
A Study on The Problems and Countermeasures of Kindergarten Teachers' Emotion Management – Taking Kindergarten P in China as an Example

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Abstract

Introduction: Everyone has emotions, yet whether or not we can manage them well is a problem we all have to face. At present, early childhood education is receiving more and more attention from the state, society and parents, while the responsibilities of kindergarten teachers, the expectations of parents and the attention of society are getting higher and higher, and the work pressure of kindergarten teachers will be greater and greater. As a result, the emotional management of kindergarten teachers has become more prominent, and the emotional management of kindergarten teachers is an important indicator of the longevity of their own professional development. Emotion management issues, in a sense, are not only relevant to the current professional development of kindergarten teachers, but also to their future career planning. In turn, it will have a significant impact on the quality and stability of kindergarten teachers.

Methodology: In this paper, a questionnaire survey was conducted to investigate the problems and causes of emotion management of kindergarten teachers in kindergarten P in China. The questionnaires were distributed to 102 kindergarten teachers in P kindergartens in China and 98 valid questionnaires were returned, with a valid return rate of 96.1%.

Results and Discussion: Research studies have found that the main factors affecting the emotional management of kindergarten teachers are social cognition, kindergarten management, family and personal psychological and physical aspects.

Conclusion: Based on the results of the survey combined with the relevant literature, the corresponding solution strategies are proposed: all parties in society need to change their perceptions and strengthen dialogue and communication; kindergartens need to focus on humanistic care for teachers; families need to understand the hardships of being a teacher; and teachers need to find appropriate ways to manage their emotions.

Keywords: Kindergarten Teachers, Emotion Manahement, Problems, Countermeasures.

1. Introduction

With the opening of Chinese comprehensive two-child policy in 2015 and the implementation of the three-child policy in 2021, this means that the demand for kindergarten teachers has increased, but it also reflects the gradual emergence of a shortage of kindergarten teachers, and the shortage of high-quality preschool teachers is even more pronounced. Until 2021, there will already be a shortage of around three million kindergarten teachers in China. Although there are more secondary vocational school graduates, junior college graduates and bachelor's degree graduates entering the profession every year, they do not work for long, or after many years of working as skilled teachers, they start to choose another career, indicating that the kindergarten teaching force is highly mobile and unable to retain high quality teachers. The ability to retain high quality teachers in China's kindergartens today is largely down to their own emotional management, in addition to external influences. Emotions are an external manifestation of a teacher's character, and kindergarten teachers who manage their emotions well will be more passionate about preschool education and have a higher sense of identity and happiness with the cause of early childhood education. Therefore, in order to develop a high-quality professional early childhood education team, it is significant to focus not only on building the character of kindergarten teachers, but also on their emotional management.

1.1 Emotional Management of Kindergarten Teachers has Become a Key Community-wide Concern

Pre-school education is the starting point of one's education, the beginning of lifelong learning and an important element of basic education in China. China's Professional Standards for Kindergarten Teachers (for Trial Implementation) state that kindergarten teachers should be optimistic, enthusiastic, and cheerful, and have an affinity for each other. They should be good at self-regulating their emotions and maintain a peaceful state of mind (2013). Therefore, how to enable kindergarten teachers to better manage their emotions is not only an issue for kindergarten teachers themselves, but also an issue that needs to be a key concern for the state and society. Focusing on the emotional management of kindergarten teachers is crucial to the healthy development of the country's early childhood education.

1.2 Improving the Emotional Management of Kindergarten Teachers is Key to Ensuring the Quality of the Kindergarten Teachers

Only when kindergarten teachers are able to regulate their emotions well can they be fully engaged in early childhood education. However, improving emotional management is not something that can be developed over time, and requires professional training and knowledge of methods to manage one's emotions. As the core of preschool education, the ability of kindergarten teachers to improve their own emotional management will affect the quality of the early childhood teaching force. Therefore, there is an urgent need to develop the emotional management of kindergarten teachers and to conduct research on the emotional management of kindergarten teachers.

2. Literature Review

2.1 Definition of Relevant Concepts

2.1.1 Emotions

Emotions are a complex psychological experience and can manifest themselves through perceptible behaviour. All of us are affected by emotions to a greater or lesser extent. In our daily learning, work, and life, we have moments of happiness and excitement, as well as moments of sadness, depression, anger and fear, which are all common expressions of emotions. However, it is important to note that not all emotions are negative. There are positive emotions and negative emotions; happy, cheerful, joyful etc. are positive emotions, while sadness, bitterness, fear, anger etc. are all negative emotions. If we are constantly experiencing one or more negative emotions as a result of something, it can have an impact on our physical and mental well-being.

2.1.2 Emotion Management

Scholars in China define emotion management mainly from a psychological perspective, arguing that emotion management is not only a strategy but also a competence, and therefore to define it, the essential characteristics and inherent properties of the competence should be reflected. Liao (2013) believes that the understanding of emotion management is based on the following two main considerations: First, it is based on a static perspective view of emotion management. Second, it is based on a dynamic perspective of emotion management. Based on the interpersonal interaction perspective, it is emphasized that emotion management is to allow the person to do the "three appropriate" (appropriate time, appropriate amount, appropriate measure) emotion selection and expression in response to the different situations, and to express the emotion just right, and to interact with others in a dynamic state (p. 5)

In summary, domestic scholars define emotion management, and the authors prefer to see emotion management as a developmental process and as the development and enhancement of competencies. Emotion management refers to the ability to understand one's own emotions and those of others, and to be able to detect undesirable emotions in oneself and others in time, so as to apply certain scientific strategies and methods to regulate one's own emotions and those of others, and to continuously improve one's ability to manage emotions.

2.2 Review of Relevant Literature

2.2.1 Problems Regarding the Emotional Management of Kindergarten Teachers

In her study, Yang (2016) concluded that the problems of new kindergarten teachers' emotion management include: first, teachers' orientation towards their own emotions and neglect of emotional consequences; second, they are not good at using appropriate language to express their emotions, which can easily lead to emotional loss of control; and third, they lack skills in controlling emotions (p. I-II).

In her study, Wang (2019) concluded that the problems of kindergarten teachers' emotion management include: kindergarten teachers' work is stressful, and their emotion management is easily neglected (p. I).

2.2.2 Influencing Factors on the Emotional Management of Kindergarten Teachers

In her study, Liu (2019) concluded that teachers are exemplary, and their words, behaviours and attitudes have an influence on their students. 3–6-year-olds are more imitative and therefore the emotional state that teachers present when faced with problems can also play a role in the emotional management of young children. The level of emotional management of kindergarten teachers is influenced by their own factors, school factors, family factors and social factors (p. I-II).

In their study, Yang, Zhang and Lv (2019) concluded that: i) rural kindergarten teachers have a medium level of emotion management, the highest level of emotion perception and the lowest level of emotion use; ii) teaching age and position are positively related to the level of emotion management; and iii) age and salary affect the level of emotion management of rural kindergarten teachers to some extent (p. 81-83).

Li and Huang (2021) pointed out in their study that: the way kindergarten teachers express and regulate their emotions affects the development of young children's emotions; the strength of their own emotional awareness affects the way they deal with young children's words and behaviours and their attitudes; and the age, education, teaching experience and salary of kindergarten teachers all affect their level of emotional management (p. 90-98).

In her study, Liu (2019) pointed out that the reasons for the weak emotion management skills of kindergarten teachers are mainly in two aspects: on the one hand, they are the reasons of the kindergarten teachers themselves. On the other hand, it is the institutional management of kindergartens. Currently, there are fewer high-quality public kindergartens and private kindergartens are emerging, but private kindergartens still have greater problems in terms of management, resulting in a certain impact on kindergarten teachers' emotions (p. 230).

In her study, Xue (2019) pointed out that the main factors affecting teachers' emotional management are teachers themselves, students, families, gender, age, social environment, and school environment (p. 48-57).

2.3 Research on Countermeasures for Kindergarten Teachers' Emotion Management

In the study, Zhao (2020) argued that the strategies to improve kindergarten teachers' bad emotions in group educational activities were as follows: from the teachers' own perspectives, establishing a correct view of education, enhancing emotional management, and improving the design and implementation of educational and teaching activities; from the kindergarten's perspective: strengthening the teaching and research of kindergarten teachers' group educational activities, focusing on the care of kindergarten teachers, and promoting their psychological health development (p. 27-30).

In the study, Li (2020) pointed out that the strategies to improve the emotional management ability of kindergarten teachers are specifically as follows: firstly, the training of kindergarten teachers' emotional management ability should be strengthened, and they should be given post-service psychological counselling, from both pre-service and post-service growth; secondly, kindergartens should create and set up an accepting and supportive material and spiritual environment to give kindergarten teachers a good environmental atmosphere; finally, the build a social support system to enhance the sense of professional achievement and happiness of kindergarten teachers (p. 50-53).

In the study, Han (2014) pointed out that the strategies to improve kindergarten teachers' emotion management are mainly based on their own practicality: establishing a correct professional ethics and children's education; kindergarten teachers should develop a psychological mechanism for emotional transformation; and using the art of expression to let children fully feel the teacher's emotional charm (p. 11-12).

To sum up, the issue of emotion management of primary and secondary school teachers has received increasing attention from scholars in China, but further research on the issue of emotion management of kindergarten teachers needs to be explored.

3. Methodology

3.1 Purpose of the Study

This study used questionnaires and literature research to investigate the current situation of emotion management among kindergarten teachers in China, to analyse the problems, influencing factors and their causes, and to propose solutions for fostering emotion management among kindergarten teachers.

3.2 Study Population

In this study, 98 kindergarten teachers from kindergarten P in China were used to investigate the current situation of kindergarten teachers' emotions, their problems and influencing factors.

3.3 Research Methodology

According to the needs of the thesis, the research methods used in this thesis are mainly: questionnaire survey method and literature research method. The main methods are described as follows.

3.3.1 Questionnaire Survey Method

The main method used is in the form of Wenjuanxing software to collect data, in which the respondents are asked to answer questions posed by the researcher according to their own wishes in order to obtain their psychological and behavioural performance. This study focuses on empirical analysis, focusing on investigating and analysing the problems and influencing factors of the emotional management of kindergarten teachers in China's P kindergartens, and

putting forward corresponding countermeasures accordingly. This study uses the questionnaire survey method to investigate 102 kindergarten teachers in Chinese P kindergartens, and 98 valid questionnaires were recovered, with a valid recovery rate of 96.1%, in order to truly obtain the actual situation of the emotional management of the research subjects and provide a realistic basis for this subject to provide a realistic basis for this research.

3.3.2 Literature Research Method

It is mainly referring to the author's analysis and study of various types of literature, so as to achieve certain research purposes. In this study, the author reviewed relevant books, journals and doctoral dissertations on the emotional management of kindergarten teachers in order to analyse the problems, factors affecting the emotional management of kindergarten teachers and the rationalisation measures to be taken.

4. Results and Discussion

4.1 Basic Situation of Teachers in Chinese P Kindergarten

Chinese P Kindergarten is a large provincial level inclusive private kindergarten with an open space, covering a total area of over 9,000 square metres, with good ecology, complete infrastructure, and complete supporting facilities. The teachers of this kindergarten are equipped with "two teachers and one guardian", and they are highly competent. They always insist on love, patience, care, and responsibility for the children, adhering to the educational philosophy of fostering healthy, lively and individualistic children, and promoting the all-round development of children's bodies and minds. The research subjects involved in this paper were the kindergarten teachers of kindergarten P. A total of 102 questionnaires were distributed and 98 valid questionnaires were returned, with a return rate of 96.1%. The authors conducted a questionnaire survey in kindergarten P in China and analysed the problems in the emotional management of kindergarten teachers in conjunction with the survey results.

Table 1 Basic profile of kindergarten teachers in P kindergarten

Category	Item	Frequency number (person)	Percentage (%)
Gender	male	10	10.20%
	female	88	89.80%
Academic qualifications	junior middle school	0	0%
	technical secondary school	4	4.08%
	junior college	74	75.51%
	bachelor's degree	18	18.37%
	master's degree or above	2	2.04%
Teaching experience	under 1 year	59	60.20%
	1-2 years	14	14.29%
	2-3 years	4	4.08%

	3-4 years	3	3.06%
	4-5 years	2	2.04%
	more than 5 years	16	16.33%
Salary	RMB 2,000-RMB 3,000	37	37.75%
(including base	RMB 3000-RMB 4000	22	22.45%
salary and	RMB 4000-RMB 5000	15	15.31%
various	RMB 5,000-RMB 6,000	10	10.20%
allowance)	above RMB 6,000 yuan	14	14.29%

Source: Developed for this research.

A total of 98 valid questionnaires were collected from P kindergarten teachers, with the following basic information.

Gender structure situation. Among the 98 kindergarten teachers surveyed, there were 10 male teachers, accounting for 10.20% of the total. There were 88 female teachers, accounting for 89.80% of the total. The analysis of the survey results shows that the number of male kindergarten teachers is still quite lacking.

Academic Structure Status. From the results of the survey in Table 1, among the 98 kindergarten teachers, there were almost no kindergarten teachers with junior high school education, while only 4.08% of the total number of kindergarten teachers had secondary school education, with 4 persons. kindergarten teachers with a college degree and a bachelor's degree accounted for 75.51% and 18.37% of the total, with 74 and 18 respectively. The school has also attracted graduate talent, with 2.04% of the total number of kindergarten teachers with a master's degree or above, with two. With the national reform of the early childhood teaching force, the threshold for entry into the profession has been raised and the overall level of education of kindergarten teachers has been increasing.

Teaching age structure situation. Among the 98 kindergarten teachers surveyed, those who had worked for less than one year accounted for 60.20% of the total, with 59 teachers; those who had worked for 1-2 years accounted for 14.29% of the total, with 14 teachers; those who had worked for 2-3 years accounted for 4.08% of the total, with 4 teachers; those who had worked for 3-4 years accounted for 3.06% of the total, with 3 teachers; and those who had worked for 4-5 years accounted for The number of teachers who have been working for more than 5 years is 16.33%. This indicates an uneven distribution of teachers' years of experience and reflects the high mobility of teachers.

The structure of salary (including base salary and various allowances). From the analysis of the survey results, 37 teachers were paid between RMB 2,000-3,000 (37.75%); 22 teachers were paid between RMB 3,000-4,000 (22.45%); 15 teachers were paid between RMB 4,000-5,000 (15.31%); 10 teachers were paid between RMB 5,000-6,000 (10.20%); and 10 teachers were paid over RMB 6,000 (10.20%). 10.20%; 14 teachers were paid over RMB6,000, accounting for 14.29%. This indicates that the overall salary level of kindergarten teachers is low.

4.2 Statistics on Kindergarten Teachers' Perceptions of Their own Emotions

Table 2 Statistics on kindergarten teachers' perceptions of their own emotions

Questionnaire content	Account for	
Do you feel that as a teacher of young children, you have frequent emotional ups and downs?	A.always will 4.08%	B.often will 48.98%
	C.occasionally 44.90%	D.Never 2.04%
Can you know exactly what emotional state you are in at the moment?	A.very clear 28.57%	B.It's clear 59.19%
	C.commonly 10.20%	D.not very clear 2.04%
	E.unclear 0%	
Can you perceive changes in your emotions through your own facial demeanour, movements and tone of voice?	A.very can 29.59%	B.compare can 56.12%
	C.commonly 11.23%	D.not too can 3.06%
	E.cannot 0%	

Source: Developed for this research.

According to Table 2, 4 out of the early childhood teachers said that they always have emotional ups and downs. A total of 48 people said they often have emotional ups and downs, while 44 percent said they never have. The majority of the respondents (44.90%) said they always have emotional ups and downs, while two (2.04 percent) said they never have. The findings of this study suggest that early childhood education is a profession that is prone to emotional up and downs. In addition to this, a survey revealed that 28 percent of the teachers are very aware of what kinds of emotional state they're in at the moment. On the other hand, almost 59 percent of the teachers are aware of what kinds of emotional state they're in. Although almost 59 percent of the teachers are aware of what kinds of emotional state, they're in, a total of 10 people, or 10.20%, were not very clear about their own emotional state. Also, the percentage of those who were unsure about their own emotional state was at 0%. The study also revealed that 29 out of the 50 teachers were very good at perceiving their own emotional state through their facial expressions and gestures. The study revealed that 55 out of the 50 teachers were able to accurately perceive changes in their own emotional state through their gestures and facial expressions. A total of 11 people, or 11.23%, were unable to do so. Three people, or 3.06%, were additionally able to do so.

By comparing the two surveys, "can clearly know what kind of emotional state they are in at the moment" and "can perceive their emotional changes through their facial expressions, movements and tone of voice", we can see that there is a certain correlation between them, which indicates that most of the teachers can clearly know what kind of emotional state they are in. This indicates that most teachers are aware of their emotional state. Moreover, they are able to perceive their mood changes through their facial expressions, gestures and tone of voice, while only a small number of teachers are not aware of their mood changes.

4.3 Kindergarten Teachers' Awareness of Their own Emotion Management

Table 3 Kindergarten teachers' perceptions of their own emotion management

Questionnaire content	Account for	
When dealing with a difficult child, can you control your emotions when dealing with that child?	A.very can 11.23%	B.compare can 26.53%
	C.commonly 1.02%	D.not too can 60.20%
	E.cannot 1.02%	
Do you look impatient when there is disruptive behaviour from children during teaching activities?	A.very will 2.04%	B.compare will 57.14%
	C.will not 28.57%	D.not 12.25%

Source: Developed for this research.

According to the statistical analysis in Table 3, when dealing with children who are difficult to teach, 11 people (11.23%) were "very much in control of their emotions", 26 people (26.53%) were "quite in control of their emotions", and 1 person was "generally able to control their emotions"; the percentage was 1.02%, 59 people were "not very able to control their emotions", accounting for 60.20%; "unable to control their emotions " with 1 person; the percentage is 1.02%. As for the statistics of those who would involuntarily show impatient expressions when children's disruptive behaviour occurred during teaching activities, the number of those who would "very much involuntarily show impatient expressions" was 2, accounting for 2.04%; the number of those who would "more involuntarily show impatient expressions " by 56 people, or 57.14%; "less likely to show an impatient expression involuntarily" by 28 people, or 28.57%; "not likely to show an impatient expression involuntarily" by 12 people, accounting for 12.25%.

According to the analysis of the above two surveys, most teachers have difficulty in controlling their emotions and managing their own emotions when they are faced with educational activities that are not in line with the educational activities, such as children's disruptive behaviour, and they may even show their impatient expressions involuntarily.

4.4 Statistics on Kindergarten Teachers' Perceptions of others' Emotions

Table 4 Statistics on kindergarten teachers' perceptions of others' emotions

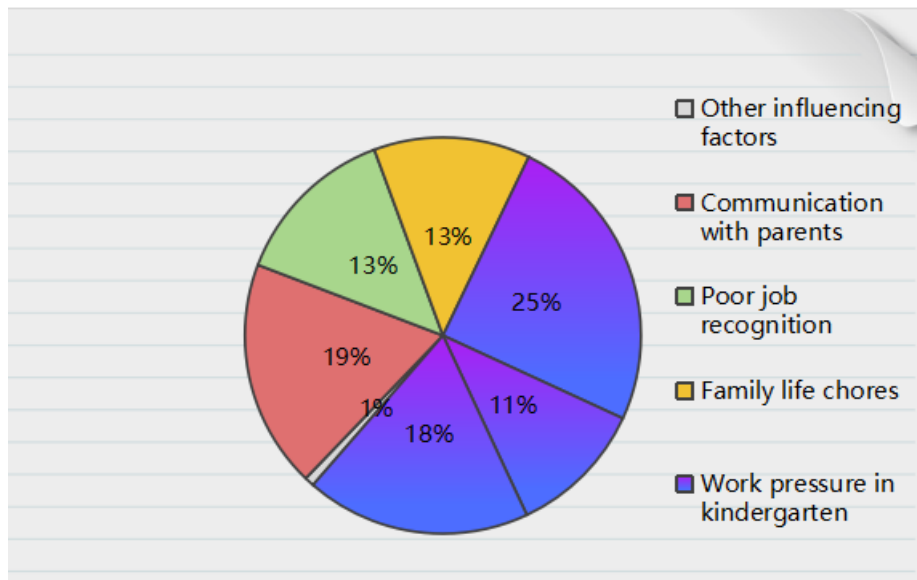
Questionnaire content	Account for		
Can you detect changes in the emotions of others by their facial expressions, mannerisms, tone of voice, body movements, etc.?(Multiple choice)	A.very can	8.16%	B.compare can 62.25%
	C.commonly	18.37%	D.not too can 10.20%
	E.cannot	1.02%	

Source: Developed for this research.

According to the results of Table 4, the percentages of teachers who could detect emotional changes in others from their facial expressions, mannerisms, tone of voice and body movements were 8.16% (8), 62.25% (61), 18.37% (18), 10.20% (10) and 10 (10). 62.25% (61 people), 18.37% (18 people), 10.20% (10 people), 10.20% (10 people), and 1.02% (1 people). The percentage of those who could not was 1.02%, with 1 person. From this analysis, it can be seen that teachers are able to detect the emotions of others from their facial expressions, mannerisms, tone of voice, body movements and other aspects.

4.5 Factors Affecting the Emotional Management of Kindergarten Teachers

Figure 1 Statistics on factors influencing the emotional management of kindergarten teachers



Source: Developed for this research.

The author provided teachers with six factors that affect their emotional management (Figure 1), of which the most frequently chosen was "work pressure in kindergartens", with 93 (94.90%) choosing it. "The third most popular choice was "the salary of kindergarten teachers", with 69 (70.41%) people choosing it; 51 (52.5%) people chose "low job recognition". Fifty-one people (52.04%) chose "job recognition"; 48 people (48.98%) chose "family life chores"; and 42 people (42.86%) chose "social status".

Table 5 Other factors affecting the emotional management of kindergarten teachers

Subject	Number of selections	Other answers from kindergarten
What do you think are the factors that affect the emotional management of kindergarten teachers? (Multiple choice)	2 22 68	kindergarten children get along with colleagues Kindergarten Children behavior and performance

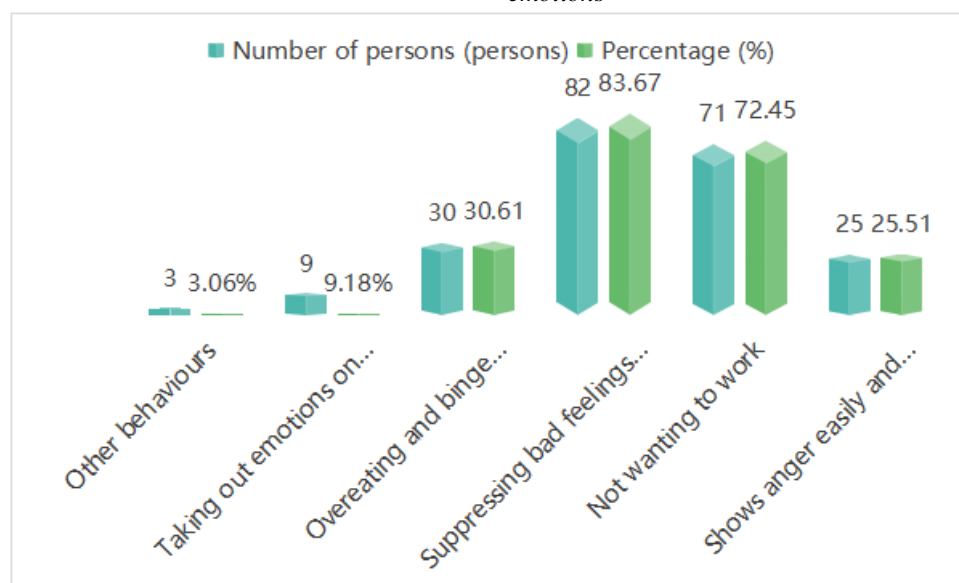
Source: Developed for this research.

In addition to the six factors that influence the emotional management of kindergarten teachers shown in Figure 2, which I have just listed, there are other answers that need to be added to the list, and the other answers of kindergarten teachers (shown in Table 5) also provide some insights to the author. Other factors that influence the emotional management of kindergarten teachers include the children, the way they get along with their colleagues and the behaviour of the children. This also illustrates that the factors that influence the emotional management of kindergarten teachers are not the influence of a single factor, but a combination of several factors.

In summary, the author summarises the objective and subjective factors that affect the emotional management of kindergarten teachers. The objective factors that affect the emotional management of kindergarten teachers are the pressure of work in kindergartens, the treatment and salary of kindergarten teachers, the trivialities of family life, social status, the behavioural performance of young children, and young children; the subjective factors are: communication with parents of young children and poor job recognition.

4.6 Behavioural Manifestations of Adverse Emotions in Kindergarten Teachers

Figure 2 Statistics on the behavioural manifestations of kindergarten teachers who develop negative emotions



Source: Developed for this research.

The author provided 98 teachers in Kindergarten P with five behaviours that teachers exhibit when they have bad feelings (as shown in Figure 2), of which the most frequently chosen was "keeping the bad feelings inside and "venting" them internally, with 82 (83.67%). The second most popular choice was "not wanting to work", with 71 people (72.45%); 30 people (30.61%) chose "binge eating"; 25 people (25.51%) chose "easily show anger and lose patience with children"; and twenty-five people (25.51%) chose "show anger easily and lose patience with children"; nine people (9.18%) chose "taking out emotions on family members or children".

Table 6 Other behavioural manifestations of negative emotions among kindergarten teachers

Questions	Number of selections	Other answers from kindergarten teachers
Which of the following behaviours do you tend to display when you have a bad mood? (Multiple choice)	2	Make fun of it and share it with your colleagues and family members
	7	There will be a brief period of negative psychology
	22	Talk to a friend
	61	Self-emotional regulation
	63	Diverting attention
	67	Make fun of others
	85	Want to change a job
	86	Digest yourself
	95	Need to be calm down when you're very angry

Source: Developed for this research.

In addition to the five types of behavioural manifestations when teachers have bad emotions as shown in Figure 3, the author also added other behavioural manifestations when teachers have bad emotions according to the survey results (as shown in Table 6), which shows that the behavioural manifestations when teachers have bad emotions are more negative than positive, which also reflects the current problems of teachers' own emotion management from the side. This also reflects the current problems of teachers' own emotion management.

To sum up, the author mainly categorised the behavioural manifestations of teachers' negative emotions into two dimensions, namely positive and negative behavioural manifestations. Positive behaviours are as follows: self-regulation, distraction, sharing with family and colleagues, finding friends to talk to, and calming down when they are angry. Negative behavioural manifestations include not wanting to work, easily becoming angry, losing patience with children, wanting to change jobs, having short periods of negative psychology, suppressing bad emotions internally and "venting" them internally, overeating, digesting on one's own, taking it out on family members or young children.

4.7 Problems with Kindergarten Teachers' Emotion Management

4.7.1 Kindergarten Teachers are Prone to Burnout due to the Intensity of their Work, and Negative Emotions Show Up clearly

Table 7 Statistics on the intensity of work in kindergartens affecting emotion management

Questionnaire content	Account for
Does the intensity of kindergarten work affect your emotional management?	A.will 96.94%
	B.will not 3.06%

Source: Developed for this research.

According to the author's survey, as shown in Table 7, among the 98 kindergarten teachers surveyed, 95 of them (96.94%) thought that the intensity of kindergarten work would also affect their emotional management. This can easily lead to physical and mental exhaustion. In the long run, their sense of professional identity and well-being slowly fades away and they easily become burned out, showing negative emotions such as getting angry easily, getting grumpy, being overly anxious, disappointed, and indifferent.

4.7.2 Lack of Methods and Experience in Emotion Management Among Kindergarten Teachers

Table 8 Statistics on the emotion management courses for kindergarten teachers in their schools

Questionnaire content	Account for
Did your school offer a course on emotional management for kindergarten teachers before you officially became an early childhood teacher?	A.It is opened once per semester 14.28%
	B.It is opened once a year 15.31%

Source: Developed for this research.

According to the author's survey statistics, as shown in Table 8, 63 out of 98 (64.29%) of the surveyed kindergarten teachers chose that "before becoming an early childhood teacher, their school did not offer courses on emotional management for teachers", which reflects the lack of pre-service training on emotional management for kindergarten teachers. This reflects a lack of pre-service training in emotional management.

According to Tables 6 and 7, the main problems of kindergarten teachers' emotion management are: kindergarten teachers are prone to burnout due to the intensity of their work and show negative emotions; they lack theoretical knowledge of emotion management and have little awareness of emotion management; and they lack methods and experience of emotion management.

5.1 Analysis of the Reasons Affecting the Emotional Management of Kindergarten Teachers

5.1.1 Analysis of the Social Aspects of the Causes

Parents' recognition and understanding of kindergarten teachers influenced kindergarten teachers' emotional management. Parents' emotional influence on kindergarten teachers was reflected in two aspects: their attitude towards kindergarten teachers and their cooperation with kindergarten teachers. According to the author's survey, 84 of the 98 kindergarten teachers surveyed (85.71%) felt disappointed by parents' disapproval, as well as the fact that most kindergarten teachers felt particularly stressed when communicating with parents of young children during the author's interviews, fearing both that parents would not cooperate and that they would be blamed. Therefore, parents' recognition of and cooperation with kindergarten teachers can affect kindergarten teachers' emotional management. Parents need to understand and respect kindergarten teachers in order to foster a good psychological state.

5.1.2 Analysis of the Causes on the Kindergartens

Kindergarten teachers are often emotionally affected by the demands placed on them as they work with children. Therefore, it is important that they are able to manage their stress levels. In order to improve their teaching and research skills, kindergartens have a wide variety of training activities that they can participate in. However, there are not many training activities that are designed to help the kindergarten teachers improve their emotional management. Most of them are focused on the mental health of the young children, and they don't have the necessary training on how to manage their own emotions. The author also spoke with two teachers who had participated in the training, and they noted that the training they received was only theoretical.

5.1.3 Analysis of Family-related Causes

The minutiae of family life affect the emotional management of kindergarten teachers. The level of support from family members affects teachers' emotional management. When family members understand the hard work of the profession and are supportive, teachers will feel positive about their work and will be able to play their role as teachers to improve the quality and effectiveness of their work; if family members do not understand or support teachers in kindergartens, they may not be supportive because of the low pay, the stressful nature of the job, and the reputation of the profession.

5.1.4 Analysis of the Causes on the Part of the Kindergarten Teachers Themselves

Kindergarten teachers' lack of fluency in teaching activities affects their own emotional management. In the author's research study, it was found that disruptive behaviour of young children during teaching activities can cause kindergarten teachers to have more pronounced negative emotions. Kindergarten teachers' attitudes towards their own emotions influence their emotion management.

5.2 Countermeasures to Enhance the Emotional Management of Kindergarten Teachers

5.2.1 Society Needs to Change their Perceptions and Enhance Dialogue and Communication

Improving social perceptions and enhancing the social status of kindergarten teachers. Therefore, improving social perceptions of kindergarten teachers can help facilitate their emotional management. Strengthen communication with parents and enhance mutual understanding. Therefore, kindergarten teachers should be bold enough to communicate with parents and put themselves in their shoes to gain their understanding. Kindergartens should focus on humanistic care for kindergarten teachers. Reduce unnecessary work tasks and reduce the work pressure of kindergarten teachers. Transform and enrich training forms and improve the training mechanism for kindergarten teachers' emotion management. Families must be sympathetic and understanding of the hardships of the teaching profession. Create a harmonious family atmosphere and provide support and care for teachers at work.

5.2.2 Kindergarten Teachers should Find Appropriate Ways to Manage their Emotions

Establish the right professional values and enhance professional identity. Professional values play a decisive role in the professional identity of kindergarten teachers. The influence of the state, society, kindergartens, and families are external factors, but what makes a person change is often their own internal drive i.e., the guidance of the right professional values. Therefore, kindergarten teachers need to learn to use scientific emotion management methods and techniques to manage their negative emotions, to transform them into positive emotions and to have positive emotional experiences. Therefore, kindergarten teachers can learn to improve their professionalism, teaching skills and communication skills. They also need to know how to manage their emotions, such as talking to others, engaging with nature, participating in sports, meditation, music, mental suggestion, distraction and self-soothing. If

you have serious emotional problems, you can consult a professional psychologist for advice and treatment.

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