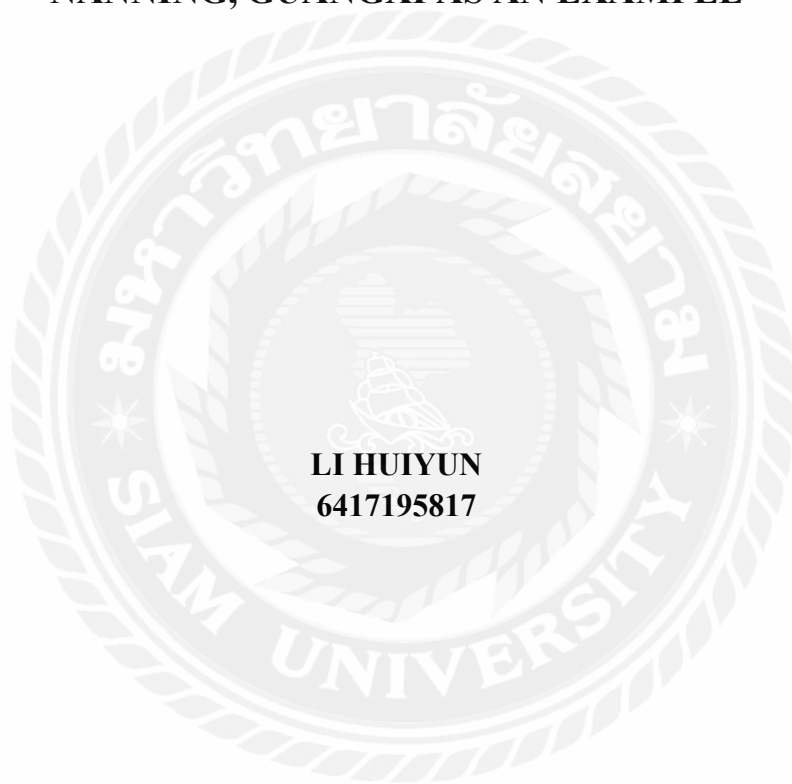




**STUDY ON THE MORAL EDUCATION IN THE  
MANAGEMENT OF KINDERGARTEN TEACHERS-TAKING16  
PRIVATE KINDERGARTENS IN XIXIANGTANG,  
NANNING, GUANGXI AS AN EXAMPLE**



**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS  
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS SIAM  
UNIVERSITY**

**2023**



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MANAGEMENT OF KINDERGARTEN TEACHERS-TAKING 16  
PRIVATE KINDERGARTENS IN XIXIANGTANG,  
NANNING, GUANGXI AS AN EXAMPLE**

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**Title:** Study on the Moral Education in the Management of Kindergarten Teachers-Taking 16 private kindergartens in Xixiangtang, Nanning, Guangxi as an example

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..... 24 ..... / ..... Jan ..... / ..... 2024 .....

## ABSTRACT

**Summary:** This paper aims to study the influencing factors of teachers' professional ethics management in 16 private kindergartens in Guangxi. The research objectives were: 1) To analyze the current situation of teachers' moral education management in 16 private kindergartens in Guangxi; 2) To put forward suggestions for improving teachers' moral management in Guangxi.

This paper adopted qualitative research method and through literature review, identifies 12 questions under four keyword settings, interviews 16 kindergarten teachers and 8 managers, and draws corresponding conclusions. This paper found that: 1) The construction of teachers' ethics and legal system is not sound enough; The kindergarten's own teacher ethics construction and management system are unscientific; Kindergarten teachers are not sufficiently involved in the construction of teacher ethics and other issues, and analyze the causes; 2) Improving teachers' moral education mainly involves four aspects: Firstly, establish a "caring" relationship so that the person being cared for feels cared for and satisfied; Secondly, innovate the teacher ethics evaluation system and regard the teacher evaluation process as a "dialogue" process; Thirdly, pay attention to teachers' professional needs and improve teachers' professional capabilities; and Fourthly, care for teachers' physical and mental health, respect teachers, and give teachers more autonomy.

**Keywords:** Care theory; professional ethics; teacher management; private kindergarten.

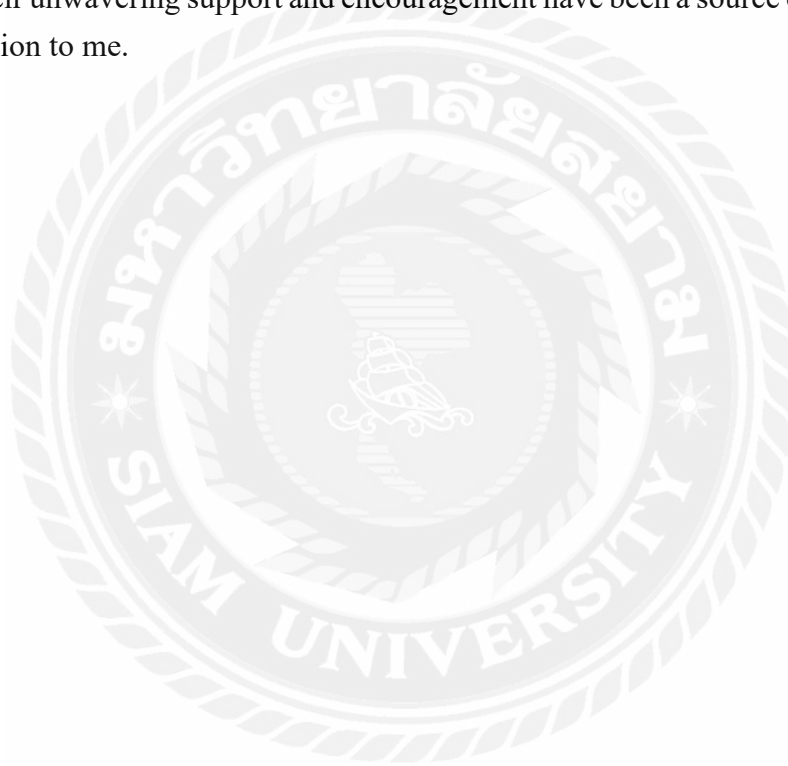
## ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jidapa Chollathanrattanapong Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

Li Huiyun



## Declaration

*I, Li Huiyun, hereby certify that the work embodied in this independent study entitled " Study on the Moral Education in the Management of Kindergarten Teachers-Taking 16 private kindergartens in Xixiangtang, Nanning, Guangxi as an example" is result of original research and has not been submitted for a higher degree to any other university or institution.*

*Li Huiyun*

(Li Huiyun)

Dec 1, 2023



# CONTENTS

|   |     |
|---|-----|
| ABSTRACT.....   | I   |
| ACKNOWLEDGEMENT .....   | II  |
| DECLARATON .....  | III |
| CONTENTS.....   | IV  |
| Chapter1 Introduction .....                                     | 1   |
| 1.1 Research Background .....                                   | 1   |
| 1.2 Research Problems .....                                     | 2   |
| 1.3 Objectives of the Study .....                               | 3   |
| 1.4 Scope of the Study .....                                    | 3   |
| 1.5 significant of the study .....                              | 3   |
| 1.6 Limitations of the study .....                              | 4   |
| Chapter2 Literature Review .....                                | 5   |
| 2.1 Introduction.....   | 5   |
| 2.2 Literature Reviews .....                                    | 5   |
| 2.2.1 Care , Nel Noddings Theory .....                          | 5   |
| 2.2.2. Current research status of care theory in China.....     | 6   |
| 2.2.3 Teacher Ethics .....                                      | 9   |
| 2.2.4 Teacher management .....                                  | 15  |
| 2.2.5 Private kindergartens .....                               | 16  |
| 2.3 Conceptual Framework.....                                   | 17  |
| Chapter 3 Research Methodology .....                            | 18  |
| 3.1Introduction .....   | 18  |
| 3.2 Interview outline design .....                              | 18  |
| 3.3 Data analysis .....   | 19  |
| Chapter 4 Finding and Conclusion .....                          | 20  |
| 4.1 Current status of 16 private kindergartens in Guangxi ..... | 20  |
| 4.2 There are problems in kindergartens now .....               | 21  |
| 4.3 Suggestions for .....                                       | 25  |
| Chapter 5 Recommendation .....                                  | 25  |
| References.....   | 26  |

# Chapter1 Introduction

## 1.1 Research Background

With the continuous progress of modern society and the general improvement of national quality, people are paying more and more attention to the development of China's education. Early childhood education is an integral part of primary education and the foundation stage of Chinese school education and lifelong education. Early childhood education is a process of growth and mutual promotion between children, kindergarten teachers, and kindergarten management. In daily kindergarten teaching management, kindergarten managers should not only emphasize teachers' cultivation of children's basic life knowledge and skills, but also It is necessary to strengthen the construction of early childhood teachers' professional ethics. Only correct teachers' moral education concepts can promote the comprehensive and healthy development of young children (Yang, 2007).

"Professional Standards for Kindergarten Teachers (Trial)" points out that "teacher ethics" are the most basic and important professional standards and norms for kindergarten teachers. Every teacher must uphold "teacher ethics first" and engage in early childhood education (Zhang, 2009). However, in recent years, the problem of early childhood education has become more prominent, and incidents of "child abuse" have emerged one after another. According to reports, some preschool teachers have engaged in some heinous behaviors, such as verbal abuse and beatings, which have caused significant physical and psychological trauma to children. These teachers have also suffered severe injuries. It has affected the overall image of preschool teachers and caused profound doubts among the public and parents about the professional ethics of preschool teachers (Liu, 2013). The above problems imply that there are still many problems managing preschool teachers in China. As an essential part of preschool education, the professional status and social recognition of preschool teachers have not been fully respected and valued (Qin, 2018). For example, preschool teachers generally have low academic qualifications relatively low social status and receive insufficient attention within the education industry and society. Therefore, most preschool teachers face low pay, high work pressure, and disproportionate work efforts. There is also a lack of humanistic care and support (Zhou, 2016). This has caused many preschool teachers to feel anxious and lack self-motivation, and over time, have lost their love and patience for children (Gao, 2020).

Although public and private kindergarten teachers face varying degrees of occupational pressure, private kindergarten teachers suffer more tremendous pressure due to high staff mobility, low economic remuneration, low social status, and low social

understanding of the work of private kindergarten teachers. Occupational stress (Chu, 2023). Some private kindergartens have not adjusted the moral education in teacher management according to social needs and social development. They only follow the cold "form" and focus on rigidly instilling concepts, but the humanistic care for kindergarten teachers is missing (Zhao, 2019). In reality, private kindergarten managers face many challenges and problems in regulating teachers' ethics, such as how to improve the moral standards of private kindergarten teachers, how to alleviate the economic pressure and social status anxiety of teachers in convenient private kindergartens, and how to train teachers. The sense of identity with work and love for children are issues that need to be solved urgently (Xu, 2022). To this end, applying care theory has become an effective way to solve these problems.

Based on the above background, this study surveyed teachers and managers of 16 private kindergartens in Xixiangtang District, Nanning City. Through detailed analysis of specific problems, the researchers summarized the causes of the issues and put forward corresponding opinions and suggestions on the issues. This is of great significance to strengthening the construction of teachers' ethics and style among preschool teachers.

## **1.2 Research Problems**

In recent years, incidents of moral misconduct among Chinese teachers have occurred frequently, and the social impact caused by these incidents has been terrible. At the same time, with the diversified development of China's educational concepts, the traditional moral concepts of teachers have also changed accordingly. In addition, in today's China there is a certain lack of teachers' ethical standards and related rules and regulations, which results in some teachers' low professional ethics. There are problems in managing Chinese preschool teachers, and their professional status and social recognition are insufficient, causing them to face low pay, high work pressure, and insufficient care (Liu, 2013). This can lead to anxiety among preschool teachers and reduce their love and patience with children (Qin, 2010). At the same time, child abuse incidents have gradually become a common problem, raising questions about teachers' professional ethics, which requires strengthening moral construction and attention (Hu, 2018).

With the development of social education, parents require preschool teachers to provide education from all aspects and need teachers to have moral character and role models (Gao, 2020). Therefore, the state, kindergartens, and parents should work together to provide training and support to ensure that early childhood teachers are qualified for the profession.

Both public and private kindergarten teachers face occupational pressure, but



private kindergarten teachers are under more significant pressure and need to address issues such as moral education and economic pressure (Mikk JE & Veisson ME & Luik PE). Care theory is an effective way to solve problems. It is necessary to return the evaluation of teachers' professional ethics to the human being itself and the all-round development of people. Paying attention to the actual economic and emotional demands of early childhood teachers is a crucial part. The application of care theory becomes a solution. Effective ways to solve problems exist in teachers' ethics. Therefore, this study mainly focuses on the management issues of teachers' ethics in 16 private kindergartens in Xixiangtang District, Nanning City, and the application of caring theory in these 16 private kindergartens.

### **1.3 Objectives of the Study**

This study uses 16 private kindergartens in Xixiangtang District, Nanning City as an example to conduct empirical research, aiming to improve further the moral education level of teachers in private kindergartens. The objectives of this study are mainly the following two aspects:

1. To analyze the current situation of teacher management in 16 private kindergartens.
2. To provide suggestions on improving teachers' professional ethics for 16 private kindergartens in Guang Xi.

### **1.4 Scope of the Study**

This study collected and organized teachers' moral education training records, professional ethics education , and professional ethics training records in 16 private kindergartens in Guangxi in the past five years since 2018. The experience and current situation of teachers' professional ethics management are summarized. The research also combed through the literature on kindergarten teachers' professional ethics in the past 15 years, including more than 35 journals, 25 master's theses, and various legal and policy documents from different countries. Relevant theories on teachers' professional ethics were studied, including Noddings' caring theory and the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era." Through the study of these theories, four major themes were identified: dialogue, role modeling, recognition, and practice. Conclusions were drawn through interviews with 16 teachers and eight managers, and suggestions were put forward to strengthen the professional ethics of teachers in 16 private kindergartens in Guangxi

## **1.5 Significance of the Study**

From a theoretical perspective, the conclusions of this study enrich the content of preschool teachers' moral education management. This study is based on the cases of 16 private kindergartens in Xixiangtang District, Nanning City, investigates the current situation and existing problems of moral education in teacher management, and then puts forward practical suggestions and strategies to provide specific references for enriching teacher education management theory. Refer to. On the other hand, this study expands the perspective of early childhood teacher research. At present, most experts and scholars conduct research on the solutions to preschool teachers' behaviors that harm children, which is what happens after the behavior occurs. The purpose of this study is to improve the professional ethics of kindergarten teachers, with an emphasis on preventing preschool teachers' behaviors that harm children. It is to take measures before the behavior occurs.

From a practical point of view, the first is to standardize the daily educational behavior of early childhood teachers. This study on moral education managed by them will help kindergarten teachers take this as a lesson and promptly discover whether their words and deeds comply with behavioral norms, thereby avoiding violations of professional ethics in educational activities and stopping them from the source. Improve your professional image. The second is to reshape the image of preschool teachers. Proposing specific prevention strategies for incidents in which preschool teachers harm children can effectively prevent and reduce the occurrence of preschool teachers' violations of professional ethics and help reshape the image of preschool teachers in people's minds.

Use the combination of caring theory and practice to improve the moral education management level of private kindergarten teachers and effectively improve the quality of kindergarten education.

## **1.6 Limitations of the study**

This paper explored and analyzed the moral education management model of kindergarten teachers using qualitative interviews and analysis. However, the number of samples was relatively limited. Only 16 representative private kindergartens in the Xixiangtang District of Nanning City were selected for teacher interviews. Moral level interviews, At the same time, the chosen sample is located in an area where ethnic minorities live, but no interview questionnaire breaks down minority groups and specific groups such as ethnic minorities and teachers in classes with exceptional children. In this case, for specific, It is challenging to organize people and groups to conduct questionnaires, so they are not divided separately in the article, so that the segmentation and accuracy of the article are somewhat compromised, which is also one of the limitations of this article.

## Chapter2 Literature Review

### 2.1 Introduction

This study uses Noddings' caring theory, and the research content is mainly about professional ethics teacher management, and private kindergartens. The methodology and research content discussed in this paper are sorted out and explained in this chapter.

### 2.2 Literature Reviews

#### 2.2.1 Care, Nel Noddings Theory

An important representative of the care theory was founded by American educationist Nel Noddings in the 1980s. Noddings' care theory mainly focuses on respecting students' lives and attaching importance to experience and feelings. Noddings Si primarily starts from the perspective that "care is a basic human need" and emphasizes the emotional care relationship (Chen, 2019). She has been engaged in school teaching and management for a long time, so she applies caring theory more to school education. Its theory of caring moral education is based on the theory of caring ethics. She believes that "care is the cornerstone of all successful education" and proposes to take "learning to care" as the center, to cultivate students' caring awareness and ability and using role models, dialogue, practice, and recognition as the basic methods of moral education, and incorporates this the caring orientation permeates every aspect of the school (Li, 2019). Noddings' care theory has a systematic theoretical basis, and she is also a loyal practitioner of this theory as a mother and teacher. This makes the care theory have a strong appeal and significance in the education field (Lei, 2023). Noddings believes that caring is a process in which the caring party makes efforts within its capacity to meet the needs of the care recipient reasonably and obtains its response. She believes that care is first of all a relationship, and secondly a virtue. Without a relationship, there is no substantial care. Not only do we need to care for others, but we also need to be cared for by others, emphasizing equal communication and care (Cao, 2019). In addition, care is situational, requiring contact and integration into the surrounding environment, considering specific people, specific needs, and specific reactions and experiences in particular situations.

Noddings designed a moral education curriculum system with four main components: "example, dialogue, practice and recognition". These four methods are closely related and interlocking and jointly promote the implementation of new forms of moral education (Zhang, 2016).

First, Dialogue. Communication between people is first and foremost a process of dialogue. Noddings believes that decisions about a child's education should be made through effective communication. The purpose of dialogue is to understand each other better and enhance mutual emotional communication. The dialogue process should be

equal and open so that accurate information can be obtained and decisions can be made on this basis (Wang, 2015) .

Second, Modeling. Role models emphasize the role of teachers. It is particularly essential for Teachers need to set a good example for students. Teachers are the spokespersons of great moral personalities. The equal care teachers convey to students is exactly what students experience and learn from care. Example During the growth period of students, the words and deeds of teachers have an important impact on students' values, worldview and outlook on life. Teachers also teach, impart knowledge, and solve doubts. Teachers are imparters of knowledge and have rich knowledge reserves. They will undoubtedly become students to learn and admire. Object (Nel, 1997) . Only when teachers experience being cared for can teachers better educate students to care for others? Teachers should lead by example and act as demonstrators, allowing students to feel the experience of being cared for, constantly accumulating the emotional foundation of caring, and creating a relationship between teachers and students, students and students. The atmosphere of caring for each other enables students to subtly learn to respond and care in the process of feeling cared for.

Third, Confirmation. "Recognition is the affirmation and encouragement of others' moral behavior." Carers need to receive feedback and recognition from the people they care for, in order to stimulate their enthusiasm for continuing to care. Recognition is a process in which both parties establish a trusting relationship, but one cannot only rely on one-sided information to identify the other party. It must be based on understanding and communication (Rao, 2017) .

Fourth, Practice. Emphasis is placed on mastering caring skills and cultivating caring abilities during practice. The accumulation of caring experience in life is the prerequisite for improving caring ability, and the process of practice is actually the process of experience accumulation. Noddings advocates that schools should provide students with more opportunities to practice caring and encourage students to help and care for each other in life and learning practice (Zhao, 2008) .

### **2.2.2. Current research status of care theory in China**

Noddings' educational thought is also Noddings' caring educational thought. The research on Noddings' educational thoughts has made great progress through continuous exploration by the academic community. To sum up, China's research on Noddings' educational thoughts mainly focuses on the following aspects:

#### (1) Research on the background of Noddings' caring education thought

Any thought exists in a certain time and space and is a product of the times. Similarly, Noddings' educational thoughts are also a product of the times, the result of the integration of previous theories with Noddings' own innovation ( Hou , 2020 ) . The author Hou Jingjing made a systematic study on the ideological background of

Noddings' caring education. She summarized the background of Noddings' caring education thoughts as sociological background, philosophical background, ethical background, pedagogical background and social reality background. She pointed out that Noddings opposed social concepts influenced by the principled dogmatism and cold abstract rationalism of modernist educational philosophy, and absorbed sociological factors such as the concepts of diversity and difference in postmodernism and feminist trends. In the analysis of the philosophical background of the formation of Noddings' educational thoughts, it is pointed out that Noddings was influenced by humanistic educational philosophy, Hegel's dialectical thinking mode, and Rawls' political philosophy. First, the care, feeling and narratology in humanistic educational philosophy have a profound influence on Noddings (Yang, 2023). For example, she pointed out that education is not only about improving the personal "self", but also promoting the full development of the caring ability with female characteristics to integrate with the outside world. This is obviously an inheritance of humanistic educational philosophy; secondly, Noddings Relational thinking and research methods are influenced by Hegel's dialectical thinking. While inheriting Hegel's dialectical thinking mode, she also pointed out that Hegel's dialectical thinking mode is combined with the "grand narrative" and the relational dialectical thinking mode is combined with contingency. Therefore, while Noddings insists on and developed it: Thirdly, Noddings' thought of caring education criticizes equality among the same, which is in line with the criticism of Rawls' political philosophy. They both believe that it is feasible to pay attention to the interests of disadvantaged groups through the principle of compensation. However, Noddings criticized Rawls's fraternity as being very vague and proposed that it should be replaced by a more specific caring relationship (Lei, 2009).

Noddings' thought on caring education is influenced by Aristotelian ethics, Christian ethics, and naturalistic ethics (He, 2006). While Noddings opposed Aristotle's basing emotions on beliefs, he was also influenced by other ideas in Aristotle's ethics, such as the importance of friendship, the theory of the mean, emotions, behavior, situations, and habits in morality. It agrees with Aristotle's view of good and evil and focuses on the role of relationships, reality, luck and chance (lv, 2019).

Finally, it was pointed out that the great changes in social life, family life, educational background, the current situation of the "new morality" of economic efficiency supremacy, and social changes are also the background for the emergence of caring education thought. Other researchers have also conducted research in this area, but only divided The angles are different, but they do not exceed the scope summarized by Hou Jingjing (Hou, 2020).

## (2) Research on the basic content of Noddings' caring education thought

First, analysis of the category of "care"

The word "care" is the core of the care theory, and researchers focus on conducting detailed research on "care". In research on caring theory, "caring" is defined as caring, but the original meaning of "caring" is not that. The original meaning is "care, compassion." A comparative analysis of "care" and "care" in turn shows that the explanation of "care" is more consistent with the original definition of "caring" by Noddings, so it is more suitable for this article (Lu, 2021). In Chinese, the word "care" is separately interpreted as "care", which expresses concern for people's hearts and is an implicit psychological emotion. "Care" is a verb, which means to care, assist, The meaning of caring. This corresponds exactly to Noddings' caring explicit behavior. Express care and love so that the person being cared for can feel it. It is more of a kind of care and help from superiors to subordinates, individuals or groups ( zhang , 2022). This study adopts the former translation method.

Second, the structural analysis of the caring category. Researchers' structural analysis of the care category includes the following aspects. First, the division of caring stages in the context of Noddings (Yao, 2019). Care in the Noddings context is generally divided into two stages: natural care and ethical care. The motivation of natural care is based on physiological basis and everyone's desire to be cared for. Natural care relies on personal moral ideals and the experience and memory of being cared for to sublimate into ethical care. Secondly, the two links of care in Noddings' context. Caring behavior is completed by the acceptance of the person being cared for. Hou Jingjing also pointed out that the acceptance of the person being cared for includes the negative responsibilities and positive responsibilities of the person being cared for. In addition to negative responsibilities, the person being cared for should also bear positive responsibilities (Hou, 2020). Finally, there is the circle theory of care in the context of Noddings. Care forms a circle with "I" as the center. Hou Jingjing pointed out that the circle of care is different from the theory of interest circles. People in the circle of care are not subject to external coercion, but are only restricted by the mutuality of care and have autonomy.

Third, the philosophical interpretation of the category of care. Hou Jingjing pointed out that "care" has the characteristics of ontology, concreteness, experience, dialectics, limitation, and practicality. Zhou Nan has the same view (Zhou, 2021). Tang Zhuo also believes that Noddings' "care" is a spiritual sense of responsibility, worry and concern (Tang, 2022). Shao Jianzhi pointed out that "care" in the context of Noddings is not a specific behavior or a personal virtue, but a creative and relational state of life (Shao, 2015).

Care theory is the basis for educational success, and it can help administrators make schools harmonious and friendly. This is exactly the humanized form of moral education that the caring theory shows us. It is imperative to provide more inspiration

to every contemporary preschool educator and create a new model of moral education (DanX.2016). Many studies have shown the importance, connotation and practical value of care theory to moral education management (Chen, 2010)

### **2.2.3 Teacher Ethics**

The connotation of China's teachers' professional ethics on kindergarten teachers' professional ethics

Different scholars have different definitions of the moral content of kindergarten teachers, but most of them draw on the concepts of primary and secondary school teachers' ethics. Zhao Dongsheng et al. (Zhao, 2019) believe that the moral quality of students in early childhood education schools is directly related to the success of future kindergarten management: the professional ethics of early childhood education schools will play a vital role in how the children they will face in the future can achieve comprehensive physical and mental health. development is of great importance. (Mo, 2019) Morality is the basic moral standard of Chinese education and is a comprehensive reflection of educators' personality values, professional ethics and cultural spiritual outlook. The research report of Scholar (XU, 2021) pointed out that kindergarten teachers' professional ethics should be caring, patient, meticulous and childlike.

Research report believes that kindergarten teachers' professional ethical behavior refers to the combination of words, deeds, morals and principles that kindergarten teachers should follow in the teaching process (LI, 2018). It is the kindergarten teachers' cognition and implementation of their own professional ethics. The degree of self-awareness standards achieved are qualities developed by kindergarten teachers working in this specific position. Research by Wang Fuyan (WANG, 2015) pointed out that preschool education belongs to basic education and plays a very important role in the growth process of people. The preschool education major is the main position for training preschool teachers in China, and the quality of its education is directly related to the quality of preschool education. growth. In order to train students majoring in preschool education to become qualified kindergarten teachers after graduation, it is necessary to strengthen the training of students' professional ethics and promote the comprehensive and healthy development of children. Professor Su Qimin (Su, 2019) believes that educational ethics principles are conventional and clear behavioral norms and professional ethics principles that national educators must abide by in their teaching and educating activities and in daily life in society. Research by Xu Xinzhou (Xu, 2019) pointed out that the professional ethics of early childhood teachers has realistic and guiding characteristics.

The research results of Zhu Hong, Yin Guibin, Cai Lihua, etc. (Zhu, 2015) show that the professional ethics of preschool teachers has motivating, promoting and protective functions. Ke Jiayan (Ke, 2018) believes that the professional ethics required

by kindergarten teachers is closely related to the vigorous development of China's education industry. Teachers' professional ethics can also be called "teachers' ethics". Teachers' ethics are a special manifestation of the commonality of social ethics in the professional activities of kindergarten teachers. (Wang, 2009) believes that teachers' professional ethics are common codes of conduct that teachers should follow when engaging in professional activities, and are specific standards for evaluating the good and evil of teachers' behaviors.

In the moral construction of early childhood teachers, professional ethics standards play a vital role. It can be seen that the definition of teacher ethics is different among scholars, but teacher ethics occupies the first position in the academic ability of early childhood teachers and is a prerequisite for a qualified teacher.

Research on the current situation, problems and causes of kindergarten teachers' professional ethics, Zhang Limin, Ye Pingzhi and other education scholars (Zhang, 2020) found that current kindergarten teachers generally have no love and professionalism in their work, and have no moral standards. The main reasons lie in staffing issues, profit drive, and lack of post-vocational education. Reasons why preschool teachers lack professional ethics:

First, the professional entry threshold for preschool teachers is low, and many preschool teachers lack professional quality. Second, there is a lack of strong supervision of the profession. The emergence of many private kindergartens has led to a lack of sound management systems and a lack of attention to the professional ethics of early childhood teachers. Third, preschool teachers lack education related to professional ethics. Many preschool teachers have not graduated from a normal school and do not understand the requirements for preschool teachers in the Teachers Law and professional standards. Fourth, preschool teachers' low wages, high work intensity, low job satisfaction, and strong sense of job burnout are also the reasons for the "anomie" of preschool teachers' behavior (Li, 2015).

Research has found that the main reasons for the lack of professional ethics among today's preschool teachers are as follows: First, individual preschool teachers have poor psychological quality, low levels of stress, lack of patience with children, and are prone to emotional breakdown and then do wrong things. Second, the entry threshold for private kindergarten teachers is too low. Many kindergarten teachers work without certificates, lack professional training, and lack the responsibilities and basic professional qualities that a kindergarten teacher needs to bear. Third, the social status of kindergarten teachers is not high, and kindergarten teachers lack respect and social acceptance. Fourth, China lacks clear relevant laws and regulations on the ethics of early childhood teachers (Yang, 2016).

At present, it is believed that the basic professional ethics dilemma of kindergarten



teachers mainly includes: First, some local education departments have improper responsibilities, and local education departments are relatively loose in the management of children. Second, some kindergartens do not pay enough attention to the professional ethics education of kindergarten teachers. The construction of kindergarten teachers' professional ethics is not organically integrated with the school's education business, and a unified teaching supervision and management system is not implemented. The education of kindergarten teachers' professional ethics has been neglected, and vocational education has not been implemented for kindergarten teachers. Third, some kindergarten teachers have insufficient professional ethics (Zhang, 2016).

In response to three issues, Zhang Xiaolian put forward three opinions: First, we must give full play to the management function of the kindergarten teacher education department and further improve the construction of the kindergarten teacher team. Second, we must clarify the management functions of school-running units and give more consideration to the professional ethics education of kindergarten teachers. Third, we must strictly require staff in their positions and gradually strengthen their own ideological and moral education (Zhang, 2017). In his research, scholar Zhou Hong pointed out that there are currently problems in collaboration, dedication, training, and management among preschool teachers in China. He also proposed ways to enhance kindergarten teachers' awareness of collaboration, improve kindergarten teachers' dedication to their jobs, and improve the quality of preschool teachers. Opinions on measures such as ethics training plan and teacher ethics management system (Zhou, 2019).

Research by Lu Daokun and Professor Zhang Fenfen believes that there are the following problems in the ethics of kindergarten teachers in Hubei Province: First, kindergarten teachers have no sense of professionalism and responsibility. Second, the values of kindergarten teachers have declined, and there is a trend of utilitarianism. Burnout in professional life, indifference to legal concepts, and no love. The third is lack of respect for education and poor behavior and appearance. Fourth, there is insufficient communication with parents (Zhang, 2016). Local research shows that there is currently a lack of professional team awareness among preschool teachers, unclear division of responsibilities within the team, poor team collaboration environment, lack of collaboration space and platform, poor living environment, lack of professional care, lack of professional support, lack of professionalism, and even No professional dedication, etc. (Ren, 2015). The sense of happiness is not strong, the direction of cultivating kindergarten teachers' professional ethics is unclear, educational work lacks a people-oriented spirit, and the supervision of kindergarten teachers' professional ethics is not scientific enough.

Research on the construction of professional ethics for preschool teachers found

that the construction of professional ethics for preschool teachers should: establish a body of professional ethics standards for preschool teachers in accordance with the development outline for preschool teachers, determine the principles of preschool teachers' moral standards, and finally improve the evaluation of preschool teachers' moral standards. Institutional (Wang, 2016) research believes that. Xue Xiaoyang (Xu, 2015) pointed out that the establishment of a basic moral standard management system for kindergarten teachers will be strengthened, the connotation of kindergarten moral standards will be refined, the moral standards of kindergarten teachers will be further reformed, and the goals of kindergarten teachers' moral standards will be clarified.

Professor Miao Ruilan (Miao, 2017)'s research report believes that schools should focus on humanistic care for kindergarten teachers and strengthen students' mastery of ideological and political education and teaching theory knowledge to establish correct teaching values and kindergarten teachers' attitudes. He Yan (He, 2015) thinks about the construction of professional ethics of kindergarten teachers from a legal perspective. The study believes that early childhood education legislation should be promoted, an effective professional oath mechanism for kindergarten teachers should be formed, and the legal quality of kindergarten teachers should be improved. The country should improve the qualification certification system and improve the status of kindergarten teachers (Zhang, 2018).

Chinese universities should make rational use of the existing educational resources, new technology research results and traditional Chinese virtue awareness, effectively integrate teaching resources, and apply them to the training of young kindergarten teachers to implement in-depth and continuous ideological and moral education for students (Sun, 2018).

To sum up, although China has made considerable achievements in research on the ethics of kindergarten teachers, most of the research results still only focus on the theoretical level and relevant measures and opinions on improving and improving the moral construction of Chinese kindergarten teachers. At the specific operational level, there is a lack of targeted research methods. To this end, schools should understand the real situation of kindergarten teachers' professional ethics construction on the spot, discover problems, and find countermeasures to improve the standards of kindergarten teachers' professional ethics construction.

#### Research on professional ethics in other countries

Research on the connotation of preschool teachers' professional ethics. Research on foreign teachers' professional ethics has gone through a stage of continuous improvement from scratch to perfection. Democritus, a famous thinker in ancient Greece abroad, was the first to examine teachers' ethics. He was also the first person in Western Europe to clearly propose moral regulations for teachers; Quintilian's research

believed that the quality of teaching all depends on the teacher ( Xu, 2022 ) ; while Rousseau believed that before kindergarten teachers can cultivate talents, they must themselves be talents with high moral character. In the ancient Roman era, people had two views on the connotation of kindergarten teachers' professional ethics. One theoretical analysis believes that teachers have absolute power in the teaching process, while students are completely obedient to the kindergarten teachers and must be absolutely obedient to the kindergarten teachers. Therefore, kindergarten teachers have strong moral authority in the classroom (Yue, 2022 ) . Another theoretical analysis believes that there should be an equal relationship between teachers and students, that kindergarten teachers should lead by example, and that teaching should focus on cultivating students' noble moral character (Cao, 2015 ) . Therefore, kindergarten teachers should not only cherish and respect students, but also constantly improve their professional ethics.

In modern society, because foreign schools have stricter professional ethics for kindergarten teachers, the professional development of kindergarten teachers must not only involve professional aspects such as professional knowledge and abilities, but also involve moral aspects such as morality, politics, and emotions (Wang, 1937 ) . English educator John. Locke believed that the educational responsibility of a teacher was to give confidence to the gentlemen he educated and to help them establish their excellent moral character and spirit. The modern French educator Jean-Jacques Rousseau particularly highlighted his teacher's ethics in his work "Emile". In order to enable children to become adults, kindergarten teachers must first serve as an adult kindergarten teacher, and then as a person of noble character, they must obey the laws of nature. It is based on this basic principle that he is disgusted with the oppressive feudalism and the feudal and corrupt Confucian system that damages their character by studying to death, torture, and corporal punishment of students (Fang, 2018 ) .

Research on countermeasures for the construction of professional ethics for preschool teachers. Overseas, the study of professional ethics is also the focus of researchers. Overseas research on professional ethics places more emphasis on the study of methods and strategies for moral cultivation. Researchers believe that a qualified teaching teacher should have at least the following qualities: First, have rich scientific knowledge and the talent and character for collaborative research. Second, they must have a strong cognitive awareness of political science and be good at influencing students politically. Third, pay attention to students' intellectual ability and character, and maintain a democratic atmosphere on campus and in the classroom. Fourth, students must continuously improve their social responsibilities and professional ethics. Fifth, each student must have the basic skills and techniques needed for value teaching ( CliveBeck , 1939).

In-depth research shows that in-depth research on teacher ethics abroad mainly focuses on the moral influence of educational activities, which is mainly reflected in exploring the moral dimension of teaching (moral dimension of teaching), which allows the moral meaning contained in the educational process to be further explored. and extension ( Wang, 2011). The analysis believes that foreign teachers' ethics practices and policies mainly divide the structural stages of teachers' ethics, regard the teacher-student relationship as the main basis for evaluating teachers' ethics, attach importance to the internalization and cultivation of teachers' ethics, and attach importance to the deepening of teachers' ethics practice ( Li, 2020) .

The study found that Western countries mainly strengthen the construction of teachers' professional ethics in the following ways: first, internalize teachers' professional ethics into teachers' behavior in ethical practice, penetrate teachers' professional ethics education into daily teaching management, and integrate teachers' ethics and responsibilities Compulsory education is integrated into “civic education” and “responsible citizenship” education. Second, we attach great importance to teachers' in-service education and training. The government and education departments have plans and goals to promote teacher training and establish specialized teacher training institutions. It is stipulated that in-service training can improve academic qualifications, obtain a degree, and also lead to promotion and salary increase. Third, pay attention to the research on teachers' professional ethics theory, cultivate teachers' ideological and moral and professional character qualities while strengthening scientific and cultural qualities and professional knowledge levels, and improve teachers' professional skills and qualities ( Wang, 2010).

Research has found that many foreign countries have improved the professional ethics of preschool teachers. On the one hand, they have established relevant laws and regulations, and legislated to protect the rights of preschool teachers to receive professional training and further clarified the importance of post-service training for preschool teachers. On the other hand, a supporting welfare subsidy system is implemented to solve teachers' worries by increasing the income of early childhood teachers, granting subsidies and actively shouldering the cost of teachers' vocational training, and establishing a system linking further education with promotion and salary increase. To sum up, foreign research on professional ethics focuses more on teachers' performance in actual classrooms and their subtle impact on students, rather than focusing on the exploration of moral content and standards. This is also the case both abroad and in China. are different; however, research on teacher ethics strategies is more focused than foreign scholars on using experience and methods in educational practice, allowing children and parents to fully participate in educational practice, and exerting the functions of supervision and interaction ( Cheng, 2014).

Teacher ethics has always been one of the hot topics studied in the educational field. With the continuous development of education, teacher ethics has become one of the key factors in the quality of education.

#### **2.2.4 Teacher management**

Modern management believes that people, money, materials, time, etc. are the basic elements of management, among which human resources are the most important. At present, many scholars, managers and front-line teachers are aware of the importance of teacher management and have conducted a lot of theory Research and practical exploration. The following is a review of research on kindergarten teacher management:

##### The importance and characteristics of kindergarten teacher management

Modern management thinking emphasizes that people are the core of management, and kindergarten teachers determine the quality of various work in kindergartens to a large extent. Therefore, the principal should pay attention to the management of young teachers, follow the laws of need, meet the inner needs of teachers, and stimulate teachers' behavioral motivation, so that teachers can actively participate in kindergarten activities and give full play to their work not because of external pressure but because of their own internal motivation. of positivity. (Zhang, 1998) Most of the contemporary preschool teachers are young teachers with quick thinking and easy acceptance of new ideas. Kindergarten principals must have scientific management concepts, grasp the direction of educational reform, help teachers learn and grow quickly, and establish scientific educational concepts. In the era of reform, principals must be open-minded, have the courage to explore, and actively develop, so as to influence, spur and encourage teachers. They must have rich experience and strong professional capabilities to provide guidance and assistance to teachers in their work. Can make suggestions for teachers when necessary. (Yu, 2002)

##### Research on existing problems in kindergarten teacher management

In reviewing the literature, it was found that most teachers are experiencing greater occupational pressure when it comes to kindergarten teacher management. Lu Chunming pointed out that the main sources of occupational stress for Chinese preschool teachers include the following aspects: heavy workload or even overload, heavy family burden, excessive worry about kindergarten accidents and professional boredom, etc. These reasons may not be understood by everyone, but they do exist in the hearts of early childhood teachers (Han, 2014 ). Under these pressures , many teachers find themselves in a dilemma due to their own endurance and psychological problems. If you work under excessive pressure for a long time, it will not only reduce work efficiency, but also cause certain damage to people's health. Therefore, the work stress of early childhood teachers should attract the attention of relevant personnel

( Liao , 2023 ).

Professional burnout mainly stems from the complexity and specificity of early childhood teachers' work. In kindergarten work, teachers must take care of children's health, games, learning, emotional state, and life, including taking full responsibility for daily eating, drinking, defecation, peeing, sleeping, and playing. The effectiveness of the work must also be It is restricted by children's body , development rules and educational development rules (Yang, 2020). From the perspective of the characteristics of teachers' labor, the objects of teachers' labor are people, and the interaction between people is full of complexity and variability. Each child is a unique individual and requires careful observation in order to teach children in accordance with their aptitude (Qin and Feng, 2010). Teacher wages are relatively low. According to Wang Meiyu's data survey, the income level of kindergarten teachers is about 20% lower than that of primary school teachers. The income of rural kindergarten teachers is relatively lower (Wang, 2008). The level of early childhood teachers needs to be improved. The number of teachers in most public and corporate kindergartens cannot be guaranteed, their remuneration depends on fees, and their positions are unattractive, resulting in serious losses of original kindergarten teachers and generally low quality of new teachers. The quality of kindergarten teachers varies. There is a serious shortage of teachers in public kindergartens, and a large number of non-public teachers are hired. (Zhuang, 2018)

High-quality education requires high-quality teachers! Developing high-quality teacher education has become a common and important goal of education reform in various countries. Whether it is the education reform movement launched by the National Council for High-Quality Education in the United States, the Australian federal government's teacher quality action, or Singapore's trinity training model for high-quality teachers, such examples have shown to varying degrees the importance of teacher education reform in various countries. eager attitude and firm determination ( L iu, 2023).

### **2.2.5 Private kindergartens**

The private kindergartens mentioned in this article refer to non-state financial allocations and management by designated personnel of the national education department. They are not funded by social groups, organizations, and individuals, and are not allocated funds by the national education department, but are built with social funds and are oriented to the society. A public, legally established kindergarten or an organization for early childhood education. There is a clear difference in ownership from public kindergartens (Zeng, 2023). Private kindergartens have been classified from ownership to private ownership, and a very small part of them are privately funded, but this article does not cover this part. The enrollment requirements for private kindergartens are more broad, and there are no directional requirements for public

kindergartens, such as dividing areas, serving a certain education department or designated departments (Zhang, 2023). Investors in private kindergartens generally include the following types: citizens, enterprises of different ownerships, state-owned institutions, schools at all levels, etc. From the analysis of the construction and operation funds of private kindergartens, the sources include individual investment, joint investment by social collectives, joint investment by various non-governmental organizations, etc. Some of them are partial subsidies provided by the government, and most of the funds are provided by social funds (Zhang, 2016). Teachers working in private kindergartens are different from public kindergartens. Teachers in public kindergartens are staffed by state-owned enterprises. However, most teachers in private kindergartens have signed general labor contracts with the kindergartens, or there is no valid contract.

### 2.3 Conceptual Framework



In summary, caring theory plays a vital role in education. It helps administrators build a harmonious and friendly school environment, demonstrates a humanized form of moral education, and provides more inspiration for modern preschool educators. Research also shows that caring theory has importance, connotation and practical value in moral education management. In the current social context, it is imperative to create a new model of moral education. We should actively explore and create a moral education model that is more suitable for contemporary needs.

## Chapter 3 Research Methodology

### 3.1 Introduction

This article adopts qualitative research methods and through literature review, identifies 12 questions under the four key technical designs, interviews 16 kindergarten teachers and 8 managers, and draws corresponding conclusions.

### 3.2 Interview outline design

This article designed an interview outline based on Noddings' caring theory, formulated a first draft of the interview, and conducted pre-interviews with a total of 32 interviewees, 8 managers and 16 teachers. The interview outline was later revised and determined as follows:

|  |   |
|--|---|
| Questionnaire title: Survey on preschool teachers' feelings about administrators' care and concern |   |
| <b>Dialogue</b>  | <ol style="list-style-type: none"> <li>1. Do you think the communication with the principal is smooth? If so, how do you feel about it?</li> <li>2. Do you think the principal or management value your opinions and suggestions? Please give an example.</li> <li>3. Do you feel like the principal or management gives you enough feedback and support? Please describe your experience.</li> </ol>   |
| <b>Modeling</b>  | <ol style="list-style-type: none"> <li>1. Does the kindergarten principal or administrator lead by example and serve as a role model for you? Please give an example.</li> <li>2. Do you feel that the kindergarten principal or administrator provides clear guidance and expectations for your work? Please describe your experience.</li> <li>3. Does your kindergarten director or administrator provide you with positive examples and values at work? Please give an example</li> </ol> |
| <b>Confirmation</b>  | <ol style="list-style-type: none"> <li>1. Do you feel recognized and appreciated by your managers for your work? If so, please describe how you felt?</li> <li>2. What management actions or behaviors do you think show recognition and care for teachers?</li> <li>3. Please share a memorable experience related to manager recognition that you had and what impact it had on your work attitude and motivation?</li> </ol>   |
| <b>Practice</b>  | <ol style="list-style-type: none"> <li>1. Do you feel your managers are attentive to your personal needs and working conditions? If so, please share the care and support you feel .</li> <li>2. What practical actions do you think can express care and practice for teachers?</li> </ol>   |



|  |  |
|--|--|
|  | 3.Please share an experience related to practicing caring that stands out to you and what impact it had on your job satisfaction and well-being?   |
|  | <p>Please provide additional suggestions or opinions in the following blank space to help the author improve administrators' care measures for teachers:</p> <p>Thank you very much for participating in this interview, your opinion is very important to us!</p> |

The literature review identified teacher management and caring theories as the theoretical basis for this thesis. By studying these two theories, this study introduces four key terms : care theory; professional ethics; teacher management; private kindergarten. Here are 12 questions based on these terms. These questions will be used to conduct individual interviews with 16 teachers and 8 managers from 16 private kindergartens in Guangxi to draw corresponding research conclusions. In addition, suggestions for improving kindergarten safety management will be made to 16 private kindergartens in Guangxi and relevant government departments.

### **3.3 Data analysis**

This study uses CNKI to search and collect relevant literature, and the seven-step method of Colaizzi phenomenon to analyze and organize the collected data. Specific steps: First carefully record the interview process, read the interview data carefully, and compare it with the recorded data after the interview. Second. analyze and extract meaningful statements related to the interview content. Third. Mark the interviewer's viewpoints that appear many times. Fourth. Analyze, summarize, refine and assemble the true opinions of the interviewees in meaningful statements. Fifth. Record the interviewees' descriptions in detail and without omissions. Sixth. Identify similar viewpoints from the collected data and make a complete statement of Noddings' caring theory. Seventh. After all the materials are sorted, the results will be returned to the interviewee for content verification to make sure that there is no discrepancy in the expression of all the compiled materials and that they are consistent with what the interviewee thinks.

## **Chapter 4 Finding and Conclusion**

### **4.1 Current status of 16 private kindergartens in Guangxi**

Through a survey of teachers in 16 private kindergartens, the overall teaching style and ethics of kindergarten teachers are good, but there are also some problems in the caring and caring feelings of kindergarten teachers:

The first is the atmosphere of caring teachers on campus: the school is slightly lacking in paying close attention to the overall interests of teachers, but the mutual care option between teachers has a high score. Kindergarten teachers have established a friendly relationship of unity, cooperation and fair competition within the group. Noddings emphasized the impact of atmosphere on teachers' moral education, and advocated making moral education concrete and life-oriented, focusing on emotional experience and behavioral practice. Therefore, schools should integrate the concept of "care" into campus construction. Let "care" not only reflect the attention to the needs of children, but also pay attention to the interests of the teacher group and increase the sense of honor of the teaching profession. Respect the interests of teachers and create a situation where all teachers can give full play to their talents.

The second is in terms of teachers' moral benefits: Kindergarten teachers believe that working in school makes people feel warm and humane, and they can receive care and recognition, but their scores in "Work makes me happy and relaxed " are low. Numerous studies show that kindergarten teaching is one of the most stressful professions. Due to the particularity of the early childhood education industry, kindergarten teachers need to complete a large number of tasks, ranging from children's eating and drinking to large children's educational development. A series of trivial tasks occupy teachers' time. During on-site visits, some kindergarten teachers responded: "The workload in kindergartens is heavy, and children are lively and naughty and prone to accidents. These pressures sometimes make me feel tired of my career." Some teachers also reported: "The wages of kindergarten jobs are not high, and basically There are no additional subsidies, and work is maintained entirely by passion." There is an imbalance between kindergarten teachers' efforts and rewards, and it is even more necessary to strengthen care for kindergarten teachers.

The third is in terms of leaders taking the lead in setting an example: leaders can understand employees' real thoughts, leaders can be fair, think about employees, care about subordinates, and leaders can put their own interests after the interests of the collective and employees. These four aspects have higher scores. Low. The scores are higher in terms of leaders respecting every employee, leaders discussing work direction and life goals with employees, leaders having strong work ability and superb professional knowledge, and leaders being able to promptly identify problems at work

and propose solutions. Leaders' words and deeds will affect the attitudes and behaviors of subordinates, especially in a caring campus atmosphere. As middle and senior managers, they must not only possess management skills and abilities, but also be more proficient in business. Their work style and abilities will become imitation targets for employees. During the field visit, it was found that there was a lack of communication between kindergarten teachers and leaders. The lack of communication between teachers and leaders resulted in many misunderstandings. During the interviews, it was found that excellent leaders often regard teachers as their own children, impart their work experience to them without reservation, selflessly train employees, and treat employees based on talent cultivation rather than selfish interests.

Fourth, in terms of teacher organizational commitment: the score for the option "I am very happy to stay at the school forever" is low. Because in a caring campus atmosphere, teachers receive spiritual nourishment such as care, achievements, and affirmation, which will enhance teachers' emotional dependence on the campus, and their emotional commitment will be enhanced. However, continuance commitment means that employees have to stay because of external conditions such as economy and opportunities. Unlike emotional commitment, which is the desire and desire to stay here (Janie M. Harden, 1999), continuance commitment contains more "have to". However, when teachers feel the care of the kindergarten and develop a collective consciousness of "I am a member of the kindergarten", they will voluntarily and eagerly stay on campus, not out of compulsion. However, to stimulate the enthusiasm of teachers and promote the growth of teachers and the progress and development of schools, the spiritual soil of "care" is also indispensable and cannot lack material guarantees.

#### **4.2 There are problems in kindergartens now**

Based on field visits and surveys, under the current complex social environment, there are still some problems in the construction of teachers' ethics and ethics in kindergartens; The problems found from the interview were as following:

##### **Insufficient legal construction of teachers' ethics in kindergartens**

In recent years, China's education department and society have attached greater importance to the construction of kindergarten teachers' ethics and ethics, and promoted the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" and "Kindergarten Teachers Violate Professional Ethics" "Methods for Handling Behavior", "teacher's ethics and teacher's ethics" have been clearly defined, and the relevant systems for the construction of kindergarten teachers' teacher's ethics and ethics have been continuously improved. However, compared with the complete legal management systems of preschool education and early childhood education

personnel in Western developed countries, China still has a lot of room for development in the institutional construction of kindergarten teachers' ethics.

When implementing laws and regulations related to the construction of teachers' ethics, many aspects have been discounted and have not played their due role. During the on-site visit, when asked "whether the legal construction of kindergarten teachers' ethics education is sound", 60.42% of the respondents chose "relatively sound", 37.5% of the respondents chose "generally sound", and 2.08% The interviewer selected "unsound". When interviewing kindergarten managers, Teacher C said: "Kindergartens first base on relevant national laws and regulations, and then make specific details on the work and ethics of kindergarten teachers, but mainly focus on teachers' behavior. ." When investigating "whether kindergarten-related systems can be effectively and fully implemented", 73.96% of the respondents felt that "can be effectively and fully implemented", 15.63% of the respondents felt that "cannot be fully and effectively implemented", and 10.41% of the respondents felt The author chose "selective implementation". It can be seen that there are still problems of selective implementation and insufficient implementation in the implementation of relevant laws, regulations and systems.

Because the institutional "hard constraints" are not perfect enough, it is even more necessary to provide "soft care" to teachers. Constructing a new design of kindergarten moral education education model and finding a moral education model with greater value and inclusiveness is an important direction for the construction of kindergarten teachers' ethics at this stage.

**The construction of teachers' ethics and teachers' management mechanism in kindergartens is not perfect.**

The emergence of problems in the construction of teachers' ethics and ethics among kindergarten teachers is related to the fact that kindergarten managers do not attach great importance to the construction of teachers' ethics and ethics and the personnel management mechanism is unscientific. During this visit, we learned that formalism in the professional ethics education and training model for kindergarten teachers is a common problem in many kindergartens. Some teachers reported: "I hope that the construction of teachers' ethics and teachers' ethics will not be too ritualistic and documented, and the documentation tasks are too heavy. This kind of cannot be established." 15.63% of the respondents felt that the construction of teachers' ethics and teachers' ethics was just a formality under the instructions of superiors. situation, 15.63% of the respondents have not thought about this issue. From this point of view, there are still formalistic problems in the construction of teachers' ethics and ethics. In order to cope with the inspection by superiors, kindergarten teachers' ethics and ethics education training is held, ignoring the subject status of teachers, lacking "humanistic care" for

teachers, and it is difficult to fully improve kindergartens. Teacher's style and morality.

There is also a lack of innovation in the methods of teaching teachers' ethics and ethics in kindergartens, and they are not very attractive to teachers. Most of the teacher ethics construction adopted by kindergartens focuses on the following forms (see Table 4-2):

Table 4-2 Main methods for building teacher ethics in your kindergarten

| Options  | Subtotal | Proportion |
|--|----------|------------|
| Listen carefully to the teacher's opinions and suggestions | 77       | 80.21%     |
| encouragement and recognition among kindergarten teachers  | 77       | 80.21%     |
| Online publicity and education                             | 52       | 54.17%     |
| Use reward and punishment mechanisms to motivate teachers  | 40       | 41.67%     |
| Teacher ethics training                                    | 87       | 90.63%     |

The above data show that kindergartens mostly adopt theoretical education methods in teachers' moral education. However, theory must be accompanied by good practice. Just telling kindergarten teachers that they must meet certain regulations without guiding teachers on how to think and reflect on the issue of teachers' ethics will make it difficult to sublimate teachers' ethics from the inside out.

In terms of educational content regarding teacher ethics and ethics, most of the kindergartens interviewed focused on the following aspects (see Table 4-3):

Table 4-3 Main contents of caring teacher ethics education

| Options                         | Subtotal | Proportion |
|---------------------------------|----------|------------|
| dialogue professional education | 28       | 29.17%     |
| Model teacher ethics education  | 44       | 45.83%     |
| accredited teacher education    | 15       | 15.63%     |
| Practical health education      | 9        | 9.38%      |

Most kindergartens pay attention to institutional requirements and lack attention to the mental health of kindergarten teachers. The concept of "care" itself can only be qualitative but difficult to quantify, and can only be perceived but difficult to express. How to form an institutional arrangement for "care" requires the efforts of many parties.

**Moral education in kindergarten normal schools is not adequate**

During the on-site visit, 14.58% of the respondents had not received systematic

teacher ethics education in normal schools, and 10.42% of the respondents believed that teacher ethics education in normal schools was not taken seriously by kindergartens. It can be seen that during the kindergarten teachers' studies, the school did not do enough to educate the students on the teacher's ethics and did not leave a deep impression on the students. At present, some kindergartens still have the problem of focusing on professional education levels but neglecting teachers' ethics. This is related to the experience of kindergarten teachers in their studies.

Teacher L said: "When I was still studying, the school paid more attention to students' accumulation of theoretical knowledge and practical ability. Many students invested a lot of time in learning professional theoretical knowledge to 'gild' themselves, and the purpose of learning was more utilitarian. The purpose is to gain the initiative in the future job market, smoothly join the job, and learn better. Teacher ethics and ethics have not attracted much attention."

At the same time, because the concept of teacher ethics is relatively lacking in theory, there is no mature scale to measure students' teacher ethics. Therefore, the examination of students in this area is relatively vague, and some schools even have The teacher's simple comments are used to evaluate the students' teaching style and moral learning. Therefore, it is difficult to fully grasp the students' teacher style and ethics. Preschool normal schools also lack a scientific evaluation mechanism for teachers' ethics and ethics, which directly leads to the problem of "valuing intelligence over morality" in school education.

### **Kindergarten teachers are not highly involved in the construction of teacher ethics and ethics**

During the investigation, we learned that kindergarten teachers lack enthusiasm for the construction of teachers' ethics. When it came to whether they were willing to participate in teacher ethics training during the interviews, some teachers said, "I don't want to participate because it feels irrelevant to my life and study" and "This is a task assigned by the kindergarten, so I have to participate." There is a lack of conscious awareness of moral development and improvement. Although most teachers cooperate with the construction of teachers' ethics and ethics in kindergartens, there are still some teachers who have a negative attitude towards the construction of teachers' ethics and ethics in kindergartens.

Many kindergarten teachers regard work as a means of making a living and have little understanding of the individual differences of children in their daily work. Some kindergarten teachers even still do not understand children's interests, hobbies and personality characteristics after the semester. At the same time, due to the tedious work content and the inability to effectively relieve work pressure, certain psychological problems have arisen. Unilateral formal education and trivial work have also directly

caused the continued weakening of kindergarten teachers' professional enthusiasm, and even individual teachers have experienced emotional intensification. Faced with the pressure of real work and public opinion, many teachers even avoid mentioning the issue of teacher ethics.

### **4.3 Suggestions for**

(1) Establish a "caring" relationship so that the person being cared for feels cared for and satisfied, and responds to the person who cares. We can create an atmosphere for cultivating teachers' ethics through the construction of school culture, and publicize models of teachers' ethics and stories about teachers' ethics to create a good atmosphere for cultivating teachers' ethics.

(2) Innovate the teacher ethics evaluation system and regard the teacher evaluation process as a "dialogue" process. Evaluation standards need to take into account the needs of teachers, refine the content and level of evaluation, diversify evaluation subjects, and focus on the process of evaluation to promote the sustainable development of the teacher team.

(3) Pay attention to teachers' professional needs, improve teachers' professional abilities, show care to students through role model behavior, and achieve the goal of cultivating teachers' ethics.

(4) Caring for teachers' physical and mental health, respecting teachers, giving teachers more autonomy, paying attention to teachers' health issues, and organizing relevant activities to relieve stress and improve physical and mental health.

Caring behavior is the educator's recognition and attention to the teacher, and the person being cared for will feel the care and respond. Teachers' professional identity and happiness will increase accordingly, stimulating their sense of responsibility. Teachers lead by example and infiltrate moral education, and transform the care they feel into care for students. This is the most effective and practical way to improve teachers' ethics.

## Chapter 5 Recommendation

Some suggestions on teacher moral education management are given to 16 private kindergartens and their peers. In teacher moral cultivation education, the concept of "care" can be integrated into the construction of school culture, and teachers' moral cultivation can be created through the construction of material culture, institutional culture and spiritual culture. To create an atmosphere, for example, through micro videos and display boards, we can promote the models of teacher ethics around us, and let teachers tell their own stories of teacher ethics.

In teacher ethics cultivation education, we must follow the human nature principle of teacher ethics evaluation, pay attention to the individual differences and development of teachers, and the evaluation standards can provide directions and goals for teachers' development, reflecting humanistic care and moral care for the evaluation objects. , Promote the sustainable development of the teaching team.

Teachers do not just teach students the intellectual or technical principles and methods of "care", but demonstrate it through their own role model behavior, so that students can gain the meaning of "care" emotionally.

Caring teachers need to be expressed through caring behaviors. Caring for teachers first means respecting teachers. Obtaining respect is the spiritual need of every teacher, including respecting teachers' personality and individual differences, paying attention to teachers' interests and hobbies, paying attention to teachers' experiences and feelings, so that teachers can obtain positive emotional experiences. Secondly, caring for teachers should give teachers more autonomy, reduce unnecessary inspections and evaluations, recognize teachers' innovation in the practice process, and enhance teachers' sense of identity and happiness in the profession. Finally, caring for teachers is also reflected in paying attention to teachers' health issues. The school organizes regular physical examinations and group activities for teachers to pay attention to and improve their physical and mental health, and organizes a variety of leisure activities to relieve stress.

Care begins with the educator's caring behavior and is completed by the educated person's feeling of being cared for. The "caring" behavior towards teachers is not only recognition of their work, but also recognition of the teachers themselves. As care recipients, teachers receive care and resonate with each other. Their professional identity and happiness will also increase accordingly, thus stimulating their sense of responsibility. Teachers lead by example and infiltrate moral education, and the care teachers feel is more easily transformed into care for students. It can be said to be the most effective and practical method to improve teachers' ethics.



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