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Study on the Application of Psychological Harmony of Kindergarten Teachers

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ABSTRACT

The psychological harmony of kindergarten teachers will have a profound influence on the development of children's psychological health, but relatively few studies of kindergarten teachers in the mind. This article is based on the establishment of kindergarten teachers in the minds of harmonious questionnaire, attitude and interpersonal relationship, campus culture, from the outside world, self-psychology expounded in four directions, the harmonious status of staff quantifies, and it is concluded that the survey is to the reliability and validity. In addition, the harmony in the overall analysis of kindergarten teachers in the heart, heart teachers low heart harmony level is poorer, the in the mind high group and intermediate group teacher heart harmony level is higher; Also, came to the kindergarten teachers in the heart of harmony and there is a positive correlation relationship between job satisfaction, at the same time, the higher the degree of harmony of the heart the corresponding work of the higher the degree of satisfaction.

Keywords: kindergarten teachers, variance analysis method, early childhood education

INTRODUCTION

It is well known that kindergarten teachers go in for basic education, therefore, they bear huge pressures, with constantly deepening of reformation, Chinese education is rapidly developing, kindergarten emphasis is also improving, kindergarten teachers as the focus of them, they are main force of early childhood education development, due to childhood stage children psychology is relative weak, they have very strong imitateness and tendency of studying from teachers, so kindergarten teachers psychological harmonious status will exert profound impacts on children psychological health development (Jiang et al., 2016).

Regarding kindergarten teachers psychological researches, many people have made efforts, and got abundant achievements, such as Wei Yan in kindergarten teachers' psychological quality basic structure research, by building kindergarten teachers' psychological quality scale, analysed Chinese above one thousand kindergarten teachers psychology, finally got that kindergarten teachers' psychological quality main influence factors included optimism and just, self-esteem, teaching efficacy, creativeness, aggressive, perseverance, inspiration and sensitivity, and pointed out that followed by kindergarten teachers ages differences, above kinds of psychological quality influence factors sizes were also different (Pu, 2013; Liu, 2017); Zhang Feng in kindergarten psychological quality basic structure and status aspect research, she proposed different marriage status would have impacts on kindergarten teachers psychology, single kindergarten teachers' psychology was obvious not as good as married kindergarten teachers' psychological quality (Seyed, 2016; Hsieh, 2017).

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State of the literature

- The problem of psychology stability of kindergarten teachers is a hot topic in today's society.
- Children's mental health education is an important link in the development of human society.
- The study of psychological harmony of kindergarten teachers has filled the gap in this field.

Contribution of this paper to the literature

- In the overall analysis of the harmony of the kindergarten teachers, the harmony of the teachers in the heart is poor, and the harmonious high score of the teachers in the middle group is higher than that of the teachers in the middle group.
- There is a positive correlation between the psychological harmony and job satisfaction of kindergarten teachers.
- The kindergarten must strengthen the cultural construction of the campus to promote the harmony of kindergarten teachers.
- Inside the kindergarten, teachers must strengthen their mental health education to promote the stability of their kindergartens.

The paper just on the basis of formers' researches, it makes further analysis and research on kindergarten teachers' psychological harmonious status, by applying mathematical statistics relative methods, it makes analysis, finally gets result conforms to status, which makes important contributions for posterity development in the field.

KINDERGARTEN TEACHERS' PSYCHOLOGICAL HARMONIOUS STATUS COMPILATION

Psychological harmony just as its name implies is integration of all kinds of factors that directly affect psychology, it has relative stability and uniformity, mainly includes integrity in representation significance, pleasure in psychological experience, intellectuality in way of life and coordination in constituted psychological elements, finally it shows in happiness index. The paper just through questionnaire survey on multiple kindergarten teachers' happiness, it represents psychological harmonious status (Tian, 2006; Liu, 2017).

Subjective well-being scale quantization table is used to test examinee well-being extents, it is mainly and jointly up to life and emotion two aspects (Zhang & Qiu, 2005). Overall emotion index is using seven grades eight items to score, from which only one item is about life satisfaction. Life satisfaction and emotion satisfaction with weight adding total sum is its total score result. Corresponding range is between most happy and most unhappy (Zhang et al., 2015).

Regarding kindergarten teachers' psychological quality questionnaire, it mainly includes sensitivity, empathy, excitability, monitoring, creativeness, broad mind, aggressiveness, self-confidence, emotional control, responsibility and others multiple indicators and number them. After investigation, carry out significance test on obtained result, eliminate low correlation ones, make quantization on rest result, as **Table 1** shows.

Table 1. Preliminary survey questionnaire items analysis table

	M	SD	T	Sig.(2-tailed)	Item- Total correlation
A1	3.297	0.865	-1.841	0.068	-0.169
A2	3.315	0.783	6.912	0.000	0.427
A3	3.860	0.789	7.057	0.000	0.537
A4	3.543	0.907	4.332	0.000	0.314
A5	3.524	0.908	1.338	0.184	0.051
A6	3.894	0.721	6.660	0.000	0.484
A7	3.982	0.790	7.050	0.000	0.470
A8	3.070	0.842	4.265	0.000	0.320
A9	4.053	0.810	8.096	0.000	0.502
A10	4.543	0.734	9.394	0.000	0.592
A11	2.964	1.052	2.916	0.004	0.205
A12	3.385	0.880	2.900	0.005	0.242
A13	3.246	0.808	0.129	0.898	0.019
A14	3.841	0.902	5.758	0.000	0.451
A15	3.876	0.759	6.802	0.000	0.487
A16	3.982	0.833	7.459	0.000	0.540
A17	4.104	0.920	6.184	0.000	0.467
A18	4.158	0.726	9.019	0.000	0.538
A19	3.175	0.966	3.474	0.001	0.270
A20	3.807	0.854	5.849	0.000	0.398
A21	2.649	1.061	-1.049	0.296	-0.117
A22	3.509	3.504	3.406	0.001	0.295
A23	4.158	0.744	8.855	0.000	0.573
A24	3.281	1.264	-0.947	0.345	-0.090
A25	2.193	1.275	-2.178	0.032	-0.242
A26	2.105	1.351	-2.220	0.029	-0.180
A27	3.860	1.070	0.400	0.688	0.065
A28	3.158	0.941	3.954	0.000	0.262
A29	3.281	0.920	6.259	0.000	0.369
A30	4.246	0.892	9.630	0.000	0.540
A31	4.737	0.613	10.999	0.000	0.648
A32	3.825	0.805	8.308	0.000	0.496
A33	4.281	0.796	8.267	0.000	0.547
A34	3.246	1.07	3.366	0.001	0.284
A35	3.842	0.774	5.888	0.000	0.391
A36	3.386	0.996	2.918	0.003	0.228
A37	4.579	0.681	8.481	0.000	0.568
A38	2.982	1.021	0.439	0.662	0.01
A39	3.982	0.719	8.196	0.000	0.485
A40	3.912	0.808	6.520	0.000	0.404
A41	2.930	0.921	-0.099	0.920	-0.063
A42	4.035	0.801	5.118	0.000	0.420
A43	3.947	1.125	4.044	0.000	0.336
A44	3.228	1.086	0.885	0.374	0.139
A45	3.035	1.212	0.773	0.441	0.097
A46	4.439	5.558	2.150	0.031	0.259
A47	3.930	0.842	6.178	0.000	0.363
A48	3.684	0.860	5.481	0.000	0.408
A49	3.614	1.098	5.365	0.000	0.408
A50	4.456	0.904	6.306	0.000	0.545
A51	4.053	1.007	7.177	0.000	0.505
A52	4.105	0.748	5.969	0.000	0.402
A53	3.351	1.343	2.05	0.042	0.215
A54	3.579	1.085	4.583	0.000	0.340
A55	4.175	0.860	6.370	0.000	0.418
A56	4.053	0.953	4.891	0.000	0.394
A57	4.228	0.824	5.773	0.000	0.386
A58	4.404	0.728	4.736	0.000	0.365

Table 2. Factor statistical table

Subject item	Factor load capacity				Commonality
	Factor one	Factor two	Factor three	Factor four	
A36	0.765	0.002	-0.025	0.045	0.704
A4	0.747	0.018	0.022	0.006	0.760
A10	0.741	0.270	0.144	-0.141	0.720
A11	0.700	0.023	-0.031	0.021	0.662
A35	0.652	0.153	-0.026	0.134	0.69
A29	0.630	0.004	0.140	-0.034	0.602
A12	0.635	-0.230	0.123	0.084	0.673
A48	0.626	0.250	0.024	0.250	0.602
A19	0.58	-0.218	0.162	0.162	0.630
A3	0.545	0.200	0.3701	-0.138	0.621
A20	0.495	0.213	0.160	0.352	0.676
A56	0.031	0.841	0.056	0.029	0.787
A47	0.158	0.692	-0.069	0.101	0.621
A16	0.079	0.691	0.224	0.024	0.602
A15	0.085	0.620	0.197	0.146	0.564
A33	0.060	0.617	0.202	0.050	0.651
A7	0.198	0.586	0.035	0.078	0.664
A40	0.218	0.581	0.004	0.044	0.592
A39	0.036	0.538	0.171	-0.025	0.662
A23	0.132	0.489	0.347	0.005	0.579
A30	0.174	-0.019	0.691	0.175	0.701
A49	-0.009	0.056	0.648	0.138	0.639
A9	0.166	0.205	0.618	0.006	0.624
A31	0.025	0.031	0.585	0.154	0.735
A57	0.090	0.087	0.574	-0.023	0.674
A50	0.121	0.163	0.502	-0.024	0.723
A58	0.101	0.315	0.430	-0.131	0.555
A37	0.014	0.295	0.422	-0.060	0.606
A8	0.084	0.167	0.023	0.479	0.671
A6	0.058	0.152	0.217	0.642	0.622
A52	0.020	0.145	0.217	0.550	0.650
A14	0.158	0.317	0.179	0.549	0.630
A18	0.005	0.236	0.194	0.543	0.608
A55	0.123	0.031	0.191	0.446	0.697
A2	0.383	0.178	0.145	0.406	0.640
Explained variance	22.55%	15.30%	11.38%	7.61%	
Accumulated variance	22.55%	37.84%	49.23%	56.85%	

Project Analysis

The paper through Bartlett sphere and KMO test to check factors feasibility, the result shows Bartlett sphere test result x^2 value is 388.85. Its corresponding significance level is 0, which proves factors are correlated that fit for analysing ; if KMO value gets larger then prove factors common factors are more, in the paper, KMO test value is 0.78, it is fit for testing (Zhang et al., 2016).

By above table, we also can find the items that don't conform to requirements are A1, A5, A13, A21, A24, A26, A27, A38, A41, A44, A45, so carry on principal component analysis of the rest, and revolve shaft by maximum method so as to solve factor loading matrix. Finally, it can solve analysis result, as **Table 2** shows.

Input above table data into SPSS software to make systematic analysis, finally it gets scree plot, as shown in **Figure 1**.

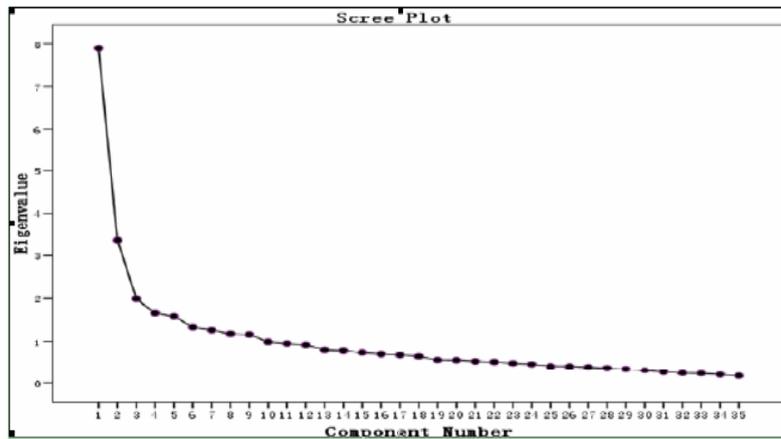


Figure 1. Steep slope scree plot

Table 3. Consistency coefficient table

Influence factor	M	SD	a
Interpersonal relationship	3.171	0.545	0.712
Campus culture	3.474	0.601	0.474
Outside attitudes	3.645	0.692	0.759
Self-mental state	3.321	0.573	0.625
Integration	3.403	0.499	0.889

From Figure 1, we can find that in influence factors, previous four ones are relative steep, while it gradually slows down since the fifth one, so it proves maximum ones in influence factors have four kinds (Zhang, 2012). According to the paper researched contents, name the four kinds of factors that are respectively interpersonal relationship, kindergarten campus culture, positive self-mental state and outside attitudes.

For above four kinds of main factors, the paper adopts Cronbach's alpha as kindergarten teachers' psychological harmonious status analysis consistency, finally its consistency reliability coefficient is between 0.62 and 0.75, test result is shown in Table 3.

Subjective well-being total score is the sum of life satisfaction and emotion satisfaction weights, from final result, it is clear that kindergarten teachers' psychological harmony total score and subjective well-being total score correlation coefficient is 0.4, and its level difference is significant in 0.01 range.

To sum up, carry out systematic analysis, verification factor analysis and confidence coefficient test on investigation result, kindergarten teachers' psychological harmonious status analysis is reasonable and effective.

Kindergarten Teachers' Psychological Harmonious Status Research

In order to discuss kindergarten teachers' psychological harmonious status, the paper adopts one-sample T test method on all scores' midpoint and average number, record five points from completely non-conformity (1) to completely conformity (5) as scoring points, kindergarten teachers psychological harmony lowest score is 4 scores, midpoint score is 12 scores, the highest score is 20 scores, and kindergarten teachers psychological harmony low score group needs to be lower than midpoint score 12, from which midpoint and average score comparison is shown in Table 4.

Table 4. Kindergarten teachers' psychological harmony scoring midpoint and average score analysis

Group	N	M	SD	t	df	p
Psychological harmony high score group	73	16.488	0.813	47.162	72	.000
Psychological harmony medium score group	125	14.576	0.688	41.834	124	.000
Psychological harmony low score group	73	11.509	0.834	5.214	72	.509

Table 5. Kindergarten teachers' psychological harmony midpoint and high score group average score analysis

Dimension	N	M	SD	t	df	p
Interpersonal relationship	73	4.088	0.454	20.493	72	.000
Campus culture	73	4.180	0.278	36.232	72	.000
Outside attitudes	73	4.394	0.297	40.054	72	.000
Self-mental state	73	4.045	0.334	26.726	72	.000

Table 6. Kindergarten teachers' psychological harmony midpoint and medium group average score comparison value

Dimension	N	M	SD	t	df	p
Interpersonal relationship	125	3.408	0.465	9.814	124	.092
Campus culture	125	3.849	0.314	30.202	124	.000
Outside attitudes	125	4.035	0.325	35.627	124	.000
Self-mental state	125	3.597	0.316	21.083	124	.000

Table 7. Kindergarten teachers' psychological harmony midpoint and low score group average score relations

Dimension	N	M	SD	t	df	p
Interpersonal relationship	73	2.729	0.421	-5.515	72	.173
Campus culture	73	3.423	0.326	11.076	72	.251
Outside attitudes	73	3.447	0.435	8.789	72	.000
Self-mental state	73	3.166	0.360	3.944	72	.499

By above table, we can get that low score group psychological harmonious level is poorer, and kindergarten teachers' psychological medium group and high score group levels are higher.

For above conclusion, make further analysis, three groups' staff psychology harmonious average score and scores midpoint implemented test, lowest 1 score, highest 5 scores and midpoint 3 scores are scores level of every kindergarten teachers' psychological harmony, its result is shown in **Table 5**.

By above table, it is clear that in kindergarten teachers' psychological harmony high score group, interpersonal relationship, campus culture, outside attitudes, self-mental state these four aspects scores are higher, kindergarten teachers' psychological harmony medium group and scoring midpoint relationship is as shown in **Table 6**.

In kindergarten teachers' psychological harmony medium group, interpersonal relationship score is relative lower, other three kinds scores are higher, low score group and midpoint scoring relation is as shown in **Table 7**.

In low score group, outside attitudes scores are relative higher, and interpersonal relationship, campus culture, self-mental state the three aspects scores are relative lower.

Table 8. Different genders' kindergarten teachers' psychological harmonious level description statistics

	N	M	SD
Man	147	3.685	.406
Woman	122	3.720	.401

Table 9. Different marriage statuses' kindergarten teachers' psychological harmonious level description statistics

	N	M	SD
Married	146	3.687	.407
Single	126	3.716	.398

Table 10. Different education extents' kindergarten teachers' psychological harmonious level description. statistics

	N	M	SD
Junior college and below	145	3.528	.388
Bachelor degree	84	3.676	.311
Graduate student and above	34	3.605	.410

KINDERGARTEN TEACHERS' PSYCHOLOGICAL HARMONIOUS FACTORS INFLUENCE ANALYSIS

Kindergarten teachers' psychological harmony influence factors are various, such as hold a post time, post, age, education extent, marriage status and gender and others, the paper adopts univariate variance analysis method to analyze its influence factors.

Gender Method Analysis

For different genders kindergarten teachers, it makes statistical description as shown in [Table 8](#).

By above table, carry out univariate variance analysis of their genders, finally it can get that genders generated psychological harmonious difference is very small, $F(1,26) = 0.023, p > .05$

Marriage Variance Analysis

For different marriage statuses' kindergarten teachers, it makes statistical description as shown in [Table 9](#).

By above table, carry out univariate variance analysis of their marriages, finally it can get that marriages generated psychological harmonious difference is almost 0, $F(1,26) = 0.496, p > .05$

Education Variance Analysis

For different education statuses' kindergarten teachers, it makes statistical description as shown in [Table 10](#).

By above table, carry out univariate variance analysis of their education, finally it can get that education generated psychological harmony has differences, $F(2,063) = 5.239, p < .05$, for the result, it carries on multiple tests, and finds that bachelor degree and graduate student generally are higher than junior college's scores.

Age Variance Analysis

For different kindergarten teachers' age statuses' kindergarten teachers, it makes statistical description as shown in [Table 11](#).

Table 11. Different ages' kindergarten teachers' psychological harmonious level description statistics

	N	M	SD
18-19	153	3.616	.374
30-39	80	3.762	.428
40-49	21	3.701	.376
50	8	3.585	.495

Table 12. Psychological harmony and teachers' work satisfaction correlation analysis

	Interpersonal relationship	Campus culture	Outside attitudes	Self-mental state
Sense of working achievement	0.546**	0.358**	0.347**	0.411**
Reward satisfaction	0.630**	0.303**	0.308**	0.408**
Self-control	0.564**	0.318**	0.316**	0.394**
Optimism tendency	0.633**	0.374**	0.337**	0.431**
Inspiration	0.480**	0.486**	0.341**	0.356**
Sensitivity	0.316**	0.095**	0.149**	0.176**

According to above result, we can get that in kindergarten teachers' psychological harmonious level, the age aspect has obvious differences, $F(3.267) = 3.54, p < .05$, make repeated tests on above process, finds that subjects of 30 to 49 age group, their scores are obviously higher than scores of above 50 as well as 18 to 19 age groups.

Psychological Harmony and Teachers' Quitting Relations

For kindergarten teachers' psychological harmony and quitting work relations, it makes correlation analysis, finally finds that psychological harmony and work satisfaction have significant relations, as following **Table 12** shows:

By above table, we find that psychological harmony and teachers work satisfaction have positive correlations.

CONCLUSION

The paper makes questionnaire on kindergarten teachers' psychological harmonious status, respectively states from interpersonal relationship, campus culture, outside attitudes, self-mental state the four aspects, and makes quantization analysis of the phenomenon, the investigation has higher reliability and validity. In kindergarten teachers' psychological harmony overall analysis, psychological harmony low scores group's teachers' psychological harmonious levels are very poor, psychological harmony higher scores group and medium group's teachers' psychological harmonious levels are higher. Kindergarten teachers' psychological harmony and work satisfaction have positive correlations, and meanwhile, psychological harmonious extent gets higher, one's corresponding work satisfaction extent also gets higher. The writer suggest kindergarten should educate in human-oriented to promote teachers' work satisfaction and then promote teachers' psychological harmonious degree, kindergarten internally should strengthen campus cultural construction to propel to kindergarten teachers' psychological harmonious degree, kindergarten internally should strengthen teachers' psychological health to promote its kindergarten internal stability.

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