social status, which also affects the employment options of the majority of boys. All universities and colleges may adopt appropriate enrollment encouragement or reward policies within the scope permitted by national policies to guide or encourage boys to choose preschool education majors. At the same time, countries and regions may issue corresponding policies to ensure that preschool education boys can work in the preschool education field without losing, as shown in "Fig. 1".



Fig. 1. The gender of kindergarten teacher.

2. As far as the working place of graduate students is concerned, 87.5% of the graduates choose to work in the city. And 12.5% of their work places are in rural areas. Preschool education graduates mostly choose cities as their workplaces. They have a lot of job opportunities in the cities, a good working environment, a large space for development, and a better quality of life. Rural workers have fewer job opportunities and a poor working environment. The state must first vigorously develop preschool education in the northwestern region and rural areas. First, it must increase its efforts to attract teachers, as shown in "Fig. 2".

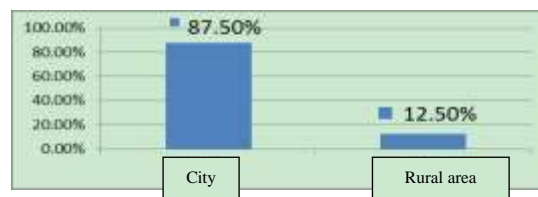


Fig. 2. The selection of work place.

3. Regarding the nature of the work unit of preschool education students after graduation, 47.9% of the labor relations are temporary employment. 14.5% of preschool education students build long-term employment relationship. And the other relationship accounts for 37.5%. This data shows that almost half of the current preschool education graduates build temporary employment relationship. And the proportion of long-term employment for career preparation is lower. The number of public kindergartens is relatively small and there are fewer preschool teachers having the compilation position. Private kindergartens are developing rapidly. Most graduates work in private kindergartens. At the same time, it is also a reflection of the changes in the concept

of student employment. They no longer pursue the staffing of government affiliated institutions. Instead, they choose individual work units based on individual career planning.

4. For the working hours of preschool education graduates, the working hours of 37.5% of preschool education graduates are less than 8 hours. The working hours of 52.1% of preschool education graduates are 8-10 hours. The working hours of 10.4% of preschool education graduates are 10-12 hours. It can be seen that more than half of preschool education graduates work 8-10 hours, which is in line with the current kindergarten teacher's working hours. And the labor intensity is within the normal range.

5. Regarding the salary of preschool education students, the ratio of the salary of 1,000-2,000 yuan is 27.1%. The ratio of the salary of 2000-2500 yuan is 47.9%. The ratio of the salary of 2500-3000 yuan is 16.7%. And the ratio of the salary of 3,000 yuan above is only 8.3%. The salary of preschool educators has not been high. Through this investigation, the seriousness of this issue has been proved again. This is the main reason for the high mobility of preschool teachers. And it is also an important aspect that leads to the loss of many outstanding preschool teachers. Therefore, it is very necessary and urgent to improve the salary and social status of preschool educators, as shown in "Fig. 3".



Fig. 3. The salary of preschool education students.

6. Regarding the purchase of "five social insurance and one housing fund" for preschool education graduates, the proportion of purchasing all the "five social insurance and one housing fund" is 22.9%. 31.2% of preschool education graduates purchase "five social insurances and one housing fund". 27.1% of preschool education graduates don't purchase "five social insurances and one housing fund". 18.7% of preschool education graduates have the related allowance without purchasing "five social insurances and one housing fund". This data shows that most of the employers will apply for "five social insurance and one housing fund" for employees. And a few of the employers will not purchase "five social insurance and one housing fund" for them. Even if the employers don't purchase "five social insurances and one housing fund", the graduates will receive relevant subsidies. This is the manifestation of the regularization of the social security system. And it is also the guarantee for the diversity of students' employment.

7. For the certificates obtained by preschool education students, 45.8% of the kindergarten teachers have obtained the qualifications. 54.2% of the kindergarten teacher has not obtained the qualifications. The ratio of obtaining Orff teacher qualifications, Montessori teacher qualifications and

psychological consultant certificate is less than 10%. The ratio of obtaining nursery certificate and early education certificate is 14.6%. These data show that the percentage of graduates obtaining various types of vocational qualification certificates is low, and the proportion of obtaining kindergarten teacher qualification certificates is also low. The reason for this is that students do not know the details of professional qualification certificate of the preschool education. And they do not pay enough attention to the professional qualification certificate. While vigorously developing the preschool education, the state is also regulating the field of preschool education. With the implementation of teacher certification system in China, students should have corresponding teacher certifications. It is the basic guarantee for the quality of preschool education.

8. In terms of students' satisfaction with preschool education, 91.7% of students are satisfied with their professionalism. 8.3% of students are dissatisfied with their major. One of the reasons for satisfaction with the preschool education is that it has good employment prospects. Also, the students love children. And it is conducive to the child education and the development of family in the future. This is why the major can attract students. It is also the professional advantage. For students who are dissatisfied with the profession, they aren't satisfied with poor salaries, low social status and high requirements of professional skills.

9. Regarding the preschool education students' suggestions for preschool education in the colleges and universities, most of the students expressed satisfaction with the education and training. The students hope that the school could offer more opportunities for internship practice. And they hope to spend more time on the practice at the kindergarten (18.8% of students believe that the practice time should be 1 month. 52.1% of students think that the practice time of 1-3 months is more appropriate. 20.8% of the students are willing to have 3-6 months to take the practice. 29.1% of the students want to have more than 6 months in the practice.). The students can understand various aspects of kindergarten routines and teaching activities in the five major areas, find out their own shortcomings, and make better career development plans. The students want to strengthen skills training in professional learning. It is suggested that skills courses should be taught from the entry to graduation. Then, it would strengthen students' professional skills and increase their adaptability to employment. These valuable suggestions provide good basis for future preschool education courses and personnel training.

III. RESEARCH CONCLUSIONS ON EMPLOYMENT OF PRESCHOOL EDUCATION STUDENTS IN PRIVATE COLLEGES AND UNIVERSITIES DURING TRANSFORMATION PERIOD IN SHAANXI PROVINCE

Through the investigation and analysis of the employment of preschool education students in Xi'an FanYi University and Xi'an Eurasia University, the following constructive improvement measures are proposed to provide strategic support for the future talent cultivation and employment of private preschool education majors.

A. *Promoting Vocational Skills of Preschool Education Students in Private Colleges and Universities in Transformation Period*

Occupational skills are mainly analyzed from three levels: basic learning, behavioral acquisition and interpersonal psychology. The basic content of professional skills is developed from three points: basic point, ability point and starting point. The professional abilities of preschool education students take three characters, Chinese words and the lesson as the basic point. Namely, they are words written with chalk, pencil characters, pen writing, standard Chinese and lesson-introduction. The performance and painting are the ability point. The actual life of young children is starting point. Finally, the three parts are combined into one body of capabilities. Many of the graduates in this survey have reported that their vocational skills are relatively weak. And the percentage of various types of certificates obtained at all levels is low. During the critical period of the transformation and development of private colleges and universities, five docking points in the modern vocational education system should be completed. The five docking points include: the docking between production process and the teaching process, the docking between profession and industry, the docking between curriculum content and professional standards, the docking between academic certificates and vocational qualification certificates, and the docking between vocational education and lifelong learning interface. Preschool education students should strengthen the combination of professional skills, curriculum content and professional qualification certificate. Then, vocational skills are closely related to the professional development of teacher specialization. And to improve the professional skills of preschool education students is the inevitable choice for teacher education reform.

B. *Adopting "Dual-tutor System" Model to Cultivate Practical Abilities of Preschool Education Students*

The universities and directional internship kindergartens choose teachers with strong political ideology and business abilities, and establish two-to-one coaching model. It is the dual-tutor system. And normal university students should have the training of targeted vocational theory, occupational awareness and professional practice. The dual-tutor system is implemented in private colleges and universities. Professional teachers of colleges and universities are the tutors of students. They are responsible for the improvement of the students' professional learning and professional skills. At the off-campus practice base, the colleges and universities should select first-line kindergarten teachers with rich practical experience as another tutor for students. They guide students to carry out nursery work, teaching and education work. And kindergarten instructors will often go to colleges and universities to carry out special lectures on early childhood education skills. With this dual-tutor system, preschool education students can not only consolidate professional theoretical foundations and vocational skills, but also acquire more practical experience of kindergartens, improve students' practical internship, and truly achieve professional development of students. These students would have zero running-in with the works.

C. *Relying on Research and Education Reform Projects to Enhance Preschool Education Students' Research Accomplishment and Ability*

At present, scientific research ability is also one of the indispensable skills of kindergarten teachers. More and more kindergartens have incorporated the ability of preschool teachers in scientific research into the evaluation of teachers. Therefore, the cultivation of students' scientific research ability is urgent. Private colleges and universities are facing the opportunity of transformation. While transitioning to the application-oriented colleges, they must cultivate students' scientific research capabilities. The colleges and universities can adopt teacher-student cooperation approach to allow preschool education students to participate in the professional subject and teachers' research and teaching reforms. Also, the colleges and universities can cooperate with kindergartens to jointly study the research and teaching reforms. This will not only cultivate students' reflection and observation skills, but also consolidate professional theoretical knowledge and improve their ability to combine theory with practice. Thereby, the colleges and universities can cultivate students' creation and innovation abilities. It is conducive to the cultivation of scientific research consciousness and scientific research ability of preschool education students.

D. *To Strengthen Humanistic Education and Scientific and Cultural Education and Consolidate Students' Basic Abilities*

Most preschool education students are from liberal arts. The background of this discipline leads to a weak foundation of scientific literacy among a large number of students, resulting in a lower level of scientific literacy. Kindergarten is the main position for the implementation of early childhood education. The formation of early child science literacy depends on early child science education. The level of scientific literacy of preschool teachers is directly related to the quality of early child science education. Therefore, the curriculum of private colleges and universities must include courses related to science and culture. It would strengthen students' scientific knowledge and promote the development of students in all aspects.

E. *To Strengthen Cooperation Between Schools and Enterprises and Form Mutual and Win-win Cooperation Model*

In the process of cooperation between kindergartens and universities, kindergartens can supplement talented people and gain intellectual support. By cooperating with kindergartens in the form of production, learning and research, universities and colleges timely find out the needs of the market and adjust the training mode and professional settings of talents. Preschool education graduates can choose to work in the cooperative kindergarten. And it should improve the level of preschool teachers' salary. The colleges and universities can hire backbone teachers of kindergartens to teach students practical experience and improve students' practical ability. The full-time teachers of preschool education can go to kindergarten to have the practice. It

would improve the teachers' practical ability. At the same time, the professional preschool teachers can provide relevant professional guidance and help for kindergartens. Colleges and universities can develop "order-oriented" training according to the requirements of teachers in the cooperation kindergarten. It can not only guarantee the precise employment of students, but also enrich the form of school-enterprise cooperation. And then, the cooperation between schools and enterprises should be close. Therefore, the establishment and development of the school-enterprise cooperation mechanism is conducive to the healthy development of colleges and kindergartens.

F. Creating Professional Skill Competition System and Providing a Platform for Students to Demonstrate Basic Skills

The participation of preschool education students in professional skill competitions can fully reflect the students' practicality, openness and professionalism. The students would clarify the basic skill standards that preschool teachers must obtain. Creating different levels of competition not only enriches the form of students' professional skill competition, but also builds a multi-level competition system (class, departmental, school-level, provincial, and national vocational skill competitions) to enhance the professional competence of preschool education students. It would provide more opportunities to truly promote competition.

IV. CONCLUSION

This study analyzes and interprets preschool education students' employability from the perspectives of employment and professional competency, and proposes ways to train preschool education students' employability. The preschool education students can understand the current employment situation and recognize the importance of professional skills. According to this study, the colleges and universities in which set preschool education can realize that cultivating the applied talents with high cultural quality and superb professional skills can seize the opportunities in the job market, and provide conditions for the transformation and development of private colleges and universities. At the same time, the majority of preschool education students would see the influence of superb vocational skills on their future employment. It would inspire students' enthusiasm for learning, and consolidate preschool education students' vocational skills in the pre-service training stage.

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